
INCORPORATING RELIGIOUS MODERATION VALUES INTO ENGLISH LANGUAGE TEACHING: A PORTRAIT OF AN INDONESIAN VOCATIONAL SCHOOL

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ABSTRACT

The present study explores the process of instilling religious moderation values in English teaching at an Indonesian vocational school. Furthermore, challenges in instilling religious moderation values and solutions are discussed. The qualitative case study method was used in this study. Data were gathered through observation, semi-structured interviews with two English language teachers and two students at an Indonesian vocational school, and documentation. The findings reveal that internalization of religious moderation values can be incorporated through verbal stimulation (reminders and advice), English material, teaching methods, teachers' behavior, and assignments. These values include tolerance, discussion, justice, dynamics, creativity, and innovation. Meanwhile, challenges include students' personality differences and a lack of English textbooks containing religious moderation values. Several strategies were used to tackle the obstacles, including motivating students to participate actively in the teaching and learning process and exploring English material dealing with religious moderation. The implication of the study was discussed.

Key Words: english language teaching; learning process; religious moderation; Indonesian vocational school

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi proses penanaman nilai-nilai moderasi beragama dalam pengajaran bahasa Inggris di sekolah menengah kejuruan (SMK) di Indonesia. Selanjutnya, tantangan yang dihadapi guru bahasa Inggris dalam menanamkan nilai-nilai moderasi beragama, dan solusinya juga dibahas. Metode studi kasus kualitatif digunakan dalam penelitian ini. Data dikumpulkan melalui observasi, wawancara semi terstruktur dengan dua guru bahasa Inggris dan dua siswa SMK di Indonesia, dan dokumentasi. Hasil temuan menunjukkan bahwa internalisasi nilai moderasi beragama dapat diwujudkan melalui stimulasi verbal (pengingat dan nasihat), materi bahasa Inggris, metode pengajaran, perilaku guru, dan penugasan. Nilai-nilai tersebut antara lain toleransi, diskusi, keadilan, dinamika, kreativitas, dan inovasi. Guru bahasa Inggris menghadapi tantangan karena perbedaan kepribadian siswa dan terbatasnya sumber atau materi bahasa Inggris yang mengandung nilai-nilai moderasi agama. Adapun beberapa strategi yang digunakan guru untuk mengatasi kendala tersebut antara lain memotivasi siswa untuk berpartisipasi aktif dalam proses belajar mengajar dan mengeksplorasi materi bahasa Inggris yang berhubungan dengan moderasi agama. Implikasi dari temuan dibahas dalam penelitian ini.

Kata Kunci: pengajaran bahasa inggris, proses pembelajaran, moderasi beragama, SMK Indonesia

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INTRODUCTION

Studies have shown that a tendency to intolerance occurs in society, as seen among university students and high school students. According to a study conducted by the Institute for Peace and Religious Studies, 48.9% of junior and senior high school students in 59 private schools and 41 public schools tend to participate in radical actions (Azzam & Dianti, 2018). This situation is extremely dangerous to the nation's unity (Tsa Tsa & Santosa, 2020).

Teaching religious moderation ideals to the next generation can benefit them by preventing intolerance and radical behavior (Baidawi et al., 2020). The elaborations above suggest that internalizing religious moderation norms can help prevent extremism and radical behavior.

As reported by Ali (2018), education has a significant impact on the character of learners and society. Likewise, Kamal (2017) reported that the dissemination of the ideals of tolerance, moderation, respect, and empathy is based on the strategic pillar of education as well as the development of a nonviolent attitude in learners. Curriculum 2013 states that the integration of the first and second core competencies is required. The curriculum encourages schools to help students with religious issues. The first core competence is concerned with

developing spiritual competence, while the second is concerned with developing social competence (Rohmah et al., 2019).

Students are not only taught intellectual competence but also moral competence, as demonstrated by the character's adherence to norms and rules. It is possible to conclude that education is one of the most effective means of spreading religious moderation values. Then, it is expected that instilling religious moderation values in education will encourage the development of smart generations who will embed religious moderation values, tolerance, love, and peace and avoid extremism and radical action.

Tremendous studies in line with English teaching in Indonesian schools have been undertaken by some scholars. Setyono & Widodo (2019) investigated the multicultural values embedded in the Indonesian English language teaching textbook. They found only four values included in the textbook, which are respecting various ethnic groups, respecting indigenous people, avoiding friction, and respecting innovative products. Meanwhile, multicultural materials from various countries and multimodal materials need to be included in the ELT textbook. In terms of English teaching practice at Indonesian schools, Nue et al., (2022) reported that English teachers need to develop their

identity and reflective teaching for better English teaching. These elaborations depict that in terms of English teaching in Indonesian high schools, some teachers tend to focus on utilizing English textbooks provided by the government, where the materials do not cover all religious moderation and multicultural values. Moreover, English teachers need to increase their professional development.

More specifically, studies about instilling religious moderation into subjects' schools have been done by scholars. Baidawi et al., (2020) reported the ways of instilling religious moderation values in teaching speaking using group work activity at an Indonesian Islamic higher education, resulting that some values such as tolerance and creativity can be inserted in speaking class. Likewise, employing a qualitative meta-data analysis, Rizal (2021) investigated the study of integrating religious moderation values into English language teaching in the Islamic higher education context. The findings show that Indonesia is the only country integrating moderation values in the ELT context. Meanwhile, in a school context, Husna & Thohir (2020) elaborated on the study about instilling moderation values in learning Islamic education, resulting in three values: fairness, balance, and moderation.

Referring to the above elaborations, studies on religious moderation values were mostly in Indonesian Islamic schools and higher education contexts where they are more familiar with Islamic values. Meanwhile, studies about integrating religious moderation values into ELT settings in public vocational schools, including practices, challenges, and strategies to tackle the challenges, have not yet been explored. The present study, therefore, aims to elaborate on the practices of integrating religious moderation values in ELT, as well as the challenges and strategies to overcome them.

METHOD

The present study mainly explores the ways of incorporating religious moderation values in English language teaching in the Indonesian vocational school context, challenges, and their solutions. The qualitative case study method was utilized in this study. As emphasized by Creswell (2009), the qualitative case study refers to the approach that focuses on an experience, place, setting, time, and others by using inductive ways of gathering, describing, analyzing, and interpreting the data and information related to practices of religious moderation values in ELT setting in Indonesian vocational school.

Research design

The present study employed a qualitative case study. Data were garnered through observation, semi-structured interviews with two English teachers and two students at an Indonesian vocational school, and documentation to explore in detail the practices of incorporating religious moderation values into English language teaching in the vocational school context.

Research site and participants

Regarding the participant selection, we recruited two female English language teachers and two students from a public vocational school in Indonesia. These teachers were categorized as Teacher 1 and Teacher 2. Meanwhile, the students consisted of a male student categorized as Student 1 and a female student categorized as Student 2.

These participants were recruited for the reason of accessibility, openness, and availability. In addition, they were chosen as the participants who were able to give data related to the practices of incorporating Religious moderation values in English language teaching at an Indonesian vocational school. To maintain confidentiality, the names were pseudonyms. The data were

collected from January 2021 to April 2021.

Data collection and analysis

Data were gathered through observation, semi-structured interviews, and documentation to explore in detail the practices of incorporating religious moderation values into English language teaching in the vocational school context.

Associated with conducting the observation, we made an observation sheet as a guide to gain information related to the practices of incorporating religious moderation values. The ways to conduct observation include preparing the materials to conduct observation, participating in English language teaching class, and observing the situation of the teaching and learning process to know how the English language teachers internalized religious moderation values in English class. Finally, we noted the information in the observation sheet. Further, an interview guide was also used to interview the participants of this study.

In the process of analyzing the data, we transcribed the data from interviews to support the data reduction and coding process. In conducting a deeper analysis, we read the results of the transcription of the interview data

thoroughly to gain the main results. In addition, the data analysis proposed by Widodo (2014) was adopted, including listening to a recording repeatedly, transcribing the interview data to gain more insights and knowledge of the participants' explanation, interpreting the data, building communication with participants to match the data; and ensuring data validity by pursuing some feedback on analyzing data from the participants.

FINDINGS AND DISCUSSION

Findings

Practices of Religious Moderation Values Incorporation into English Language Teaching

In addition to helping students succeed academically, teachers also help shape their characters. Every educational institution has been urged by the National Education Ministry to build the character of its students. As a result, it will produce students with noble character and intellectual aptitude in the classroom. The English instructors at the public vocational school in Indonesia understood how crucial it was to establish the students' personalities. Teachers have a responsibility to develop the character of their charges to prepare them for life in the modern world. Teacher 1 (2021) asserts that

technological advancement, in particular, has a significant impact on how students behave. As a result, it justifies the application of teaching her class values of religious moderation. The development of the student's character through the teaching and learning process is necessary because becoming intelligent without having good character is insufficient.

When religious moderation values are included in English teaching, it signifies that English teachers have incorporated religious moderation ideals into the teaching and learning of English. Along with imparting knowledge of the English curriculum, teachers also help students develop their character. An aspect of Western culture that is highly distinct from Eastern culture, particularly Indonesian culture, is English. If the students' adaptation to Western society does not match with Indonesian culture, particularly Muslim culture, that issue becomes the teachers' anxiety. To safeguard students from adverse effects that could cause them to lose their national or religious character, it is necessary to integrate religious moderation ideas into the classroom. Even if students pick up other languages, particularly English, they do not necessarily have to adapt to every aspect of that culture. In this matter, they can choose the positive aspects. In

essence, they continue to maintain their own culture and religious teachings.

Starting from the opening, main, and closing activities, the practices of instilling religious moderation ideals are applicable. The implementation could take place in one or more stages. As a class facilitator, the teachers are responsible for the learning process. They can incorporate values through verbal or nonverbal stimuli. The verbal stimulation consists of conversations with the students as well as suggestions, instructions, warnings, and other things. At the same time, non-verbal cues can be seen in the behavior of teachers since they are role models who should act appropriately. She regularly reminded the students to always be kind to others, respect others, and remind the students about worship activities as ways of internalizing the values of religious moderation (Teacher 1, 2021).

Through the use of English-language materials, the teachers also incorporated religious moderation concepts. Since there is no special topic on religious moderation values, Teacher 1 (2021) reported that internalizing religious moderation values might also be accomplished by specifically implementing English content. For instance, when addressing announcement-related content, the values that can be incorporated include

the way of conveying an announcement effectively, respecting others, and paying attention to the person delivering the announcement (Teacher 1, 2021). Furthermore, the instructional approach may help students internalize religious moderation values. This can be accomplished by holding discussions or group activities during learning activities that might advance the values of tolerance and respect for others, build students' self-assurance, and foster their creativity in presenting information. Additionally, because all students have the same opportunities and privileges, teachers do not discriminate among students during the discussion session. The teachers gave every student an equal opportunity before praising the ones who have expressed an opinion. In this sense, egalitarianism and fairness are incorporated.

As asserted by Teacher 2, internalizing religious moderation values is necessary. By instilling religious moderation principles into the students, teachers must place more emphasis on character development than only on the student's proficiency in English (Teacher 2, 2021).

Referring to the findings of the interviews, the English teachers internalized the virtues of religious moderation through building interactions with students, both inside

and outside of the classroom. For instance, they always welcomed students to class and talked about current events to inspire them to be better people. Through the English curriculum, the teachers also fostered religious moderation principles.

The opening, main, and closing stages of the lesson were all observed by the authors. The course was delivered through a distance learning program known as online learning. The teachers in this study used Google Classroom as the online learning platform to facilitate the learning process. The class activities were elaborated as follows:

Opening Activity

Since all students are Muslims, the teachers began a class by greeting them with "*Assalamualaikum*" (peace be upon you). The teachers then inquired about the student's health and hoped that everyone was in excellent health. The class began with a prayer in the hope of receiving Allah's kindness and blessings. The illustration below explains the opening.

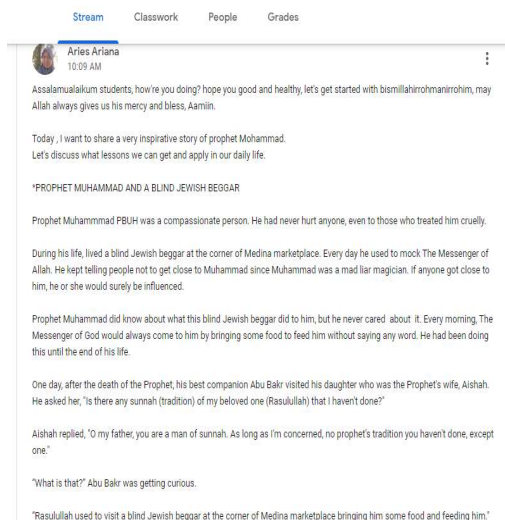


Figure 1. The opening Activity of Teacher 1

Like Teacher 1, Teacher 2 welcomed the students using a greeting "*Assalamualaikum wr wb.*" By advising the students who were not fasting to respect those who were fasting, the teachers were fostering tolerance in their students at this stage. In this part, tolerance is, therefore, the value of religious moderation. The teachers then guided everyone in a group prayer. The student's character will be shaped to be religious; thus, it is a good habit to implement during the teaching and learning process. Additionally, the teachers drilled accountability in students. The finding reported the students completed all of their homework within a week after they had written their names and students' ID numbers. The documentation for opening the class is provided in figure 2.

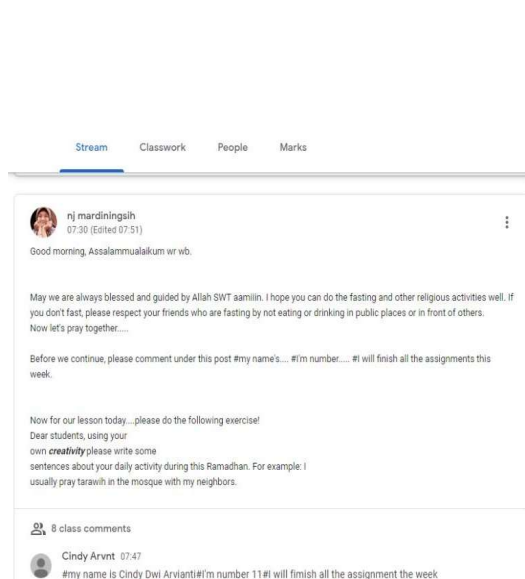


Figure 2. The Opening Activity of Teacher 2

Main Activity

In the main activity, the teachers told a motivational story about the Prophet Muhammad, PBUH. "*The Prophet Muhammad and a Blind Jewish Beggar*" is the title of the story. The teachers asked the students to read the text. Students were asked to discuss what lesson they could take from the text after reading it and apply it to their daily lives by leaving comments in the comment section. The Prophet Muhammad's life story and the discussion activity promoted the virtues of religious moderation. Tolerance and dialogue are the values of religious moderation. The elaboration below shows how Teacher 1 led students in the main activity.

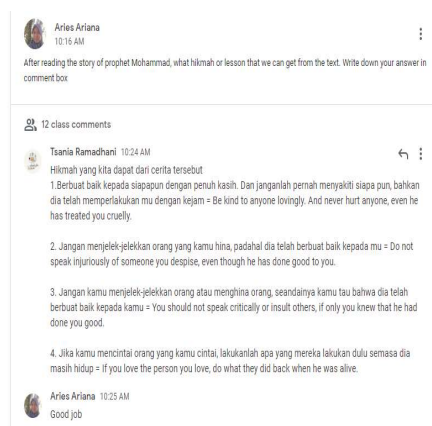


Figure 3. Instruction of Teacher 1

On Google Classroom, many students actively participated in the conversation. They presented their viewpoint on the lesson learned from the life of the Prophet Muhammad, PBUH. Additionally, teachers said "good job" or "well done" as a sign of respect for the student's responses and engagement. This finding implied that teachers fostered the importance of equality and respect for others. The replies from the students and the teachers during the conversation are reported in figure 4.

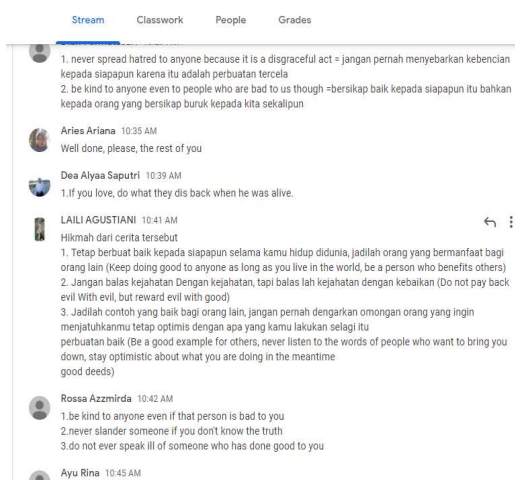


Figure 4. Students' Participation in Learning Process

Teacher 2 strengthened what has been said before. In this main activity, she assigned the students the responsibility of creating a few sentences that describe their daily activities throughout the month of Ramadan. Students' use of creativity was highlighted by the teachers (Teacher 2, 2021). As a result, it can foster honest behavior. The job is turned in via WhatsApp group after the teachers specify a one-week deadline. Incorporating energetic, creative, and inventive qualities, as well as religious moderation values, are badly needed. The teachers' methods of instruction provide evidence of it. Google Classroom served as a learning platform used by instructors to help the teaching and learning process. The photograph depicts Teacher 2 when presenting a lesson.

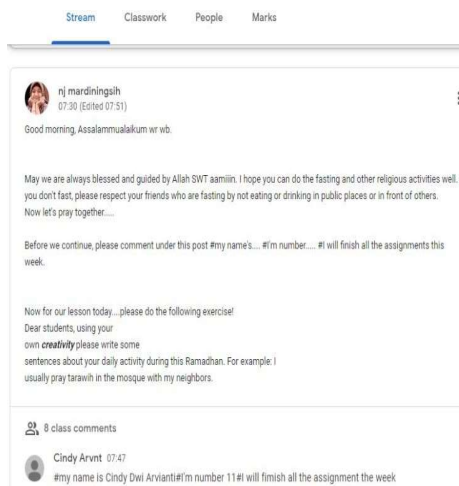


Figure 5. Instruction of Teacher 2

The assignments that the students submitted via WhatsApp group are listed below.

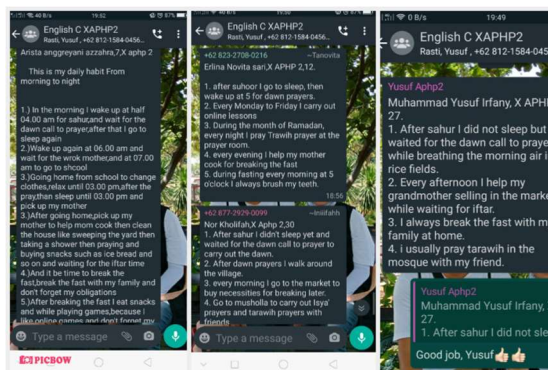


Figure 6. Results of Students' Assignments

The aforementioned explanations are strengthened by students' claims that teachers model religious moderation for their charges by fostering positive behavior patterns and reminding them of them while they are

being taught and studying. She continued that by acting appropriately in front of the students, the instructors also serve as good role models (Student 1, 2021). Another student asserted that the teachers instilled the virtues of religious moderation in their charges by stressing the value of tolerance for others (Student 2, 2021).

Closing Activity

The teachers concluded the class by repeating "*Alhamdulillah*" once those exercises were completed. Since the Prophet Muhammad PBUH is the best example for all Muslims worldwide, they also advise the students to emulate his conduct. After accomplishing this phase, the teachers thanked the students for their thoughtful attention and comments as a sign of respect for their involvement in class.

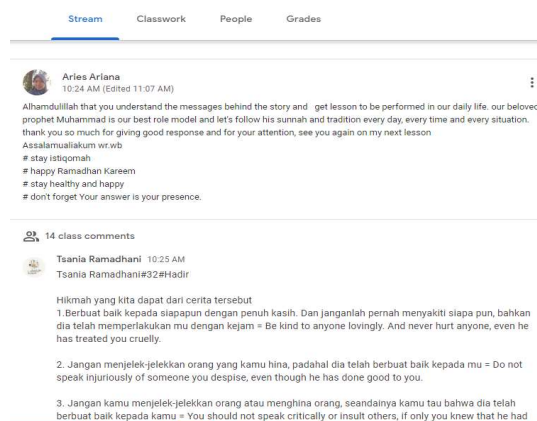


Figure 7. The Closing activity of English Teaching

The figure 7 demonstrate that the practices of religious moderation values have been done in the English learning process reflected in the opening, main, and closing activities. Further, the selection of materials, lesson plans, and learning methods were associated with the principle of religious moderation values during the English teaching and learning activities. More importantly, some religious moderation values are reflected in the learning activities, including tolerance, respect for others, innovation, creativity, discussion, honesty, promotion of local culture, and others. In terms of materials selection, the teachers adopted materials from various sources, such as English textbooks provided by the Indonesian government, the Internet, YouTube, videos, and modules containing religious moderation values. Interestingly, considering the status of the vocational school is a public school and not considered an Islamic one, the teachers can incorporate religious moderation values while teaching English and promote numerous multicultural values to their students.

Challenges in Incorporating Religious Moderation Values into English Language Teaching

The results of the interview indicate that there are certain challenges in

internalizing the value of religious moderation. According to Teacher 1 (2021), one of the challenges to internalizing values is the lack of motivation in learning English students. Some of them were unresponsive when learning, and they did not focus when teachers presented the information. The students' circumstances could make it challenging to internalize moderate Islamic beliefs since they were less motivated and passive during the teaching and learning process (Teacher 2, 2021).

The next challenge is the difficulty in finding English textbooks promoting religious moderation values. As stated by Teacher 1 (2021), she found it a little challenging to integrate the concepts of religious moderation through the English material because the English textbook does not contain the relevant content. In addition, Teacher 2 (2021) concurs that there is a dearth of English-related content that promotes religious moderation. It is possible to infer from the foregoing explanation that English teachers face the same challenges in instilling religious moderation in students.

The lack of student motivation in learning English could be caused by the lack of facilities provided by the school, including an English laboratory, a supportive environment, and other

infrastructures. Furthermore, the lack of English textbooks promoting religious moderation and multicultural values became a challenge in the process of teaching and learning. This may be caused by the lack of support from the government in providing English textbooks, especially for the vocational school level containing religious moderation and multicultural values. Therefore, teachers should strive to find appropriate English materials from various sources, including textbooks, YouTube videos, modules, and others. Moreover, they should be creative in designing English materials based on the student's needs.

Strategies for Overcoming the Challenges in Incorporating Religious Moderation Values into English Language Teaching

The difficulties of introducing religious moderation values into English language instruction are handled in a variety of ways. These include providing the students with a specific approach and giving motivation. The teachers further stated that since they must establish the students' character, they should be patient in the process of teaching and learning (Teacher 1, 2021). By encouraging the students to be more serious and engaged in the teaching and learning process, the second instructor

addresses the issue relating to the student's character (Teacher 2, 2021). The next strategy is to empower creativity in designing English materials related to religious moderation principles in response to the dearth of English resources incorporating these values. They cannot solely rely on the English textbook in this regard. However, they may use the internet to search for more information from different sources. Another strategy is to utilize various teaching methods associated with English learning based on the student's needs. In this sense, teachers used some teaching methods such as discussion, project-based learning, demonstration, and others. Interestingly, the teachers had integrated technology utilization with English teaching and learning activities. For instance, students were asked to create videos containing self-introduction in English that promotes religious moderation values such as greeting, respecting others, showing honesty, tolerance, creativity, and so on. Then, they were asked to send their assignment to Google Classroom.

Discussion

Radicalization and terrorism-related issues are widespread around the globe. To solve these issues, this condition needs substantial solutions.

Promoting religious moderation among young people is one strategy that could be used to tackle it. The educational system could be used to instill these principles. In this case, the teaching and learning process could embrace the religious ideals of moderation. Several educational institutions, particularly those in higher education, should play a strategic role in preventing radicalization. This could be accomplished by adding religiously based moderation values in English classes and other topics so that students learn about moderation and practice it in their daily lives.

The English language teachers have incorporated religious moderation values in teaching and learning processes, including in the opening, main, and closing activities, by the practices of incorporating the religious moderation values in English language teaching in the context of an Indonesian vocational school. More precisely, tolerance, dialogue, fairness, creativity, invention, and egalitarianism are some religious moderation principles incorporated in ELT classrooms.

The English language teachers used English-language resources to incorporate the concepts of tolerance into their lessons. This can be achieved by encouraging students to participate in the teaching and learning process by

encouraging them to explain something from their viewpoints. Additionally, the English language instructors used the motivational tale "*The Prophet Muhammad and a Blind Jewish Beggar*" by reading it aloud, having the students read it, and then having a discussion on the lesson that could be drawn from it. This tale illustrated the virtues of tolerance. The Prophet Muhammad's constant kindness to everyone he encounters might be seen as evidence of this. He also treated the beggar well, even though he was Jewish, and the Prophet was treated nicely.

Additionally, they included the value of tolerance through their teaching strategies. The English language instructors claimed that they held class discussions using Google Classroom. They shared a motivational tale with the class and then were asked to comprehend it before talking about the moral of the tale. The comment box on Google Classroom is a medium for the students to express their opinions. One of the educational strategies that might encourage students to think critically is discussion. Discussions in educational activities can help students grow in their ability to tolerate others. It is strengthened by Akpan et al. (2020), who state that the discussion technique encourages students to communicate more effectively and to become more tolerant as they learn to accept and

appreciate others' points of view. The students will encounter a range of perspectives and different ideas during the discussion activity. Further, the learner receives instruction on how to respect different points of view.

The tolerance value is internalized through verbal stimulation, such as admonitions or reminders. Teachers urged students who were not fasting to respect others by refraining from eating in front of those who were fasting. Teachers serve as change agents in this environment and are crucial to student learning as well as character development. As a result, teachers should set a good example for their students (Prasetyo et al., 2020; Wahyuningsih, 2017). The radical behavior and conflict that frequently occur in our society may be caused by others' intolerance. Thus, tolerance allows for the peaceful life of people who hold a variety of values and opinions (Almerico, 2014; Wattimena & Perwita, 2017). To encourage a peaceful life, it is essential to include the value of tolerance for future generations. Briefly stated, tolerance is a mindset that appreciates diversity in both religious and several other facets of life, such as a tolerant mindset toward differing ideas (Islami & Aziz, 2018; Nirwana & Darmadali, 2021).

The English language teachers used several teaching strategies to incorporate the debate value while maintaining religious moderation. The importance of using the method in the teaching process is emphasized by Patel & Jain (2008), who report that teaching methods and approaches play a crucial role in English language teaching. It gives teachers instructions on how to effectively educate students. In addition, they should be knowledgeable about a range of instructional methods and strategies. As a result, they were able to employ an effective teaching strategy to improve students' understanding, motivation, and knowledge. Discussion is one of the instructional techniques. It is a technique whereby the instructor encourages or supports the students in sharing their ideas or opinions to jointly identify and resolve problems (Yusuf et al., 2016). This approach can aid students in honing their critical thinking, communication, and ability to evaluate differing points of view (Akpan et al., 2020). The students were asked to consider what lesson they may learn from the text that had been uploaded on Google Classroom based on the findings of the interviews conducted by the teachers. They respect one another despite having different points of view.

Besides, the English language teachers have handled their students

fairly when incorporating the religious moderation value of fairness. Indeed, they encourage, support, and provide direction to individuals who genuinely need learning assistance. In light of this, the teachers promoted the importance of justice and consideration for others. The teaching approach used by the English teachers demonstrates how dynamic, creative, and innovative principles have been incorporated. As a way to reduce crowding during the COVID-19 pandemic, online learning has emerged as a popular teaching strategy. According to Teacher 1 and Teacher 2, the class was delivered online utilizing Google Classroom as the teaching tool. Through assignments, they fostered the virtues of creativity and innovation. It will be apparent when English teachers provide students with the responsibility of writing a text about their experiences during the month of Ramadan. Further, the teachers also emphasized that the students should be creative in the learning process. The students were not permitted to copy or paste assignments from other students and the internet. As a result, this educational activity fosters originality and creativity.

The English teachers embraced the principle of equality by incorporating it into their lessons and instruction. They made use of English-language resources that upheld egalitarian and religiously moderate beliefs. The manuscript was

then shared among them, and it told the tale of the Prophet Muhammad and a blind Jewish beggar, which illustrated the importance of egalitarianism. Because of his charisma and his noble nature, the Prophet Muhammad PBUH is a well-known figure adored by the whole Makkah society. Through their behavior, English teachers also internalized the importance of egalitarianism. It is evident when they respect students' right to voice their viewpoints.

Some challenges were found by the teachers while incorporating religious moderation values, including the students' varied personalities and backgrounds, the limited English-language resources that promote religious moderation, and the students' lack of desire for learning and teaching activities. This finding is strengthened by Rohmana (2020), who reports that it would be challenging to find English-language information with religious moderation.

Some methods were employed to implement religious moderation values to overcome these difficulties. These include encouraging students to actively participate in the teaching and learning process, understanding the students' personalities by employing the proper techniques, and fostering innovation and creativity in the design of English

materials that are connected to religious moderation values from various sources. Moreover, they could not merely rely on an English textbook (Suciati et al., 2022). The need to use various learning methods in incorporating religious moderation values is also in line with the study conducted by Ekawati et al. (2019), which results in the crucial role of multicultural learning methods.

To stimulate the student's interest and motivation in learning English, they intended to employ technology-integrated English materials (Balchin & Wild, 2020; Dhawan, 2020; Wahyuningsih & Afandi, 2020, 2022, 2023; Wahyuningsih & Maisyanah, 2021). Social media and online learning tools like Facebook, Instagram, YouTube, Twitter, Edmodo, and others could be used to improve English language instruction.

Briefly speaking, the findings of the study reported that incorporating religious moderation values into English language teaching needs better preparation from all aspects, including lesson plans, teaching materials, teaching methods, teaching activities, technology utilization, and others. As reported previously, the English language teachers found challenges in promoting religious moderation values, particularly the difficulties in finding

relevant English textbooks containing all religious moderation and multicultural values. In addition, the tasks and activities designed in the textbook were not discussed closely. This problem is strengthened by the previous studies emphasizing that multicultural materials from various countries and multimodal materials need to be included in the Indonesian ELT textbook (Setyono & Widodo, 2019; Sulistiyo et al., 2021). More importantly, activities and tasks need to be presented more closely in the textbook.

CONCLUSIONS AND SUGGESTION

The values of religious moderation are incorporated in several ways, including the English material, teaching method, verbal stimulation, task giving, and teachers' behavior. In incorporating the value of tolerance, the English teachers designed English teaching materials containing religious moderation values and used verbal stimulation. Furthermore, they incorporated the values of discussion, dynamics, and innovation through teaching methods. Meanwhile, to internalize the values of justice and egalitarianism, they reflected in their behavior during the teaching and learning process. Interestingly, task-giving is utilized to enhance creativity among students. However, they find

some challenges in incorporating religious moderation values into English language teaching, including the lack of motivation among students in teaching and learning activities, the students' different characters and backgrounds, and the limited English materials containing religious moderation values. To overcome the challenges, they used strategies including motivating students to actively participate in the teaching and learning process, understanding the students' character by using appropriate approaches, and developing innovation and creativity in designing English materials related to religious moderation values from various sources.

The limitation of the study was that it was conducted at an Indonesian public vocational school, and the limitation was the participants' recruitment (two English teachers and two students). It is highly suggested that future researchers undertake studies of religious moderation viewed by various schools and participants. By undertaking this study, we could gain more insights regarding the ways of incorporating religious moderation values into English language teaching in detail in the vocational school context. This study promotes the implication of the need for incorporating religious moderation values into the educational sector, including in English language teaching,

particularly in the context of vocational schools, to establish better young generations in the future.

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