EFL Instructional Materials Development Integrated with Playing Card Games and Islamic Perspectives

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Abstract

This paper explores the intersection of Islamic views on EFL instructional material development and the integration of playing card games as a pedagogical tool for vocabulary teaching. The use of playing card games as a tangible and interactive resource in vocabulary teaching has been shown to enhance vocabulary retention, promote contextual understanding, and encourage active participation. By integrating playing card media as part of a comprehensive vocabulary instructional approach, individual learner needs can be considered, and various strategies can be incorporated to cater to different learning styles and proficiency levels. It becomes instructional techniques to address all language skills and components effectively. The combination of Islamic values, inclusive instructional materials, and interactive teaching approaches contributes to a holistic educational environment that promotes language proficiency, moral development, and intercultural understanding. This paper presents a qualitative library research methodology that aims at exploring Islamic perspectives on English as a Foreign Language (EFL) instructional material and communicative instruction through card games based on Islamic teachings. The result from this discussion is by upholding moral and ethical standards aligned with Islamic teachings, respecting cultural diversity, and using clear, accurate, and appropriate language, EFL instructional materials can be designed in a manner that aligns with Islamic values. Incorporating Islamic values and teachings within the instructional materials, where relevant, allows for a comprehensive approach that promotes not only language proficiency but also moral and character development in line with Islamic principles. Including elements of Islamic history and culture in the materials further promotes intercultural awareness among learners, fostering respect and understanding of different cultures.

Key words: EFL Instruction, Playing Card Games, Islamic Perspectives

INTRODUCTION

English as a Foreign Language (EFL) instructional material plays a pivotal role in language   acquisition, offering learners the tools they need to develop their language skills. For muslim learners, it is essential that such materials align with Islamic beliefs

and values (Ali, 2018). Then According (Maesaroh et al., 2022) the Islamic view can be used as supplementary materials to integrate English teaching and give Islamic values in the context of Islamic. It should be developed by considering several aspects and steps such as the curriculum, the language used, illustration and appearance, guidance for teachers, and moral lessons/values.

The basis for designing Islamic as supplementary materials and have implications for further research and development particularly in the context of EFL. The Instructional Material serves as a foundation for language learning programs, providing learners with the necessary resources to develop their language proficiency. These materials include textbooks, audio-visual aids, online resources, and supplementary materials (Rohmah et al., 2019). They are designed to enhance learners' communication skills, cultural awareness, and critical thinking abilities. However, it is important to ensure that the content and methodologies used in EFL instruction are compatible with Islamic principles and values.

Islam encompasses a comprehensive way of life, guiding Muslims in various aspects, including education. Islamic values emphasize the pursuit of knowledge and the importance of moral and ethical conduct (Rohmana, 2020). Islam encourages seeking knowledge that is beneficial, just, and free from harm. Therefore, when designing EFL instructional material, it is crucial to consider how it aligns with Islamic teachings, ensuring that it does not contradict or compromise the principles of Islam. Communicative instruction focuses on meaningful interaction and real-life communication, allowing learners to actively engage with the language. One effective method of communicative instruction is through the use of card games. These games provide an interactive and enjoyable way for learners to practice their language skills, including vocabulary, grammar, and speaking abilities (Muslimin & Harintama, 2022).

By incorporating Islamic themes and values into card games, educators can create a bridge between language learning and religious teachings. Islamic card games can introduce vocabulary related to Islamic rituals, values, and concepts. Additionally, these games can promote dialogue and discussions about Islamic ethics, morality, and social responsibilities. Through these interactive activities, learners can develop their language proficiency while deepening their understanding of Islamic teachings.

When designing card games for EFL instruction based on Islamic teachings, cultural sensitivity and respect for diverse perspectives are crucial. The games should avoid promoting stereotypes or presenting Islam in a monolithic manner. Instead, they should encourage an appreciation for the diversity within the Muslim community and foster intercultural understanding. By representing different cultures and perspectives, these games can promote inclusivity and respect, aligning with the principles of Islam (Fithriani, 2018; Muslichatun, 2013).

Developers of EFL instructional material and card games should actively seek collaboration and feedback from Muslim educators, scholars, and community members. By involving experts in Islamic teachings, language education, and game design, the material can be refined to ensure its accuracy, relevance, and cultural sensitivity. Feedback from Muslim learners is equally important, as their insights can contribute to the development of engaging and effective instructional material that resonates with their experiences and needs.

The integration of Islamic themes, values, and vocabulary in card games for EFL communicative instruction is explored in the reviewed studies. These studies

demonstrate that card games based on Islamic teachings can engage learners and enhance their language proficiency. The inclusion of Islamic rituals, moral dilemmas, and social etiquette within card games facilitates discussions about Islamic values and ethics, promoting a deeper understanding of Islamic teachings.

The research indicates that educators face various challenges in integrating Islamic values into EFL instructional material and using card games. These challenges include the availability of appropriate resources, the need for cultural sensitivity, and the adaptation of existing materials to align with Islamic perspectives. However, educators expressed positive attitudes toward incorporating Islamic values, recognizing the potential of such integration in fostering a holistic approach to language learning.

Learners' perspectives are generally favorable, with many expressing increase motivation and engagement when Islamic values are incorporated into instructional material and card games. Learners appreciated the relevance of the content to their cultural and religious identity, and they reported enhanced language learning outcomes as a result of the meaningful integration of Islamic teachings.

METHODOLOGY

This paper presents a qualitative library research methodology that aims at exploring Islamic perspectives on English as a Foreign Language (EFL) instructional material and communicative instruction through card games based on Islamic teachings. It explores Islamic perspectives on EFL instructional material and introduces the concept of communicative instruction through card games based on Islamic teachings. By combining language learning with Islamic values, we can create an engaging and culturally sensitive approach to EFL education. Clear formulated and specific research questions can guide the investigation of Islamic views on EFL instructional material and communicative instruction through card games that include:

- What are the key Islamic values that relevant to EFL instructional material design?
- How can card games based on Islamic teaching be effectively utilized in EFL communicative instruction?

Further, this paper presents the results of researches reviewed Islamic perspectives on English as a Foreign Language (EFL) instructional material. It was conducted by researcher (Ali, 2018; Rohmah et al., 2019; Rohmana, 2020; Utami & Suriyani Djamdjuri, 2021) and the use of card games for communicative instruction based on Islamic teachings (Muslichatun, 2013; Muslimin & Harintama, 2022; Reese & Wells, 2007). Through the synthesis of previous studies, this paper also provides an overview of the key findings, themes, and implications related to the integration of Islamic values into EFL education. The results shed light on the significance of incorporating Islamic perspectives in instructional material design and highlight the potential benefits of using card games as a communicative language learning tool within an Islamic framework.

The reviewed studies reveal the importance of incorporating Islamic ethical principles, social values, and cultural sensitivity in EFL instructional material. Islamic perspectives emphasize the need for content that aligns with Islamic teachings, avoiding materials that contradict or compromise Islamic principles. Scholars highlight the

significance of representing Islamic themes, vocabulary, and concepts in a manner that promotes understanding and appreciation of Islamic teachings.

DISCUSSIONS

This paper presents a qualitative library research methodology (Fossey et al., 2002; Merriam, 2002) that aims at exploring Islamic perspectives on English as a Foreign Language (EFL) instructional material and communicative instruction through card games based on Islamic teachings. By conducting an in-depth analysis of scholarly literature, books, journal articles, and relevant sources, this methodology seeks to provide insights into the integration of Islamic values into EFL education. The paper outlines the steps involved in conducting theoretical review and presents recommendations for researchers interested for the follow up further research in this field of study. The writer conducted a comprehensive literature review as the sources related to EFL education, Islamic studies, and language pedagogy, and retrieved relevant books, articles, conference papers, and research studies for analysis. The writer also identifies key terms, such as Islamic perspectives on EFL, language teaching and Islamic values, EFL communicative instruction, and card games in language learning.

By conducting a comprehensive analysis of relevant literature review, the discussions can offer valuable insights into the integration of Islamic values in EFL education (Pho et al., 2015; Vishnevsky, Tanya and Beanlands, 2004). The review of related literature on card games in language learning and teaching integrated with Islamic values contribute to the existing knowledge base and inform the development of culturally sensitive and effective EFL instructional material and language learning activities for Muslim learners.

The discussions of the reviewed literature or studies have several implications for EFL educators, curriculum designers, and policymakers. It is essential to consider Islamic perspectives when developing instructional material, ensuring cultural sensitivity, and aligning with Islamic values. Educators should explore the potential of card games as a communicative language learning tool, incorporating Islamic themes and values to create engaging and culturally relevant learning experiences.

The reviewed research highlights the significance of incorporating Islamic perspectives in EFL instructional material and using card games as a communicative language learning tool. By aligning language education with Islamic values, educators can create culturally sensitive and engaging learning environments that foster language proficiency while promoting understanding and appreciation of Islamic teachings. Future research and practice should continue to explore and refine the integration of Islamic views in EFL education to meet the needs of Muslim learners in diverse contexts.

1. Islamic views on EFL

Islamic values are principles or concepts derived from Islamic teachings, beliefs, and ethics that guide the behavior, attitudes, and decisions of individuals who adhere to the Islamic faith. These values are central to the worldview of Muslims and influence various aspects of their lives, including personal conduct, social interactions, and professional endeavors(Djamdjuri et al., 2022; Hidayati, 2017). Islamic values are often based on the Quran (the holy book of Islam), the teachings of the Prophet Muhammad (Hadith), and scholarly interpretations of Islamic jurisprudence (Fiqh). They provide a moral framework for Muslims to live their lives in accordance with the teachings of

Islam and to strive for righteousness, justice, compassion, and spiritual fulfillment(Rohmana, 2020). Examples of Islamic values include Tawhid (Oneness of God), Adab (Respect and Etiquette), Taqwa (God-Consciousness), Ihsan (Excellence), Sincerity (Ikhlas), Community (Ummah), Justice (Adl), Patience (Sabr), Knowledge (Ilm), and Gratitude (Shukr), among others. These values serve as guiding principles for Muslims in navigating the complexities of the modern world while remaining grounded in their faith and spiritual identity.

When designing English as a Foreign Language (EFL) instructional materials for an audience with Islamic backgrounds, it's important to consider incorporating key Islamic values to ensure relevance, cultural sensitivity, and respect for learners' beliefs. Here are some Islamic values that can be relevant to EFL instructional material design:

a. Tauhid (Oneness of God): Emphasizing the unity and oneness of God in instructional material can resonate with Islamic learners. For example, incorporating themes of unity and interconnectedness in language activities can align with the concept of Tawhid.

b. Adab (Respect and Etiquette): Teaching language in a manner that promotes respect and etiquette is essential. This includes addressing others with polite language forms, teaching courteous expressions, and emphasizing respect for teachers, peers, and the learning process.

c. Taqwa (God-Consciousness): Encouraging mindfulness and consciousness of God in language learning activities can be valuable. This might involve incorporating reflective exercises or discussions that prompt learners to consider ethical or moral implications of language use.

d. Ihsan (Excellence): Promoting excellence and striving for the best in language proficiency can be aligned with the Islamic value of Ihsan. Encouraging learners to excel in their language skills and to approach learning with dedication and sincerity can be beneficial.

e. Sincerity (Ikhlas): Emphasizing sincerity in intentions and actions in language learning can resonate with Islamic teachings. Encouraging learners to approach language learning with sincerity and a genuine desire to communicate effectively can be incorporated into instructional material.

f. Community (Ummah): Fostering a sense of community and collaboration among learners can align with the concept of Ummah. Group activities, peer interactions, and collaborative language tasks can promote a supportive learning environment.

g. Justice (Adl): Incorporating themes of justice and fairness in language learning activities can be relevant to Islamic values. This might involve discussing topics related to social justice, fairness in communication, and equality in language use.

h. Patience (Sabr): Emphasizing the importance of patience and perseverance in language learning can resonate with the Islamic value of Sabr. Encouraging learners to persist through challenges, setbacks, and difficulties in language acquisition can be valuable.

i. Knowledge (Ilm): Promoting the value of knowledge acquisition and lifelong learning aligns with the Islamic emphasis on seeking knowledge. Encouraging learners to engage in continuous language learning and explore diverse linguistic resources can be beneficial.

j. Gratitude (Shukr): Incorporating themes of gratitude and appreciation in language learning activities can resonate with Islamic teachings. Encouraging learners to express gratitude for opportunities to learn, language abilities, and progress in proficiency can be valuable.

Islamic perspectives on EFL (English as a Foreign Language) instructional material involve integrating Islamic principles, values, and cultural sensitivities into the design and delivery of language teaching materials. It also, aim to provide students with language learning experiences that not only develop their English proficiency but also nurture their moral and ethical development in accordance with Islamic principles. For the more, emphasize the importance of aligning with moral and ethical standards derived from Islamic teachings. The design should reflect values such as honesty, respect, compassion, and justice. Content that contradicts or compromises Islamic principles should be avoided(Ali, 2018; Maesaroh et al., 2022; Rohmana, 2020; Utami & Suriyani Djamdjuri, 2021). The Explanations covers:

a. Upholding moral and ethical standards aligned with Islamic teachings: The instructional material should adhere to Islamic principles of morality and ethics, promoting virtuous behavior and character development. It should avoid content that promotes violence, immorality, or unethical behavior.

b. Respecting cultural diversity and avoiding content conflicting with Islamic customs: The material should respect the cultural diversity within the Muslim community and avoid content that may contradict or offend Islamic customs and practices. Sensitivity toward religious sensitivities, modesty, and gender interactions should be considered.

c. Using clear, accurate, and appropriate language: The language used in the instructional material should be clear, accurate, and appropriate. It should avoid the use of offensive, disrespectful, or inappropriate language that contradicts Islamic guidelines on speech.

d. Incorporating Islamic values and teachings where relevant: Islamic values and teachings should be incorporated into the instructional material where relevant. This may include incorporating verses from the Qur'an, stories of prophets, moral teachings, and examples that demonstrate Islamic principles in real-life contexts.

e. Including elements of Islamic history and culture to promote intercultural awareness: The material should include elements of Islamic history, culture, and contributions to promote intercultural awareness and understanding. It should present Islam as a dynamic and diverse religion with a rich cultural heritage.

f. Using authentic resources reflecting real-life language usage within Islamic contexts: To provide an authentic learning experience, the instructional material should include resources that reflect real-life language usage within Islamic contexts. This may include authentic texts, audiovisual materials, and examples from Islamic literature, media, or Islamic educational institutions.

g. Consulting with Islamic scholars or educational experts for guidance: To ensure accuracy and alignment with Islamic teachings, it is advisable to consult with Islamic scholars or educational experts. Their expertise can provide valuable guidance on incorporating Islamic values into the instructional material and addressing any potential concerns or controversies.

By integrating these Islamic values into EFL instructional material design, educators can create materials that are not only linguistically effective but also

culturally sensitive and relevant to learners with Islamic backgrounds. Then, by adapting the above-mentioned principles, educators can develop EFL instructional material that is sensitive to Islamic values, respects cultural diversity, and promotes a positive learning experience for Muslim learners.

2. EFL Instruction through Playing Card Games

At the result of an article about EFL instruction through playing cards games, according (Muslimin & Harintama, 2022) about Cards Games, in Sung and Ching (2012), a game is a recreational activity. In order to drive students to learn more effectively, it is mentioned that game-based learning makes use of the idea of competitive exercises, in which students compete with one another or with themselves. Games frequently include a fantasy component that involves participants in learning activities through a plot. Tedd (2012) lists the following characteristics of game-based learning (GBL); to encourage students to study more effectively, GBL employs competitive exercises that either pit students against one another or require them to challenge themselves. Games frequently include a fantasy component that involves participants in a learning process through a plot. EFL instruction through playing card games can be an effective and engaging approach to language learning. This outline provides a detailed explanation of the key points related to this instructional method (Abdyhalykova, 2016; Muslichatun, 2013; Reese & Wells, 2007; Richard & Farrel, 2005; Sekhar & Chakravorty, 2017). The key points include:

a. Playing card media as a tangible and interactive resource for vocabulary teaching. It means that playing cards serve as a tangible and interactive resource for teaching vocabulary in the EFL classroom. The physical nature of the cards allows learners to engage with the language in a hands-on manner, making the learning experience more dynamic and enjoyable.

b. Enhancing vocabulary retention, promoting contextual understanding, and encouraging active participation: Playing card games facilitate vocabulary retention by providing repeated exposure to words in a meaningful context. Through gameplay, learners encounter vocabulary items repeatedly, reinforcing their understanding and retention. Additionally, the contextual use of vocabulary within the game prompts learners to grasp the meaning and usage in a practical and engaging way. The active participation required during gameplay further enhances language learning outcomes.

c. Integrating playing card media as part of a comprehensive vocabulary instruction approach: Playing card media should be integrated as part of a comprehensive vocabulary instruction approach. While card games provide a valuable tool for vocabulary practice, they should be combined with other instructional strategies, such as explicit vocabulary teaching, contextualized activities, and meaningful language use, to provide a well-rounded vocabulary learning experience.

d. Considering individual learner needs and incorporating various strategies: When incorporating playing card games in EFL instruction, it is crucial to consider the individual needs of learners. Different learners may require various strategies, such as scaffolding, differentiation, or modifications to game rules, to ensure optimal engagement and learning outcomes. Educators should be flexible in adapting the game to suit the diverse learning styles and proficiency levels of their students.

e. Valuable resource in language classrooms, but not a standalone method: Playing card games are a valuable resource in language classrooms, but they should not be considered as a standalone method. While they provide an engaging and interactive learning experience, they should be used in conjunction with other instructional techniques to address all language skills and components effectively.

f. Critical review of expert opinions to inform effective integration of playing card media: To ensure the effective integration of playing card media in EFL instruction, it is essential to conduct a critical review of expert opinions and best practices. Examining the insights and recommendations of experts in language teaching and game-based learning can inform educators on how to optimize the use of playing card media for language learning purposes. This review can guide educators in selecting appropriate games, adapting rules, and designing meaningful language learning activities using playing cards.

By considering these points, educators can harness the benefits of playing card games to enhance vocabulary instruction in the EFL classroom, providing an interactive and enjoyable learning experience for their students.

3. Applying Islamic views on EFL material development and respect cultural diversity

Firstly, while avoiding content conflicting with Islamic customs, the following strategies can be employed. Conducting thorough research on cultural backgrounds and sensitivities of learners. It can do with to other information about the cultural backgrounds, customs, and sensitivities of the learners in the target audience. Then, consider the diversity within the Muslim community, considering variations in cultural practices, beliefs, and interpretations of Islamic teachings. Conduct surveys, interviews, or needs assessments to better understand the learners' cultural context and identify potential areas of sensitivity or conflict(Ali, 2018; Rohmah et al., 2019).

Secondly, with make greeting an inclusive learning environment by respecting diverse cultural practices. Make designing instructional materials that promote inclusivity, acknowledging and respecting diverse cultural practices and traditions. Avoid assumptions or generalizations about Islamic customs and practices, recognizing the individuality and diversity within the Muslim community. Encourage learners to share their cultural experiences, fostering a sense of appreciation, understanding, and respect for different cultural backgrounds.

Thirdly, develop instructional materials that align with Islamic customs and beliefs. Ensure that the content, topics, and examples included in the instructional materials are in line with Islamic customs, values, and beliefs. Integrate Islamic perspectives, teachings, and principles into the materials to provide learners with an Islamic framework for understanding and interpreting the content. Seek guidance from Islamic scholars or educational experts to ensure accuracy and authenticity in incorporating Islamic perspectives.

Avoid content that contradicts Islamic teachings or may be deemed offensive. Review instructional materials carefully to identify any content that contradicts Islamic teachings or may be considered offensive to Muslim learners. Remove or modify content that goes against Islamic values, ensuring that it respects the boundaries and sensitivities of the Islamic faith. Consider cultural sensitivities when selecting topics,

visuals, or examples, avoiding content that may be deemed inappropriate or disrespectful.

Including materials that promote cultural sensitivity, intercultural understanding, and respect for Islamic customs. Incorporate materials that foster cultural sensitivity and intercultural understanding among learners. Include resources that provide accurate and balanced information about Islamic history, culture, and contributions to promote a deeper understanding and appreciation. Introduce topics and discussions that encourage learners to reflect on their own cultural biases and develop respect for Islamic customs and practices(Hayati, 2009).

By applying these strategies, EFL material developers can create instructional materials that respect cultural diversity, align with Islamic customs and beliefs, and promote cultural sensitivity and understanding. This approach ensures that learners feel included, respected, and engaged in the learning process while adhering to Islamic teachings and values

4. Respecting Cultural Diversity and Avoiding Content Conflicting with Islamic Customs

Respecting cultural diversity and avoiding content that conflicts with Islamic customs is crucial in EFL instructional material development. Drawing upon the insights this explanation will delve into the importance of conducting research on cultural backgrounds, creating an inclusive learning environment, and incorporating Islamic perspectives to ensure cultural sensitivity in instructional materials(Jawas, 2020).

To emphasize the significance of conducting thorough research on the cultural backgrounds and sensitivities of learners. This research allows instructional material developers to gain a deeper understanding of their learners' diverse cultural contexts, traditions, and customs. By being knowledgeable about learners' cultural backgrounds, instructional materials can be designed to be culturally inclusive and respectful, avoiding stereotypes or misconceptions that might arise due to cultural ignorance (Hamad Al-khresheh, 2020).

Creating an inclusive learning environment is another important aspect highlighted in "Materials Development in Language Teaching" for promoting cultural diversity. Instructional materials should reflect and respect the diversity of learners' cultural practices, beliefs, and values. By incorporating materials that showcase different cultural perspectives, learners are exposed to a range of ideas, traditions, and customs. This exposure fosters an appreciation for cultural diversity and helps learners develop intercultural competence, enabling them to interact respectfully and effectively in multicultural settings.

Incorporating Islamic perspectives in EFL instructional materials is essential to ensure content aligns with Islamic customs and beliefs. Instructional materials should be developed in a manner that respects and adheres to Islamic teachings. This entails avoiding content that contradicts Islamic principles or may be deemed offensive, ensuring that instructional materials are consistent with Islamic moral and ethical standards. By aligning the content with Islamic customs and beliefs, instructional materials become more relevant and meaningful for Muslim learners, allowing them to engage with the materials in a manner that reflects their cultural and religious identity.

Furthermore, instructional materials should include materials that promote cultural sensitivity, intercultural understanding, and respect for Islamic customs. This

can be achieved by integrating elements of Islamic history, culture, and values into the materials. By incorporating examples, stories, or discussions that reflect Islamic customs and practices, learners gain a deeper understanding of Islamic culture and values. This exposure fosters cultural sensitivity and intercultural understanding among all learners, promoting a more inclusive and harmonious learning environment(Djamdjuri et al., 2021).

By respecting cultural diversity and avoiding content conflicting with Islamic customs, instructional materials become more inclusive, relevant, and respectful of learners' diverse backgrounds. Thorough research on learners' cultural sensitivities, the creation of an inclusive learning environment, and the incorporation of Islamic perspectives in instructional materials all contribute to promoting cultural sensitivity, intercultural understanding, and respect for Islamic customs. By embracing and celebrating diversity, EFL instructional materials can foster an enriching learning experience that respects learners' cultural identities and promotes a positive and inclusive learning environment.

5. Using Clear, Accurate, and Appropriate Language

Using clear, accurate, and appropriate language is essential in EFL instructional material development. This explanation will explore the importance of employing language that is easily understood, respectful, inclusive, and considerate of diverse backgrounds and sensitivities. Additionally, it will highlight the integration of Islamic perspectives, emphasizing the value of clear and concise speech, linguistic accuracy, and adherence to Islamic guidelines of modesty and respect in language usage(Byram, 2003; Tomlinson, 2011).

The first principle from EFL instruction is to employ language that is easily understood, accurate, and appropriate for learners' proficiency levels. Instructional materials should be designed with the learners' language abilities in mind, ensuring that the language used is accessible and comprehensible. It is important to select vocabulary, grammar structures, and sentence complexity that align with the learners' proficiency levels. By doing so, instructional materials facilitate effective communication and enhance the learners' comprehension and language acquisition.

Furthermore, selecting language that is respectful, inclusive, and considerate of diverse backgrounds and sensitivities is crucial in EFL instructional material development. Instructional materials should avoid language that may be offensive, derogatory, or discriminatory toward any particular group or culture. Language choices should be inclusive and sensitive to learners' diverse backgrounds, ensuring that all learners feel valued and respected within the learning environment. By promoting respect and inclusivity through language, instructional materials create a safe and supportive atmosphere for language learning.

From an Islamic perspective, clear and concise speech is highly valued as it contributes to effective communication. Islam emphasizes the importance of expressing oneself clearly, avoiding ambiguity or confusion in speech. Therefore, in the integration of Islamic perspectives, instructional materials should emphasize the value of clear and concise language use. By focusing on clarity, learners are encouraged to develop their speaking and writing skills in a manner that aligns with the teachings of Islam.

Linguistic accuracy is another aspect to consider in EFL instructional material development from an Islamic standpoint. Islam emphasizes the pursuit of

knowledge and understanding, and linguistic accuracy plays a significant role in conveying ideas and concepts accurately. Instructional materials should provide opportunities for learners to develop their linguistic accuracy by engaging in activities that focus on grammar, vocabulary usage, and language conventions.

CONCLUSION

This article has explored EFL Instructional Materials Development Integrated with Playing Card Games and Islamic Perspectives. It's a pedagogical tool for vocabulary teaching with Islamic perspectives. By upholding moral and ethical standards aligned with Islamic teachings, respecting cultural diversity, and using clear, accurate, and appropriate language, EFL instructional materials can be designed in a manner that aligns with Islamic values.

Incorporating Islamic values and teachings within the instructional materials, where relevant, allows for a comprehensive approach that promotes not only language proficiency but also moral and character development in line with Islamic principles. Including elements of Islamic history and culture in the materials further promotes intercultural awareness among learners, fostering respect and understanding of different cultures.

The use of playing card games as a tangible and interactive resource in vocabulary teaching has been shown to enhance vocabulary retention, promote contextual understanding, and encourage active participation. By integrating playing card media as part of a comprehensive vocabulary instructional approach, individual learner needs can be considered, and various strategies can be incorporated to cater to different learning styles and proficiency levels.

While playing card games prove to be a valuable resource in language classrooms, it is essential to recognize that they are not a standalone method. They should be integrated with other instructional techniques to address all language skills and components effectively. A critical review of expert opinions can inform the effective integration of playing card media, ensuring that they are used in a way that maximizes their benefits and aligns with pedagogical principles.

Moreover, by considering the Islamic views on EFL instructional material development and incorporating playing card games as a tool for vocabulary teaching, educators can create engaging, culturally sensitive, and effective learning experiences for their students. The combination of Islamic values, inclusive instructional materials, and interactive teaching approaches contributes to a holistic educational environment that promotes language proficiency, moral development, and intercultural understanding.

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