



THE IMPLEMENTATION OF WAHDATUL ULUM IN TEACHING ACADEMIC ENGLISH WRITING FOR FOREIGN LEARNERS

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Article Info

Received: March 15, 2026

Revised: May 10, 2026

Accepted: July 09, 2026

Online Version: September 30, 2026

Abstract

Wahdatul 'ulum is an approach to integrate knowledge in which Islamic studies and Islamic science are put together. It has been implemented in teaching all subjects in the State Islamic University of North Sumatera Medan including academic English writing. This study was intended to describe the aspects of wahdatul 'ulum implemented in teaching academic English writing. This study belongs to phenomenological qualitative study. The participants were a lecturer as the key informant and the undergraduate learners as the supporting informants taking the academic English writing course in the seventh semester of English education department. The data of this research was analysed by using Miles, Huberman, and Saldana technique : data condensation, data display, and verification. To establish the trustworthiness of this study, the researcher applied method triangulation, investigator triangulation, theory triangulation, and data source triangulation. The results of this study shows that there are nine processes of teaching academic English writing in which the aspects of wahdatul 'ulum were implemented : (1) Creating scientific works, (2). Reading credible scientific article, (3) Integrating reading and writing, (4) Accepted & understandable writing, (5). Integrated learning process, (6). Reminding to God, (7) Learning writing and moral improvement, (8). Dominant acquisition than learning, and (9) Ending learning with conclusion.

Keywords: English Writing, Teaching Academic, Wahdatul 'Ulum



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Journal Homepage

<https://research.adra.ac.id/index.php/ijnis> ISSN: (P: 3048-1147) - (E: 3048-2658)

How to cite:

Santoso, D., Arlina, Arlina & Nasution, H. A. (2026). The Implementation of Wahdatul Ulum in Teaching Academic English Writing for Foreign Learners. *Journal of Noesantara Islamic Studies*, 3(4), 361–375. <https://doi.org/10.70177/jnis.v3i4.4517>

Published by:

Yayasan Adra Karima Hubbi

INTRODUCTION

The purpose of teaching academic writing for undergraduate learners of English Education Department is that they are expected to be able to use written academic English appropriately for their course work. They are expected to write accurately the title of the study, the background of the problem, the research question(s), the review of the literature, the research methodology, the research findings and discussion, the conclusion and suggestion as well as to write reference. To be successful learners in writing academic English, they need not only enough number of vocabulary and grammatical competence but also skills in writing clarity and coherence, critical thinking, research skills, attention to detail, time management, and interpersonal skills. Beside integrated knowledge and skills, positive attitude and the learners' spiritual aspect are also needed (Aziz, 2024; Shorey, 2024).

Because English is a foreign language for the Indonesian learners, they often find difficulties to write research proposal and research report. The researchers' experience when supervising the learners to write their undergraduate course work shows that most of them make a big number of errors. They make errors to write the content of research proposal and report as well as the language that they use (Farrokhnia, 2024; Nikolic, 2024).

In order to solve these problems, it is crucial to promote a specific approach in teaching the academic English writing. One of the approaches is *wahdatul 'ulum*. *Wahdatul 'ulum* is implemented in the Faculty of Tarbiya and Teachers Training, Islamic University of North Sumatera Medan including in the department of English Education

programs. *Wahdatul 'ulum* is also called integration of knowledge. To integrate knowledge, the learners are not only expected to create something new but also to have good morality. By implementing this *wahdatul ulum*, the instructor should integrate the knowledge with the existency of God, to integrate between and ge and the implementation of it in the real life, as well as to integrate between knowledge and morality (Mohammed, 2024; Sortwell, 2024).

Today, a gap between knowledge and morality seems to be wider. Those who have better knowledge is not in balance with the morality. In other words, some people who have more knowledge possess low morality. This means that the knowledge they gain does not influence their good deed. There is no clear integration between knowledge and morality.

Through *wahdatul ulum*, the vertical, horizontal, actual, ethical, and intrapersonal integration will come true. When this happens, the better life in this world and the hereafter will be achieved. That's why, the accurate implementation of *wahdatul ulum* especially in the academic writing instruction should be done by the teachers or lecturers including academic English writing lecturer (Cong-Lem, 2024; Ou, 2024).

When teaching academic English writing, the lecturers are not only expected to give a number of theory to the learners but also how they are able to create new ideas or at least to modify the experts' ideas in order to strengthen or construct their own ideas. To build the learners' ideas in academic English writing, it is needed to stimulate their consciousness and unconsciousness aspects in order to develop their original ideas in English writing. This involves not only linguistic competence but also strategic competence, pragmatic competence (discourse, functional/actional competence) as well as sociocultural competence (sociolinguistic competence). And it is also needed to sharpen the learners' intellectual intelligence, emotional intelligence and spiritual intelligence. In other words, creating new ideas needs integration of knowledge called *wahdatul 'ulum* (Niekerk, 2025; Strzelecki, 2024).

Therefore, the researcher would like investigate the implementation of wahdatul ‘ulum in teaching academic English writing. The question in this study is : How is wahdatul ‘ulum implemented by the lecturer in teaching academic English writing for foreign learners?

RESEARCH METHOD

The objective of this research is to investigate the implementation of *wahdatul ‘ulum* in teaching academic English writing. This study employs a phenomenological research design to explore the experiences and practices related to the implementation of *wahdatul ‘ulum* in academic English writing instruction. The data were obtained through observation, interviews, focused group discussions, and document analysis. The primary data source was a lecturer who served as the key informant, while the learners acted as supporting informants (Crompton, 2024; Maphoto, 2024).

The data were analyzed using the technique proposed by Miles et al. (2014), which involves three main stages: data condensation, data display, and verification. These stages were conducted systematically to identify, organize, and interpret the information obtained from the research participants and documents. To ensure the trustworthiness of the findings, this study employed triangulation techniques, including source triangulation, method triangulation, and investigator triangulation, as suggested by Rekha, (2024).

RESULTS AND DISCUSSION

After analyzing the data obtained from observations, interviews, focused group discussions, and document analysis, nine processes of teaching academic English writing were identified in which *wahdatul ‘ulum* was implemented. These processes include: (1) creating scientific works, (2) reading credible scientific articles, (3) integrating reading and writing, (4) producing understandable and acceptable writing, (5) implementing an integrated learning process, (6) reminding learners of God, (7) integrating writing instruction with moral improvement, (8) emphasizing acquisition rather than merely learning, and (9) concluding the learning process with a summary or conclusion.

Creating Scientific Works

Creating scientific works is one of the processes in teaching academic English writing in which wahdatul ulum is implemented because the word ‘creating’ is the result of the knowledge integration. By creating, the learners are involved not only integrating different disciplines but also how the integration produces something new. Creative ideas may result from a combinatorial discovery process; new ideas are combinations, hybrids of existing ideas or elements (Lubart & Getz, 2011). This statement shows that creativity is the process of integrating several existing ideas. From this combination of ideas, new works are created. This means that wahdatul ulum can produce an innovation. In multidisciplinary definition, innovation is formulated as the multi-stage process whereby organizations transform ideas into new/improved products, service or processes, in order to advance, compete and differentiate themselves successfully in their marketplace. (<https://en.wikipedia.org/wiki/Innovation>). About this creating scientific works, the key informan stated that : “Scientific writing itu sebenarnya adalah kemampuan ya, kemampuan tertinggi yang harus dicapai oleh mahasiswa karena salah satunya secara formalitas mereka harus menghasilkan karya ilmiah di akhir jenjang sarjana atau jenjang magister misalnya dalam bentuk skripsi atau artikel ilmiah yang di publish.” (I-KI-WTW-SWR). This data indicates that the target of teaching academic writing is that the

learners are expected to be competent in producing scientific works such as skripsi or other form of academic works like concept paper or research paper published in the reputed journals. Through producing scientific works, the learners should be able to deliver their ideas scientifically as mentioned in the following data : “Jadi dengan mata kuliah scientific writing ini pertama

“Technically speaking, yes. Technically speaking, they have the ability to convey an idea first, for example.” (I-KI-WTW-CDI). Beside having competency in delivering ideas, to produce scientific works needs a skill to review the literature. To review the literature, the learners should have a sub- skill of elaborating the theories, connecting between and among theories as well as concluding the theories. Related to the competency to review the theories, the informan say : “ Kemudian mereka mampu mereview ya literatur yang ada di dalam bidang mereka.” (I-KI-WTW-CRL).

Another competency of creating scientific works, the learners should have a skill of reporting findings clearly and systematically. Clearly means the scientific report does not have ambiguous interpretation. While systematically is that the report should be arranged logically and chronologically. This is mentioned by the informan as follows : “Kemudian aaaa secara hasil ya penyampaian hasil mungkin kalau dia bentuknya bisa kajian English mereka bisa menampilkan atau melaporkan temuan-temuan secara transparan, secara sistematis sehingga bisa dipahami oleh pembacanya.” (I-KI-WTW-CWF)

Another characteristics of scientific writing is novelty. Novelty here means the originality of the scientific work. It is different from other works and gives the solution of the problem selected in the study. This is described in the following data : “Ooo iya iya memang satu konsep atau ide yang ditekankan dalam scientific writing itu ada namanya novelty atau kebaruan ada perbedaan ada signifikansinya dalam banyak hal, misalnya dalam segi hasil dari sisi aaa subjek penelitiannya misalnya belum banyak diteliti atau belum ada diteliti dari sisi hasil misalnya ada tidak perbedaan hasil dengan penelitian-penelitian sebelumnya.” (I-KI-WTW-NOV)

Beside the above characteristics, of course, we have other different sub-competencies in creating scientific or academic English writing. The informant states :”Sesungguhnya banyak sekali ya karena terkait tentang kaidah-kaidah akademiknya ataupun juga tentang paradigma dalam berpikir scientific itu cakupannya sebenarnya luas (I-KI-WTW-OST)”.

Based on the above data, it can be concluded that creating scientific works is the process conducted by the lecturer in teaching academic writing in which multi-level of integration of knowledge, skill, and attitude are involved.

Reading Credible Scientific Article

Reading credible scientific article means that the learners read a model of scientific article before writing. The characteristics of scientific writing that can be a model for the learners are given by the Department of English Lehman College (2024) as follows : (1) Often have a formal appearance with tables, graphs, and diagrams, (2) Always have an abstract or summary paragraph above the text; may have sections describing methodology, (3) Articles are written by an authority or expert in the field, (4) The language includes specialized terms and the jargon of the discipline, (5) Titles of scholarly journals often contain the word "Journal", "Review", "Bulletin", or "Research", (6) Usually have a narrow or specific subject focus, (7) Contains original research, experimentation, or in-depth studies in the field, (8).Written for

researchers, professors, or students in the field, (9) Often reviewed by the author's peers before publication (peer-reviewed or refereed), (10) Advertising is minimal or none.

This model of scientific text is intended to give them a picture of scientific text in order that they have schemata of that kind of text. Later on, when they write, their writing is accepted by the discourse community. Related to this the informant states : “Pertama karena scientific writing ini sebenarnya adalah tradisi akademik, Jadi mereka harus dibiasakan untuk terbiasa dengan bagaimana menulis ilmiah yang bisa berterima oleh discourse community.” (I-KI-WTW-RA)

Understanding credible a scientific article involves several aspects (Carey, et,al 2020) such as critical reading, including skills like identifying the research question and evaluating the methods and data, alongside critical thinking to analyze findings and connect them to existing knowledge. Key practices include strategic reading, such as first skimming the abstract and then diving deeper into the methods and results, and note-taking to summarize and question the content. Developing scientific literacy and a foundational understanding of the research process are also crucial for interpreting complex information and complex terminology. In other words, the schemata of scientific work structure improves the awareness of the learners to write an accepted text. This is described by the informan below : “Kemudian aaa mereka bisa belajar secara formal skima, jadi sewaktu mereka membaca ada salah satu kajian atau teori itu namanya formal skima berkaitan dengan skemata struktur karya ilmiah yang mereka baca. Jadi, dengan memahami struktur itu mereka memiliki kesadaran memulai menulis background” (I-KI-WTW-SWSS). This data can also be interpreted that to create the awareness of the learners to write not only one aspect involved but it will integrate among several aspects

Integrating Reading and Writing

Integrating reading and writing is an integration between recepted skill and productive skills. Before producing a scientific text, understanding the model as the recepted skill plays an important role to give the learners' inspiration to write. This can also motivate them to be brave enough to start writing.

Raufman & Barrow (2015) show the cycle of integrated reading and writing starting from pre-reading, post-reading, pre-writing/low stakes writing, and high stakes writing. The integration of reading and writing skills are described in the following data : “Setelah membaca kita harus mengintegrasikannya dengan menulis karena aaa kita dalam aaa mengajarkan scientific writing ini sesungguhnya ini kita nggak boleh memisahkan antara reading dengan writing” (I-KI-WTW-RWI). The integration of reading and writing is one of the implementation of wahdatul ‘ulum in teaching academic English writing. This belongs to monodiscipline. Reading and writing are in one discipline.

Beside the integration of the two skills, the integration in move structure namely the integration from step one to step two and other steps are also the principle of wahdatul ‘ulum. The process of integration can be seen in the following data : “Misalnya salah satu aaa pioneer yang terkenal itu adalah Johnsuel itu bilang ada yang namanya move structure jadi ketika kita memulai paragraf itu kita mulai move one nah move one itu misalnya claim the important aaa topic of the field nah kemudian di bawah move itu ada step one step two step three bagaimana untuk mensupport apa yang di tuliskan di move one ada step step dan itu sudah kita bilang ya ada kajian yang sistematis.” (I-KI-WTW-WMS).

Integrating reading and writing, Iqbal (2019) mentioned as the main aspect in Islam. He continuously said that when Rosulullah Muhammad SAW returned back to his birth place after the conquest of Makkah, he apologized all people who long time hated, persecuted, expelled him from Makkah. But he did not just excuse them. He gave them responsibility to some of them to teach ten muslims how to read and write.

Understandable & Accepted Writing

Understandable and accepted writing is that the academic English writing of the learners can be understood by the scientific community and the community accept the structure, style, or genre of the writing. People can understand the writing text but we cannot guarantee that it is accepted. In this case, the lecturer as the key informant direct his learners to create understandable and accepted academic English writing as described in following data : “Nah sebagai dosen kita bisa memulai untuk salah satunya technicalitynya dengan aa menyampaikan seperti inilah aa menulis yang kita sadarkan bahwa tehnik tehnik seperti ini akan berterima karena sesungguhnya apa yang kita tulis ini harus bisa berterima, dibaca, dipahami da nada komunitas wacana yang terbiasa dengan itu.” (I-KI-WTW-AW).

To teach the learners in order to make understandable and accepted writing need several integrated steps. Each step does not stand alone but it depends on other steps. The integration of the steps is one of the principles of wahdatul ‘ulum. This integration is still in one discipline. In order to encourage the learners to create the understandable and accepted writing, the lecturer, based on the researcher’s observation, designed his lesson plan by putting that the outcome of the academic English writing is a journal article which should be published in national or international standard journals or in accredited journals. This is delivered by the lecturer to learners in the beginning of the writing course. There is an agreement between the lecturer and the learners to produce accepted articles as the project of the course.

Understandable or comprehensible writing is one of the most powerhouse, and effective comprehensible input techniques for creating a proficiency oriented instruction environment (Devon, 2022). The characteristics of understandable and accepted writing is mentioned by UEFAP (2023) that academic writing should be complex, formal, precise, objective, explicit, accurate, hedged, responsible, organized, and well planned. In order to create understandable writing, Devon (2022) mentions some steps to write comprehensibly : First, start with what structures you want to use and base that off of choosing your why. Second, use the template for all stories of all humans. Third, write a simple ugly draft first. From the above data, it can be concluded that the principle of wahdatul ulum is already implemented in teaching academic writing by resulting understandable and accepted writing.

Integrated Learning Process

Integrated learning process is that in teaching English academic writing, several interconnected processess are implemented starting from modelling, joint writing, lecturer’s modification, independent writing, & scaffolding. Modelling is the first step to teach academic English writing. Through modelling, the lecturer gives examples of a text to be read. By reading the text, the learners have some experiences or description of academic writing. By this experience, they have schemata about the text. There are four stages in modelling theory : (1) Seeing an action portrayed in the media, (2) Viewer identifies with the actor, (3) The viewer imitates the actor, and (4) Viewer gets motivated if the activity gets some rewards (Bandura, 2025). The step of modelling is mentiond in the following data : “Baik, langkah pertama tadi kan membaca menulis step step ketika menulis itu kalau diringkas ketika mengajarkan

menulisnya tadi mungkin kalau kita mengikuti model teaching learning cycle-nya itu ada namanya kita bilang aaa salah satunya adalah modeling ya jadi teks modeling kita berikan contoh aaa model teks yang menjadi bahan acuan sampel teknis misalnya salah satu dari si Johnsuel misalnya yang dia pernah terbitkan di jurnal akademik purpose misalnya nah.” (I-KI-WTW-ILP-M)

The next step is joint writing. In this activity, the lecturer guides the learners to write by using move step structure. Move step structure, according to Cotos (2018), is an approach to discourse analysis used in the research and teaching of genres within the area of language for specific purposes (LSP). Grounded in Swales's genre theory, this approach focuses on communicative purposes referred to as moves and rhetorical strategies called steps. Moves and steps are used to describe and study the rhetorical composition of texts within a genre and the linguistic means used within discourse communities to accomplish rhetorical actions. Joint writing is stated by the informant in the result of the following interview : “Kemudian aaa kita akan bersama-sama di step berikutnya ada yang namanya join writing, menulis bersama-sama di situ aaa si dosen meng guide siswanya atau mahasiswanya step by step seperti yang saya bilang tadi pakai kerangka aaa materi dari Swell dengan move step structure.” (I-KI-WTW-ILP-JW).

In doing joint writing, the lecturer not only gives the example but also he modifies the example by adding new ideas and changing the structure of the sentences. Dealing with this, the informant said : “Walaupun aaa si dosen perlu memodifikasi ya tapi saya rasa untuk secara umum itu sudah sangat membantu sekali karena pengalaman juga kita sebagai dosen kan kita tentunya menulis dulu ya sebelum kita bisa mengajar kita menulis dulu dan itu aaa terbukti dan ya itu sangat membantu, nah aaa selesai step join writing menulis bersama sama.” (I-KI-WTW-ILP-LM)

Another technique that the lecturer uses is independent writing. Independent writing here means the learners write their own text. Through schemata they have, it is expected the can produce their own sentences in the written form. The characteristics of independent writing is that this strategy can create play and exploring, active learning, creating and thinking development, communication and language, physical development, literacy, maths, understanding, expressive arts and design:, environment, practitioner, and parent partnership (Twinkl, 2025). Related to independent writing, the informant said : “Baru nanti ada namanya independent writing atau independent course struction mereka akan menulis aaa teks mereka sendiri tentunya dengan aaa apa namanya dengan skema atau dengan skenario yang diberikan oleh dosen.” (I-KI-WTW-ILP-IW)

Another step that is used by the lecturer is scaffolding. Scaffolding is the process of breaking down a larger writing assignment into smaller assignments that focus on the skills or types of knowledge students require to successfully complete the larger assignment. In using scaffolding, the lecturer can : (1) Provide a framework for the writing,

(2) Give students writing criteria and/or a rubric so they can ensure they've included the required components in their outline, (3) Include visuals and/or opportunities for drawing and illustration in the outline as needed by the learner. Related to scaffolding, the lecturer stated the following data : “Apakah menulis hanya paragraf aaa introduction atau menulis paragraf aaa reporting result dan seterusnya, jadi saya rasa untuk cycle teaching learning cycle itu aaa cukup membantu dalam teori kita sebut dengan Scaffolding, Jadi kita itu pecah itu menjadi chunk atau gugusan se kecil mungkin kita pakai paradigm si Krashen input hipotesis ya kalau terlalu aaa

mudah mereka nggak belajar terlalu sulit juga nggak bisa dipelajari.” (I-KI-WTW-ILP-SC). Integrating learning process is one aspect of internalizing Islamic.

about the quranic view on science and its implication in science learning. They mentioned that the implementation of science learning can be carried out by internalizing the values of monotheism through studies of the Qur'an related to science. Internalization of monotheistic values or belief in religion in learning can be carried out by : 1) curriculum integration, 2) learning integration, and 3) science integration (Islamization of science). Learning integration is not the only one aspect of internalizing Islamic values. But it should be also at the same time integrated with the curriculum as well as the integrated science.

Based on the data, it can be concluded that integrated learning process is one of the principles of wahdatul'ulum which is implemented in teaching academic English writing.

Reminding to God

Reminding to God is the lecturer's strategy in teaching academic English writing in which the learners should remember their God before learning. The lecturer believes that knowledge is given by God. Whatever we gain when learning something, it is the authority of God to agree or not agree to give someone knowledge. The phenomena of reminding to God can be seen in the following data : “Kita opening mulai dengan salam kita mulai dengan hamdalah kita mulai dengan shalawat dan salam kepada junjungan rasul itu kan juga mengingatkan ya di awal bahwa apa yang mereka pelajari ini aaa sumber tertingginya itu adalah dari Alquran dan hadis.” (I-KI-WTW-RG-HSS)

Reminding to God when teaching writing was conducted by the lecturer while the learners are guided to write report and discussion, When writing report and discussion, the learners should include verses from the Holy Qur'an and Hadith as grand theory in the report. These verses must be put in the very beginning of each theory. Those verses should be adequately interpreted and elaborated through the guide of asbabunnuzul of the verses as well as connecting with the theories from different experts.

Beside that, reminding to God is implemented when the lecturer was opening the lesson by saying Alhamdulillahirobbil'alamin and saying sholawat and salam to the Prophet Muhammad SAW. Based on the observation, the lecturer did this in routine when opening the lesson. Not only when opening the lesson, the lecturer also reminds the learners by reciting hamdalah to end his class. Based on the above data, the proposition of this finding is that reminding to God is one aspect of the implementation of wahdatul ulum in teaching academic English writing.

Learning Writing and Moral Improvement

Learning writing and moral improvement is that the lecturer teaches writing and at the same time improves the learners' morality or ethics. Here, the lecturer believes that the responsibility of a lecturer is not only to teach but to educate. To teach means to transfer knowledge while to educate means to make the learners to be more adult and having better morality. Related to learning writing and moral improvement is stated by the informant as follows : “Misalnya kita aaa perlu untuk peningkatan misalnya peningkatan moral, aaa pembinaan etika yang lebih baik disitu masuk misalnya nilai-nilai Islam atau nilai-nilai pedagogi, etikanya ya” (I-KI-WTW-LWM-WMI)

Moral improvement is also conducted by the lecturer starting from the beginning of the class. For example, when discussing the course outline to the learners there are some agreement

to obey during one semester including when learners speak to their lectures and classmates in the discussion session. Another example like interrupting or asking questions. This is proven by the following data : “Secara misalnya akhlak itu bisa kita tegakkan orientasinya di awal dalam bentuk misalnya tata tertib perkuliahan ya misalnya akhlak untuk berbicara kepada dosen, akhlak untuk berbicara sesama teman atau dalam sesi diskusi pun akhlak untuk mengintrupsi menyampaikan pendapat atau bertanya itu harus kita tegaskan di awal juga di saat perkuliahan ada yaaa pak.” (I-KI-WTW-LWM-EMIW)

Based on the above data, the proposition of this finding is that the learning writing and moral improvement is one aspect of implementing wahdatul ‘ulum in teaching academic English writing.

Dominant Acquisition than Learning

Dominant acquisition than learning means the lecturer emphasizes acquisition rather learning. Acquisition is developing a skill, habit, or quality of using the subconscious part of the mind. Through this acquisition, the learners have bigger opportunity to master writing automatically and fluently. While learning is knowledge developed consciously by instruction or study. Through learning, the learners need more practice again and again after learning theory. The acquisition process is 80 % and the learning is 20 %. This means that the lecturer emphasizes practice rather than theory. In order to optimize the

acquisition, the lecturer was doing discussion with the learners. Through discussion, the learner will unconsciously master the lesson easily. This is described by the informant as follows : “Baiknya memang kita tau ya aaa second language acquisitionnya kita pakai paradigm akuisisi bahasa itu itu aaa prakteknya harus lebih banyak dibandingkan aaa dibandingkan teorinya. Jadi bahkan secara proporsi itu ada teori yang bilang itu aaa 80% harus akuisisinya dan 20% learning atau teorinya harus lebih banyak aaa apa namanya waktu ya, waktu yang di habiskan untuk praktek.” (I-KI-WTW-DAL-EPL). The data shows that there is an integration between theory and practice. This kind of integration is one aspect of wahdatul ‘ulum in teaching academic English writing.

Based on the data, it can be concluded that teaching writing through acquisition is more dominant than learning shows that the lecturer already implemented wahdatul ‘ulum in teaching academic English writing.

Ending Learning with Conclusion

Ending learning with conclusion means that the lecturer before closing his session, he drew conclusion. He summarized what the learners had studied. He mentioned the main point of the lesson and gives the learners assignment to do at home. Dealing with this, the informant stated that : “Pertama tentu kita harus merangkum nah merangkum apa yang sudah dipelajari di awal kalau dia di awal dimulai dengan ceramah kita rangkum selama itu poin-poin pentingnya dan kalau ada beberapa menit setelah ceramah itu ada latihan ada sesi tanya jawab kita bisa simpulkan juga hasil dari diskusi itu merangkum.” (I-KI-WTW-LWM-ELC)

Process of ending learning with conclusion shows that there is an integration between or among the main ideas of the teaching materials. Therefore, the principles of wahdatul ‘ulum is implemented in teaching writing. The above data is suitable with the result of observation in which the key informan made conclusion before closing the lesson and asked the learners to study further at home. Conclusion when ending learning should have following certain characteristics : (1). They are short, concise, and focused. Generally, they should not include material that you have not taught in the lesson, (2) They summarize and tie together the

principles you have discussed, (3) They highlight important points made by those who have participated, (4). They help learners apply gospel principles in their lives, (5). They are uplifting, motivating, and positive, (6) They include time for testimony (CJCLDS, 2023).

To conclude a lesson, there are several strategies : (1). Restate the lesson objective. Ask those you teach how they will apply it in their lives during the coming week, (2). Before the lesson begins, assign one or two individuals to listen carefully and be prepared to help summarize a major point of the lesson or the entire lesson, (3). Ask those you teach what they might say if someone wants to know what they have learned from the lesson, and (4). Use a work sheet to help those you teach summarize the main ideas of the lesson (CJCLDS, 2023).

Based on the data, it can be concluded that ending learning with conclusion is one aspect of *wahdatul 'ulum* that has been implemented in teaching academic English writing.

Based on the research findings, there are 9 important points about the implementation of *wahdatul ulum* in teaching academic English writing : (1) Creating scientific works, (2). Reading credible scientific article, (3) Integrating reading and writing, (4) Understandable & accepted writing, (5). Integrated learning process, (6). Reminding to God, (7) Learning writing and moral improvement, (8). Dominant acquisition than learning, and (9) Ending learning with conclusion. The teaching itself, in general, involves four sequential processes : predict, interact, compare, and explain (Gustilo, 2024; Karataş, 2024). Making prediction elicits our current thinking and making it visible to ourselves or others. Interacting with colleagues or materials adds new ideas. Comparing ideas helps us distinguish critical features to make distinction. While explaining helps us reflect our ideas so they form a coherent whole. In specific, the nine findings of this research can be categorized into vertical, horizontal, actual, ethical, and intrapersonal integrations (Nguyen, 2024; Sarker, 2024).

Vertical integration is to connect between science and God. We gain knowledge because of being given by our God. If God does not allow us to have it, we cannot say something. It is the only Him who decides whether something happens or not. Reminding to God refers to vertical integration because the lecturer believes that knowledge is given by God. Whatever we obtain, including knowledge, is God's absolute authority. We are as humanbeings only accepting His gift (Galindo-Domínguez, 2024; Rasnayaka, 2024).

Horizontal integration is no dichotomy between Islamic studies and Islamic science. This kind of integration has three forms. First, the development of Islamic studies in a certain field should be connected with another field. For example, *tauhid* should be connected with *fiqh*. Second, the approach of Islamic studies should be integrate with

the approach of Islamic science. Third, certain Islamic studies are developed exclusively than not contributive and not friendly to humanity. Integrating reading and writing can be categorized into horizontal integration because reading and writing are different skills but one discipline as language skills. It also belongs to monodicipline. Monodicipline refers to the practice of learning or analyzing a topic from the perspective of a single field of knowledge. It involves solving problems and acquiring knowledge using the methods, theories, and principles of only one specific discipline, rather than integrating insights from multiple fields (Adamakis, 2025; Kalniņa, 2024).

Another finding which shows horizontal integration is integrated learning processes. This integrated learning processes involve knowledge integration across subjects to connect information and create a deeper, holistic understanding, rather than teaching subjects in

isolation. This type of knowledge integration synthesizes different perspectives and concepts from various sources, helping learners to form coherent, well-rounded knowledge structures that can be applied to real-world situations (Li, 2024; Sharma, 2024). The benefits of integrated knowledge are : (1) Students gain a deeper and more complete understanding of subjects,

(2) it enhances creative thinking and problem-solving skills, (3) Knowledge is connected to real-life experiences, making learning more relevant. and (4) Students are more motivated when they see the interconnectedness of what they are learning.

Teaching dominant acquisition than learning also belongs to horizontal integration because when teaching involves a dominant process of knowledge acquisition over learning, it's typically a transmission model of knowledge integration. This model is characterized by a one-way flow of information from teacher to student, where the student's role is primarily to receive and absorb the knowledge being transmitted (Alrayes, 2024; Munaye, 2025). The educator is the primary source of information, possessing a high degree of authority as the expert in the subject matter. Learning in this model is often seen as a passive, receptive activity, where students are expected to memorize information for recall. The focus is on getting the facts right, rather than on a deeper integration of new and existing ideas. In contrast to more modern teaching approaches, where learners actively construct and integrate knowledge, the transmission model sees a clearer distinction between the roles of "teaching" (active) and "learning" (receptive) (Ali, 2024; Bhullar, 2024). The emphasis is on delivering and assessing a specific body of knowledge. Little time is spent helping students connect new information to their

prior knowledge or apply it in different contexts. This often results in "inert knowledge" that is not easily applied in new situations.

Actual integration means getting knowledge should be followed by the actualization of it. Knowledge is implemented to create something new not only knowledge for knowledge or science for science. The implementation of this category is creating scientific works as the first finding of this study. After getting knowledge, the learners are directed by the instructor to create something new. So, the result of learning is not only knowledge for knowledge or science for science but getting knowledge to find something for the sake of fulfilling human needs (Ngo, 2024; Qu, 2024).

Ethical integration is the mastery of science should be in balance with the morality. The more science someone gets the better the morality will be. Science and akhlaq or spirituality should go together. Learning writing and moral improvement is one of the findings in this study describing ethical integration. What the learners learn was changing their behavior to be better. Their morality changed after learning academic English writing. Their awareness of doing good deeds is the significant effect of wahdatu 'ulum values (Al-khresheh, 2024; Liu, 2024).

While intrapersonal integration means someone who hunt knowledge should realize that the spirit and the body have close relationship in developing science. The finding belongs to this is reading credible scientific article. This is also a kind of interdisciplinary integration. Interdisciplinary is an approach to solve a problem by using similar relevant knowledge integratively. Reading is an activity of learning knowledge and belongs to educational discipline while scientific article belongs to a scientific discipline, which is a specific field of study with its own specialized knowledge, methods, and terminology, such as physics, biology, psychology, or computer science. A scientific article is not a discipline itself but a form of

communication within a discipline, presenting research findings to other scientists in that field and contributing to the collective body of knowledge (Allen, 2024; Fan, 2025).

Understandable & accepted writing also belongs to intrapersonal integration because it is a kind of framework for understanding how learners combine insights from multiple disciplines. This theory identifies four key processes: 1) eliciting existing ideas; 2) adding new perspectives; 3) developing criteria for evaluating ideas; and 4) sorting and connecting ideas across contexts. It is also interdisciplinary collaboration (Alqahtani, 2025).

Beside reading credible scientific article, and understandable & accepted writing, teaching ending a lesson with a conclusion also belongs to intrapersonal integration. It is a form of knowledge integration that involves synthesis and consolidation. This pedagogical strategy encourages students to move beyond simply recalling facts and into a deeper, more meaningful understanding of the material.

CONCLUSION

There are nine aspects of wahdatul ‘ulum was implemented in teaching academic English writing for foreign learners namely : (1) Creating scientific works, (2). Reading credible scientific article, (3) Integrating reading and writing, (4) Accepted & understandable writing, (5). Integrated learning process, (6). Reminding to God, (7) Learning writing and moral improvement, (8). Dominant acquisition than learning, and (9) Ending learning with conclusion.

Creating scientific works is categorized into actual integration. Reading credible scientific article, accepted & understandable writing, and ending learning with conclusion belong to intrapersonal integration. Integrating reading and writing, integrated learning processes. and dominant acquisition than learning refer to horizontal integration. Reminding to God is classified into vertical integration. While learning writing and moral improvement is in the category of ethical integration.

The implementation of knowledge integration or wahdatu ‘ulum plays an important role to trigger the learners’ God awareness (aqidah), to develop moral character, to improve the quantity and quality of worshipness, and to enhance personal integrity and to generate happiness.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Chat GPT to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) Carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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