

Research Report

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



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MEDAN

2023

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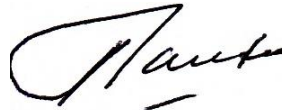
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ACKNOWLEDGMENT

Bismillaahirrahmaanirrahiim

In the name of God, the Most Gracious, the Most Merciful. First of all, the researchers would like to thank Allah the Almighty for His Blessing in the completion of this research. Sholawat and salam to the Prophet Muhammad SAW (Peace be upon Him).

In the completion of this study, the researchers wish to acknowledge their deepest gratitude for all generous guidance and assistance which have been given by many people.

This document is the result of a field research about “The Implementation of *Wahdatul Ulum* in Teaching Academic Writing for Foreign Learners”. For the completion of this, the highest appreciation goes to the Rector and the Dean of Faculty of Tarbiya and Teachers Training, State Islamic University of North Sumatera Medan.

Then, our appreciation also goes to the head of *Unit Penjaminan Mutu*, Faculty of Tarbiya and Teachers Training, State Islamic University of North Sumatera Medan who has assisted us the administration process in conducting this research.

Finally, our special gratitude goes to all participants who have worked hard and given fruitful contribution to the success of completing this research.

Wassalam,

Researchers

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The purpose of teaching academic writing for English education department is that the learners are able to use written scientific English appropriately for their undergraduate 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.

For Indonesian learners, English is a foreign language. Therefore, they often find difficulties to write research proposal and research report. The researchers' experience when guiding the learners to write their undergraduate course work show 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.

In order to solve these problems, it is crucial to promote specific strategies in teaching the academic English writing. One of the strategies is called *wahdatul ulum*. *Wahdatul ulum* is one of the strategies 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 to the existency of God, to integrate between knowledge and the implementation of it in the real life, as well as to integrate between knowledge and morality.

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 have 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.

When teaching academic English writing, the lecturer is not only expected to give a big number of the theory to the students but also how they are able to create new ideas or at least to modify the experts' ideas in order strengthen or constructing their own ideas.

To build the students' 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 students' intellectual intelligence, emotional intelligence and spiritual intelligence.

Therefore, the researcher would like investigate the implementation of *wahdatul 'ulum* in teaching academic English writing

B. Research Question

Based on the background above, the research questions of this study are formulated as follows :

1. What aspects of *wahdatul ulum* have been implemented in teaching academic English writing for foreign learners?

2. How are the aspects of *wahdatul ulum* implemented in teaching academic English writing?
3. Why are the aspects of *wahdatul ulum* implemented in the way they are?

C. Objective of the Study

In line with the research questions, the objective of this study is :

1. To investigate the aspects of *wahdatul ulum* that have been implemented by the instructor in teaching academic English writing for foreign learners.
2. To describe of how the aspects of *wahdatul ulum* are implemented in teaching academic English writing?
3. To know the reason why the aspects of *wahdatul ulum* are implemented in the way they are?

D. Significance of the Study

Theoretically, this study is useful to enrich the theory of teaching academic English writing. Practically, this research is useful for: (1) The instructors who teach academic English writing subject to improve their foreign learners' skills in writing English academically; (2) The stakeholders who need the result of this study to increase the instructors' competency in teaching English writing; (3) Other researchers to do further study in teaching academic writing by using certain strategy.

CHAPTER II

THEORETICAL ORIENTATION

A. Wahdatul Ulum

Since March 2019, wahdatul ulum as a paradigm of knowledge development at the State Islamic University of North Sumatera Medan has been formally implemented through the rector decision.

Theoretically, wahdatul 'ulum, according to qur'an, is mentioned in the first five verses of Al-'Alaq and in the beginning of 'al-Qolam verse 1. In the verses of Al-'Alaq, it is stated that :

– اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ - خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ - اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝٣
الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ - عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

Meaning : Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan. Dia telah menciptakan manusia dari segumpal darah. Bacalah, dan Tuhanmulah Yang Mahamulia. Yang mengajar (manusia) dengan pena. Dia mengajarkan manusia apa yang tidak diketahuinya (QS. Al-'Alaq:1-5)

In these verses, we are as a mankind is ordered by Allah to learn by always remembering Him. This means that learning knowledge should be connected with the Creator, Allah Subahahuwata'ala. In the second, third, fourth, and fifth verses, Allah gives some reasons that learning should be connected with Allah. The reasons are because Allah creates

human, Allah is the Most Generous, teaching human with pen, and teaching human what they don't know.

Those above verses is strengthened by surah al-Qolam in the first verse as follows : ن وَالْقَلَمِ وَمَا يَسْطُرُونَ. Meaning that : Nun. Demi pena dan apa yang mereka tuliskan. In this verse, Allah swears that whatever written by the pen shows His big power. His power is unlimited. This verse is also strengthened by the following verse :

فَلَا أُقْسِمُ بِمَا تُبْصِرُونَ

وَمَا لَا تُبْصِرُونَ

Meaning : Maka Aku bersumpah dengan apa yang kamu lihat (fisik), dan dengan apa yang tidak kamu lihat (metafisik).(Q.S. Al-Haqqah:38-39)

This verses means that Allah swears what we can see and what we cannot see. This verses imply that when we learn something we should not ignore the hidden one that gives and monitors what we learn and how we learn. It is the authority of Allah.

Beside from Allah, some experts define wahdatul ulum in different ways. Wahdatul 'ulum is defined as integrating Islamic studies and Islamic science, not only science for science but science for civilisation development (Harahap, et al,2019 :19). The Islamic studies should go together with the Islamic science. The Islamic studies which belong to Al-qur'an dan Al-hadist should be integrated with natural

science, social science, and humanities. Allah mentioned that science coming from Allah is united. We cannot separate the two groups of science. In the era of Rasulullah, the wise khaliph, and the golden glory of Islam, science is still integrated. But in the modern era, the science is no more integrated. The dichotomy of science cause the development of civilization and society welfare are hindered.

The integration covers five forms : vertical integration, horizontal integration, actual integration, ethical integration, and intrapersonal integration. 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,

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.

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.

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. While intrapersonal integration means someone who hunt knowledge should realize that the spirit and the body have close relationship in developing science.

Abdullah in Harahap (2019) mentions that integration of knowledge in Islam contains three forms of paradigm : integrative knowledge integration, integral knowledge integration, and dialogue knowledge integration. Integrative knowledge integration means that uniting all kinds of knowledge in one single source namely Allah. Integral knowledge integration is that Allah is the source of knowledge which does not mix other sources but other sources are one part of God knowledge source. Dialogue knowledge integration is open way of thinking against knowledge and respecting the existence of other knowledge but does not leave the critical aspect.

Knowledge integration (Wikipedia : 2023) is the process of synthesizing multiple knowledge models (or representations) into a common model (representation). This means that knowledge integration focuses more on synthesizing the understanding of a given subject from

different perspectives. It continues mentioning that knowledge integration has also been studied as the process of incorporating new information into a body of existing knowledge with an interdisciplinary approach. This process involves determining how the new information and the existing knowledge interact, how existing knowledge should be modified to accommodate the new information, and how the new information should be modified in light of the existing knowledge.

According Tell (2011), based on the literature on knowledge integration, there are three approaches to knowledge integration are identified: (a) knowledge integration as knowledge sharing or knowledge transfer; (b) knowledge integration as the use of related knowledge; and (c) knowledge integration as the combination of specialized and complementary knowledge. He continuously mentions that empirical studies of knowledge integration are categorized into those that investigate factors influencing knowledge integration and those that study the outcomes of knowledge integration. Studies of influencing factors have in particular pointed to task characteristics, knowledge characteristics, and relational characteristics, while studies of outcomes of knowledge integration have primarily focused on outcomes pertaining to efficiency, effectiveness, and innovation. This research identifies needs for further research on the multilevel context of knowledge integration, the

creative and dynamic aspects of knowledge integration, and the project-based setting of knowledge integration.

In specific, *wahdatul ulum* which is implemented at Tarbiya and Teachers Training Faculty is in transdisciplinary perspective. According Max-Neef in Nicolescu (Siregar, et all, 2018), transdiscipline means a new way of thinking and understanding complicated system problems. This perspective believes that reality is multiple, not single and it is different from multidiscipline and interdiscipline. Transdiscipline is similar with transectoral and cross-discipline and also cross-cultural as well as transnational covering ethics, spirituality, and creativity (Siregar, et all : 98-99). They continuously say that there are four main concerns of transdisciplinary approach : focusing on the study of the problems in the world life, transcending and integrating disciplinary paradigm, prioritizing participatory research, and finding unity of knowledge beyond the disciplines (p.99).

Based on the above description, it can concluded that *wahdatul 'ulum* is integrating Islamic studies and Islamic science in the form of vertical, horizontal, actual, ethical, and intrapersonal integrations.

B. Teaching Academic English Writing

Teaching, according to Al-Qur'an, is mentioned at surat At Taubah verse 122 as follows :

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِنْهُمْ طَائِفَةٌ لِيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

Meaning : Tidak sepatutnya bagi orang-orang yang mukmin itu pergi semuanya (ke medan perang). Mengapa tidak pergi dari tiap-tiap golongan di antara mereka beberapa orang untuk memperdalam pengetahuan mereka tentang agama dan untuk memberi peringatan kepada kaumnya apabila mereka telah kembali kepadanya, supaya mereka itu dapat menjaga dirinya. (QS. At-Taubah: 122).

This verse motivates people to teach religion and to give a notice to others that they will be back to their Creator. Therefore, they should protect themselves from doing bad deeds.

Another verse that encourages us to teach is verse 11 in surah Al Mujadilah as follows :

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ

Meaning: Hai orang-orang yang beriman, apabila dikatakan kepadamu, "Berlapang-lapanglah dalam majelis, " maka lapangkanlah, niscaya Allah akan memberi kelapangan untukmu. (QS. Al Mujadilah: 11)

This verse means all Islamic believers are instructed to make forum in learning. God will give them the spaciousness.

The instruction to people to teach also explained by Allah in Qu'ran surah Al-Kahfi verse 66. Musa said to Khaidir : Can he follow Khaidir in order you teach me the

true science among that have been taught to you. This verse is written as follows :

قَالَ لَهُ مُوسَى هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عَلَّمْتَ رُشْدًا

Meaning: Musa berkata kepada Khidir, "Bolehkah aku mengikutimu supaya kamu mengajarkan kepadaku ilmu yang benar di antara ilmu-ilmu yang telah diajarkan kepadamu?" (QS. Al Kahfi: 66)

Beside theory from Al-Qur'an, there are also from several experts as follows :

Teaching, according to Smith in Kotinsky (2023), is those moments or sessions where we make specific interventions to help people learn particular things. In this definition, there are 3 keywords to be described : making specific intervention, helping people, and learning particular things. Making specific intervention means the instructor influences students in order they participate in learning process. Helping people means that the instructor helps students in order to achive a specific objective. While learning particular things is that the students should have something to learn to achieve the objective.

Hirst in Smith (2018) mentions that teaching should involve : (1) Setting out with the intention of someone learning something, (2) Considering people's feelings, experiences and needs. In this context, teaching is to foster someone's learning by taking account his or her feeling,

experience, and need. Teaching will be successful if someone is successful in learning.

Hirst's idea is in line with Smith's definition about teaching. It is mentioned that teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given (Smith, 2018).

Attending to people's needs, experiences and feelings means that teaching is not a kind of indoctrination. Teaching can be described as the 'wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life. Therefore, lecturers should : (1) Consider people's needs and wishes now and in the future, (2). Reflect on what might be good for all (and the world in which we live), and (3). Plan their interventions accordingly. These three important points highlight : focus, knowledge and the ability to engage people in learning.

Jagodowski, Stacy (2019) mentions six theories of teaching : Multiple Intelligences, Bloom's Taxonomy, Zone of Proximal Development (ZPD) and Scaffolding, Schema and Constructivism, Behaviorism, and Spiral Curriculum.

Based on the theories described above, it can be concluded that teaching is the process of participate the

students to achieve the learning objective by considering their feelings, experiences, and needs.

Academic English writing is writing which communicates ideas, information and research to the wider academic community. Academic English writing should contain knowledge, skills, and ability to utilize knowledge and skills of writing (Santoso, 2016). Knowledge of writing consists of vocabulary, grammar, and spelling. In the vocabulary aspect, two elements should be identified: sounds and meanings of words. In writing, sound is represented as spelling. Learners need writing skills, which include planning, outlining, organizing, drafting, revising, and editing.

In utilizing the knowledge and skills of writing, there are two types of activities involved namely, cognitive and metacognitive activities (Santoso, 2019). Cognitive activities deal with attention, memory, producing and understanding language, learning, reasoning, problem solving, and decision making. The cognitive process could be natural, artificial, or conscious and unconscious. Cognition is used to process information, apply knowledge, and change preferences. Metacognitive activities deal with the notion that one knows metacognitive knowledge and also knows how to use the metacognitive experience. Metacognition involves the process of observing, reflecting on, or experiencing one's own cognitive process.

Then, academic English writing is the process of utilizing knowledge and skills of writing which belongs to planning, outlining, organizing, drafting, revising, and editing.

In conclusion, teaching academic English writing is the process of participating the students to use their knowledge and skills of writing to plan, outline, organize, draft, revise, and edit the academic English texts.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This study will be conducted at the department of Tadris Bahasa Inggris (TBI) , Faculty of Tarbiya and Teachers Training, State Islamic University of North Sumatera Utara Medan. This research will be held in July- October 2023.

B. Data and Data Source

The data of this research is data from observation, interview and document. The data sources of this study are the scademic writing lecturer as a key informant and the TBI students who already took the academic writing subject as the supporting informants as well as head of TBI department.

C. Research Method

This study belongs to qualitative reseearch which is categorized as phenomenology. Phenomenology is a type of [research](#) that seeks to explain the nature of things through the way people experience them. It translates literally as the “study of phenomena.” In other words, it’s the study of the meaning these things (or phenomena) have in the minds of the audience we’re studying.

D. Technique of Collecting Data

The data of this study will be collected through observation, interview and document. The data of the interview will be gathered by using observation guide, interview guide and document guide.

E. Technique of Analysing Data

The data of this research will analysed by using Miles, Huberman, and Saldana (2014) consisting of data condensation, data display, and verification. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcription. data display in qualitative research is the visualization of words after they have been quantified through idea coding, word frequency, or both. Verification is the process of checking, confirming, making sure, and being certain. Verification refers to the mechanisms used during the process of research to incrementally contribute to ensuring reliability and validity and, thus, the rigor of a study.

F. Technique of Establishing the Trustworthiness

To establish the trustworthiness, there are four techniques : credibility, transferibility, dependability, and confirmability (Lincoln & Guba, 1985). In this study, the researcher used credibility. Credibility is how congruent are the findings with reality. One of the credibility techniques is

triangulation. There are four techniques of doing triangulation : a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation (Nancy, Lukosius, DiCenso, Blythe, & Neville, 2014). This study used the four kinds of triangulations. Method triangulation is the use of multiple methods to develop a comprehensive understanding of phenomena. Investigator triangulation is that more than one researcher to validate the finding of this study. Theory triangulation is the use of several theories to establish comprehensive phenomena and data source triangulation is the use of multiple data sources from the informants in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

After analysing the data of the observation, interview, and document, there are 9 findings 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

1. Creating Scientific Works

Creating scientific works is one aspect of *wahdatul ulum* which is implemented in teaching academic English writing because the word ‘creating’ is the result of the knowledge integration. By creating, the learners are 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>). Multidecipline is one form of *wahdatul ulum*.

Creating new ideas, according Bruce, has at least, four integrated steps : asking question, writing the ideas down, thinking assosiatively, and putting ideas to the test.

Asking question is that people ask a lot of question of others and especially of themselves. Their sentences often begin with “W” words—who, what, where, when, why—and also “how.”

Writing the ideas down means that people who has new ideas should put into writing in the notebooks. Notes and ideas as well as fascinating drawings are put in the notebooks in order not to lose them.

Thinking assosiatively is that taking an idea in one context and joining it with another possibility pr opportunity.

Putting ideas to the test is that making an experiment of the ideas. This will test the ideas whether

they are matching with experience or proving that the ideas are credible or not.

About this creating scientific works, the key informan stated that :

Scientific writing itu sebenarnya adalah kemaouan 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 as mentioned in the following data :

Jadi dengan mata kuliah scientific writing ini pertama secara teknis ya, Secara teknis mereka memiliki kemampuan untuk menyampaikan pertama gagasan misalnya (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 leaners 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 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-perincian sebelumnya dan itu bisa di awal mereka bisa tegaskan kebaruan mereka di awal dalam bentuk proposal atau mungkin di akhir setelah ada hasilnya dan kita selalu aaa selalu tekankan itu karena bagaimanapun aaa apa ya scientific writing ini kan salah satu tradisinya adalah persuasive, Bagaimana membujuk orang ya membujuk orang untuk menerima apa yang kita temukan atau menjadi klaim kita jadi kebaruan itu akan menjadi sesuatu sebagai sumbangsih atau kontribusi penelitian mereka apalagi kalau mereka mau artikel ilmiah nanti ya jadi itu penting sekali, I-KI-W-TW-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)”.

To create something new, Al-Qur’an in surah Al-Baqarah verse 219, Allah orders human in order to have creative thinking as follows :

يَسْأَلُونَكَ عَنِ الْخَمْرِ وَالْمَيْسِرِ ۚ قُلْ فِيهِمَا إِثْمٌ كَبِيرٌ ﴿٢١٩﴾
 وَمَنْفَعٌ لِلنَّاسِ وَإِنَّهُمَا لَأَكْبَرُ مِنْ نَفْعِهِمَا ۚ وَيَسْأَلُونَكَ مَاذَا يُنْفِقُونَ قُلْ
 الْعَفْوَ ۚ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ تَتَفَكَّرُونَ

Meaning: Mereka bertanya kepadamu tentang khamar dan judi. Katakanlah: "Pada

keduanya terdapat dosa yang besar dan beberapa manfaat bagi manusia, tetapi dosa keduanya lebih besar dari manfaatnya". Dan mereka bertanya kepadamu apa yang mereka nafkahkan. Katakanlah: "Yang lebih dari keperluan". Demikianlah Allah menerangkan ayat-ayat-Nya kepadamu supaya kamu berfikir.

Based on the above data, it can be concluded that creating scientific works need the multi-level of integration as the process of teaching academic English writing.

2. 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 Leonard Lief Library of Lehman College (2023) 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 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 aaa untuk aaa terbiasa dengan bagaimana menulis ilmiah yang bisa berterima di dalam ada yang disebut identitas tersebut discourse community komunitas wacana dan itu bisa aaa dimulai dengan membaca, mereka membaca bagaimana artikel ilmiah dipublish khususnya pada jurnal-jurusan yang kredibel dengan itu (I-KI-WTW-RA)

Reading before writing shows that the integration between the two skills indicates the principle of wahdatul 'ulum is implemented. Integrating the skills make the learners are easy to create their own text. This is because their formal schemata that they have will inspire them to start writing. 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 aaa, jadi Dengan memahami struktur itu mereka memiliki kesadaran bahwa misalnya untuk memulai suatu background ya paragraf background itu misalnya harus dimulai dengan apa, misalnya, pentingnya satu topik kajian yang mereka sedang teliti aaa cara cara seperti itu aaa mereka akan terbiasalah untuk memulai aaa waktu menulis memulai paragraph background, memulai paragraf literature atau memulai paragraf metodologi, apa, prosedur yang harus di tuliskan dengan itu mereka punya jadi kemampuan formal skima itu penting (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 such as understanding text model, the structure of the text, a bravery to start writing, and other different aspects.

Reading before writing is signalized by Allah in surah Al-Ankabut verse 47 as follows :

وَمَا كُنْتُمْ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكُمْ إِذَا لَأَزْتَابِ الْمُبِطُونَ

Meaning : Dan engkau (Muhammad) tidak pernah membaca sesuatu kitab sebelum (Al-Qur'an) dan engkau tidak (pernah) menulis suatu kitab dengan tangan kananmu; sekiranya (engkau pernah membaca dan menulis), niscaya ragu orang-orang yang mengingkarinya.

This verse strengthens that reading is the activity to gain knowledge. From reading, people know what attitude to take and what action should be done. From reading, we are inspired what to write.

Beside that, skills in reading and writing can influence many people to trust somebody and follow what to be delivered. Therefore, reading and writing make someone to be a great leader in small and wider scopes.

In the book of [Shahih al-Bukhori](#), it is explained about the event of *Umrotul Qodho* that is described below :

ثُمَّ قَالَ لِعَلِيِّ بْنِ أَبِي طَالِبٍ رَضِيَ ...
 اللَّهُ عَنْهُ امْحُ رَسُولَ اللَّهِ قَالَ عَلِيُّ لَا وَاللَّهِ لَا
 أَمْحُوكَ أَبَدًا فَأَخَذَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ
 وَسَلَّمَ الْكِتَابَ وَلَيْسَ يُحْسِنُ يَكْتُبُ فَكَتَبَ هَذَا
 ...مَا قَاصَى عَلَيْهِ مُحَمَّدُ بْنُ عَبْدِ اللَّهِ

Meaning : ...Kemudian Rasulullah Saw berkata kepada Ali bin Abi Thalib RA: "Tolong hapuslah redaksi Rasullah". Ali berkata: "Tidak, demi Allah, saya tidak akan menghapusnya selama-lamanya". Rasulullah SAW kemudian mengambil kertas tersebut, padahal beliau tidak bisa menulis dengan baik-dan beliau tulis 'Inilah ketetapan yang diterima Muhammad bin Abdullah (Hadis Bukhori)

This hadith shows that people who are able to write will be successful in life. To write here means to create new product in a written form. To create new product, the

writer should integrate facts, data, theory experience, and skills.

From the above data, it can be concluded that reading credible articles as a preliminary writing of a scientific text is one kind of integration.

3. Integrating Reading and Writing

Integrating reading and writing is an integration between received skill and productive skills. Before producing a scientific text, understanding the model as the received 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. They continuously describe the strategies of cycle.

The pre-reading follows the following strategies :
(1) Applying a variety of previewing strategies to comprehend texts, (2) Activating prior knowledge using text markers (titles, headings, etc.), graphics, and textual aids (objectives, questions, etc.)

During reading, there are several strategies that can be implemented : (1) Annotating, highlighting, and underlining texts to identify important vocabulary, main

ideas, supporting details and examples, and other key pieces of information, (2) Using context clues and affixes to comprehend complex texts and expand personal vocabularies, (3). Distinguishing between connotative and denotative meanings and between informal language and Standard Written English, (4) Employing metacognitive strategies to monitor comprehension, (5) Identify stated and implied main ideas and details in complex texts and student writing, (6) Recognizing organizational patterns in complex texts,

Post-reading has the following strategies : (1) Responding, in writing, to complex texts using text-to-text connections, (2). Paraphrasing texts or portions of texts, and (3) Summarizing complex texts.

Pre-writing, according to KU Writing Center (<https://writing.ku.edu/writing-process>) follows this step : (1) Making sure we understand our assignment and seeing research papers or essays, (2) Deciding on a topic to write about and seeing prewriting strategies as well as narrowing the topic, (3) Considering who will read the work and seeing audience and voice, and (4) Brainstorming ideas about the subject and how those ideas can be organized and making an outline.

High stakes writing has four steps : research (if needed), drafting, revising, editing, and proofreading (<https://writing.ku.edu/writing-process>).

Research is the activity to search by: (1). Listing places where we can find information, (2) Do our research to find many resources, (3) Evaluate our sources, and (4) Making an outline to help organize your research.

Drafting has the following activities : (1) Writing sentences and paragraphs even if they are not perfect, (2) Creating a thesis statement with the main idea, (3) Putting the information we researched into our essay accurately without plagiarizing. Remember to include both in-text citations and a bibliographic page, (4) Read what we have written and judge if it says what we mean. Write some more, (5) Reading it again, (6) Writing some more, (7) Reading it again, and (8) Writing until we have said everything we want to say about the topic.

Revising is the activity to : (1) Read what we have written again, (2) Rearrange words, sentences, or paragraphs into a clear and logical order, (3) Take out or add parts, (4) Do more research if you think you should, (5) Replace overused or unclear words, and (6) Read your writing aloud to be sure it flows smoothly. Add transitions.

Editing and proof reading is the activity to : (1) Make sure all sentences are complete, (2) Correct spelling, capitalization, and punctuation, (3) Change words that are not used correctly or are unclear, (4) Make sure you are

using the appropriate style formatting, and (5) Have someone else check our work.

The integration of reading and writing skills are described in the following data :

Setelah membaca kita harus mengintegrasikannya dengan menulis karena kita dalam mengajarkan scientific writing ini sesungguhnya ini kita nggak boleh memisahkan antara reading dengan writing ya kecenderungan yang banyak terjadi misalnya di sekolah-sekolah reading a hanya pokoknya di reading saja padahal reseptif itu tidak akan teraktualisasi, tidak akan mereka akan bisa mengaktualisasikannya dalam bentuk produktif skillnya itu kalau mereka tidak tuliskan Apa yang dibaca tentunya di luar itu mereka harus punya background knowledge ya misalnya sebagai dosen kita mengajarkan ada satu apa namanya di dalam kajian-kajian disiplin tentang akademik 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 Jhonsuel 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 dibawah move itu ada step one step two step three bagaimana untuk men support apa yang di tusliskan 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 apolized 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.

Based on the above data, it can be concluded that integrating reading and writing belongs to the implementation of wahdatul ‘ulum in one discipline.

4. 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 kesadarkan bahwa tehnik tehnik sperti ini akan berterima karena sesungguhnya apa yang kita tulis ini harus bisa berterima diaca dipahami da nada komunitas wacana yang terbiasa dengan itu misalnya misalnya pada komunitas pada social science itu akan berbeda nanti stylenya dengan mislanya atau hard science atau natural science maka aaa kita harus membiasakan mereka memulai mereka dengan terbiasa dengan aaa style style tulisan seperti itu kurasa begitu ya (I-KI-WTW-AW).

To teach the leaners 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 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.

Complex means that written language is relatively more complex than spoken language. Written language has longer words, it is lexically more dense and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives.

Formal means that academic writing is relatively formal. In general this means that in an essay you should avoid colloquial words and expressions.

Precise is that in academic writing, facts and figures are given precisely. Objective is that written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you

want to make, rather than you. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs).

Explicit is that academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signalling words.

Accurate means that academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between "phonetics" and "phonemics"; general English does not.

Hedged is that in any kind of academic writing you do, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways. A technique common in certain kinds of academic writing is known by linguists as a 'hedge'.

Responsible means that in academic writing you must be responsible for, and must be able to provide evidence and justification for, any claims you make. You are also responsible for demonstrating an understanding of any source texts you use.

Organized is that academic writing is well organised. It flows easily from one section to the next in a logical

fashion. A good place to start is the genre of your text. Once you have decided on the genre, the structure is easily determined.

While, well planned is that academic writing is well planned. It usually takes place after research and evaluation, according to a specific purpose and plan.

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. This is the very simple fundamental of what makes all stories interesting: A character and a problem. You don't even necessarily need a solution quite yet, because you could drag the story out for a few days if you wanted to. But all you need is a character with the problem. Ready? This is a can. The can is leaking. Now it's interesting. That's all you need. All you need to make something interesting is a problem.

Third, write a simple ugly draft first. So no text features no nothing, just get the text down. Fourth, fire all of the unusable language, get rid of it, every single word that does not serve a purpose on the page. Fifth, add some simple text features and formatting. Make sure that your eyes can follow it in an F pattern, or an E pattern, whichever. Sixth, I would also highly recommend that you always add a picture. If you don't have time, then just plan

out your drawings, or your props that you're going to use with it, or map out the gestures you're going to use. And last, give it a quick final check : Is it highly focused on your phrases?, Did you fire all the freeloaders?, Did you format it?, Is it mostly all old and familiar words? , Is it interesting?, Does it have a story?.

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.

5. Integrated Learning Process

Integrated learning process is that in teaching English academic writing, several interconnected processes 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.

Bandura in Alice (2014) says that most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors

are performed, and on later occasions this coded information serves as a guide for action.

To comment this theory, Alice (2014) clarifies that modelling theory emphasises on the importance of observation and imitation that takes place from an individual's perspective though the characters portrayed through media, and how it brings a change when it comes to their behavior, knowledge, attitudes and values. The imitation is more likely to happen if the model holds an admired status and the activity that they do are of great value. The imitated behavior is gradually reinforced and the individual identifies with the model and gradually tries out the behavior.

Alice (2014) continuously states that effective modelling requires attention, retention, reproduction and motivation. Various factors increase the amount of attention paid by an individual. It can be complexity, prevalence, or the functional value. Once attention is paid, we have the retention part, where an individual remembers what he/she has paid attention to. Next is reproduction, where the individual exactly does the activities he/she has observed. Last factor is motivation where an individual finds out a reasonable reason to imitate what he/she is seeing through media.

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 (Alice, 2014).

The step of modelling is mentioned 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 Jhonsuel 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 dan itu udah, udah establish ya permanen 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-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 they 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 critically, development matters, personal, social and emotional development, communication and language, physical development, literacy, maths, understanding, expressive arts and design, environment, practitioner, and parent partnership (Twinkl, 2023).

Play and exploring is the engagement of the learners in writing and the participation level the learners explore will depend on the lecturer's role-modelling. Besides, the effectiveness of the provision and enhancement should be given. Lecturers should model writing and how this is used, this can be as simple as making a shopping list in the role-play area and demonstrating how the written words symbolise the various items (Twinkl, 2023).

Active learning is another characteristics of the independent writing. The motivation to write makes the learners start writing. The lecturer can use the knowledge of the learners to provide stimulating activities which seek to engage them in writing. The lecturer should consider the writing tools, motivation to convey their thoughts

through writing, and the the area of the provision best suited to engaging their creative flare.

Creating and thinking critically is also stimulated in independent writing. The learners are motivated by their natural curiosity and desire to explore, the lecturer can use these motivators as a way of paving the way to independent writing. To write independently learners will need to be able to understand ‘meta-recognition’- It is within this process that learners become able to become aware of their own thought process, and make links between these thoughts conveying these through writing.

Teaching learners the links between internal thoughts and the actions which then follow to carry out these goals, can be challenging. Try narrating what the lecturer is doing when it comes to writing, explaining the internal questions the lecturer is asking himself and how the lecturer is exploring ideas and solutions.

Development matters include more guidance about the learners’ communication and language. Language is the foundation of the learners’ thinking and learning (Department for Education, 2023). They are the physical aspects of grips and muscular development, to the creative aspects of being imaginative within independent writing skills.

Personal, social and emotional development means that before learners can use ‘meta-recognition’ they need to be able to share their thoughts verbally, it is important

to create a 'safe' space for sharing, and take an interest in learners' own stories. This will later encourage them to be motivated to write these stories down.

There are three key influencing factors which contribute to enabling and encouraging independent writing: the environment, practitioners and partnerships (Twinkl, 2023).

The environment and provisions will be instrumental in encouraging learners to explore, develop and secure independent writing. Here are a few simple tips on how to create the best possible writing environment within both your indoor and outdoor provision : (1) Ensure your writing area is organised and well stocked, allowing learners to explore a vast range of writing media and materials. You should provide larger mark making opportunities such as easels, as well as smaller writing media. (2) Provide writing opportunities within all of your areas of provision, both indoors and outdoors. Mark making tools such be a key part of your continuous provision. (3) Provide challenge, the EYFS is centred around creating an individual learning experience for each learner, the lecturer should provide writing opportunities which reflect that. For more confident writers lined paper will give them the chance to really refine their fine motor skills and letter formations. Larger paper will provide learners with the means to begin to develop their grasping skills and scribble. (4) Sensory activities are a great way to

encourage the tactical learners in your class, they can use gloop and their fingers to form the letters of their name, or they might use sticks and damp sand to make symbols and draw numbers.

The practitioner means that the lecturer's approach and practice will be divisive in how learners view writing, their attempts at writing and their achievements. The lecturer is the key in scaffolding their approach to independent writing. For learners to attempt new skills, they need to feel comfortable in persevering, the lecturer will need to instil their self-confidence and self-belief.

Partnerships means that creating continuity of care between the setting and home is key in a supporting ongoing development in all learning, and writing is no exception. A key way for learners to develop their writing skills is through independent practice.

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. There are 3 types of scaffolding : suspended scaffolds, supported scaffolds, and aerial lifts. 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 cang atau gugusan se kecil mungkin kita pakai paradigm si Crassen input hipotesis ya kalau terlalu aaa mudah mereka nggak belajar terlalu sulit juga nggak bisa dipelajari, maka kita harus Ai plus one artinya ada satu Ai informasi yang mereka pahami awalnya kita tambahkan satu level biar bisa dikuasai, Nanti akan step by step aaaa saya rasa dengan itu mudah-mudahan insya Allah bisa ya apalagi ini kelas yang scientific writing ini kelas semester 7 Jadi mereka punya background oleh sebelumnya kan dan semester awal sehingga itu sangat membantu sekali bagi dosennya, (I-KI-WTW-ILP-SC).

Integrating learning process is one aspect of internalizing Islamic values in teaching beside

curriculum integration and science integrstion. This is the results of Adhiguna and Bramastia study (2021) 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.

6. 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 :

Oke ya tentu kita harus secara substansi ya, enggak ,secara apa namanya ritual misalnya ritual mungkin kita opening kita mulai dengan salam kita mulai dengan Hamdalah kita mulai dengan aaa 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 tapi aaa di dalam pengajaran itu saya rasa paradigma yang bisa dekat dengan scientific eee paradigma ini adalah bahwa kita tahu aaa kalau misalnya cerita tentang melaporkan aaa temuan kuantitatif temuan kuantitatif itu kan ada signifikasi ya bahwa aaa tingkat aaa validitasnya atau tingkat kebenarannya itu misalnya 95% 95% tidak 100% di dalam kedokteran kita tahu tuh 99% artinya ada celah 5% atau 1% itu yang tidak di cover dengan belum bisa di cover atau belum bisa dipecahkan dengan aaa nalar atau logika manusia dan di situ masuklah kita pendekatan wahyu (I-KI-WTW-RG-HSS)

When learning writing, the lecturer reminds learners to Allah SWT as the source of giving ideas in writing. This belief is relevant to Qur'an surah Al-Qashash verse 56 as follows :

إِنَّكَ لَا تَهْدِي مَنْ أَحْبَبْتَ وَلَٰكِنَّ اللَّهَ يَهْدِي مَنْ يَشَاءُ وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ

“Sesungguhnya kamu (Muhammad) tidak akan dapat memberi petunjuk kepada orang yang kamu cintai, akan tetapi Allah memberi petunjuk kepada siapapun yang dikehendaki oleh-Nya, dan Allah lebih mengetahui orang-orang yang mau menerima petunjuk.”

Whatever humanbeings do is the direction from God. In this case the lecturer believes that God arranges whatever we do in this life. Our activities are directed and monitored by Allah. Allah states in surah Al-Baqarah verse 216 below :

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

Meaning : Diwajibkan atas kamu berperang, padahal itu tidak menyenangkan bagimu. Tetapi boleh jadi kamu tidak menyenangi sesuatu, padahal itu baik bagimu, dan boleh jadi kamu menyukai sesuatu, padahal itu tidak baik bagimu. Allah mengetahui, sedang kamu tidak mengetahui.

The lecturer reminded learners to the Creator in order to obey their God and prophet. This is mentioned by Allah in surah An-nisa verse 59 as follows :

يَا أَيُّهَا الَّذِينَ آمَنُوا أَطِيعُوا اللَّهَ وَأَطِيعُوا الرَّسُولَ وَأُولِي الْأَمْرِ مِنْكُمْ فَإِنْ تَنَازَعْتُمْ فِي شَيْءٍ فَرُدُّوهُ إِلَى اللَّهِ وَالرَّسُولِ إِنْ كُنْتُمْ تُؤْمِنُونَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ ذَلِكَ خَيْرٌ

وَأَحْسَنُ تَأْوِيلًا - ٥٩

Artinya: "Wahai orang-orang yang beriman! Taatilah Allah dan taatilah Rasul (Muhammad), dan Ulil Amri (pemegang kekuasaan) di antara kamu. Kemudian, jika kamu berbeda pendapat tentang sesuatu, maka kembalikanlah kepada Allah (Al-Qur'an) dan Rasul (sunnahnya), jika kamu beriman kepada Allah dan hari kemudian. Yang demikian itu lebih utama (bagimu) dan lebih baik akibatnya."

Related to reminding to God, the informant said

:

bahwa eee sumber writing itu adalah dari Allah subhanahu wa ta'ala kita hanya bisa memprediksi bukan berarti akan terjadi di masa depan segala kemungkinan makanya misal dalam pendekatan kuantitatif itu ada namanya ceteris paribus terjadi kalau variabel yang lain itu sama konstan tapi kalau ada yang menginterpendensi dalam hal ini. (I-KI-WTW-RG-WA)

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. Related to the writing report and discussion, the informant stated :

Pada saat mau momen kapan itu mm mengingtkan kepada Allah menulis yang mana? (reseacher's question). The informant said : mungkin di metode aaa reporting reposting result reporting dan discussion itu bisa kita sampaikan pendekatan karena tergantung, tergantung dengan penelitian mereka ya kalau mereka misalnya dipenelitian Madrasah aaa itu kan dinamis ya cerita misalnya tentang apa namanya eee ya Misalnya misalnya seperti saya lah ya penelitian saya itu dalam aaa di dalam meneliti pola-pola, pola-pola teks ya, pola-pola teks ilmiah itu misalnya ada satu bagian misalnya implikasi, implikasi hasil dan itu bisa kita tegaskan((I-KI-WTW-RG-ARD)

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 the meeting.

Reminding to God in teaching writing for western people seems no relation at all in the activity of writing. But muslims believe that writing activity is monitored by Allah. Because human will not be successful without His agreement. Not all people know what Allah creates. In other words, Allah creates what we don't know. It is stated by Allah in surah An-Nahl verse 8 below.

وَالْخَيْلَ وَالْبِغَالَ وَالْحَمِيرَ لِتَرْكَبُوهَا وَزِينَةً وَيَخْلُقُ مَا لَا تَعْلَمُونَ

Meaning : dan (Dia telah menciptakan) kuda, bagal, dan keledai, untuk kamu tunggangi dan (menjadi) perhiasan. Allah menciptakan apa yang tidak kamu ketahui.

This verse shows that whatever we do is not the only effort from us but also the involvement of Allah is also dominant. We as human should believe that there is a big power determining what the human 's willingness.

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.

7. 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.

The difference between education and teaching, Campbell (2017) says :

Education is the ability to inspire through some means or another a change in behaviour of the people it engages with. Teaching is different: it is very difficult to educate large groups of people because it is very difficult to get inside the heads of large groups of people consistently as everybody is different. When trying to impart the intellectual property (education is about imparting intellectual property) to individuals it's best to be able to provide a bespoke environment where you can assess what is required for each individual and tailor the knowledge exchange in a specific way.

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)

Learning writing and moral improvement can be shown in the Qur'an surah Al-Baqarah verse 282 below :

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدِينٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ ۚ وَلَا يَأْب كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ۚ فَلْيَكْتُبْ وَلْيُمْلِلِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ وَلَا يَبْخَسْ مِنْهُ شَيْئًا ۚ فَإِنْ كَانَ الَّذِي عَلَيْهِ الْحَقُّ سَفِيهًا أَوْ ضَعِيفًا أَوْ لَا يَسْتَطِيعُ أَنْ يُمِلَّ هُوَ فَلْيُمْلِلْ وَلِيُّهُ بِالْعَدْلِ ۚ وَاسْتَشْهِدُوا شَهِيدَيْنِ مِنْ رِجَالِكُمْ ۚ فَإِنْ لَمْ يَكُونَا رَجُلَيْنِ فَرَجُلٌ وَامْرَأَتَانِ مِمَّن تَرْضَوْنَ مِنَ الشُّهَدَاءِ أَنْ تَضِلَّ إِحْدَاهُمَا فَتُذَكَّرَ إِحْدَاهُمَا الْأُخْرَىٰ ۚ وَلَا يَأْبَ الشُّهَدَاءُ إِذَا مَا دُعُوا ۚ وَلَا تَسْمُوا أَنْ تَكْتُبُوهُ صَغِيرًا أَوْ كَبِيرًا إِلَىٰ أَجَلٍ ۚ ذَلِكُمْ أَقْسَطُ عِنْدَ اللَّهِ وَأَقْوَمٌ لِلشُّهَدَةِ وَأَدْنَىٰ أَلَّا تَرْتَابُوا ۚ إِلَّا أَنْ تَكُونَ تِجْرَةً حَاضِرَةً يُدِيرُونَهَا بَيْنَكُمْ فَلَيْسَ عَلَيْكُمْ جُنَاحٌ أَلَّا تَكْتُبُوهَا ۚ وَأَشْهِدُوا إِذَا تَبَايَعْتُمْ ۚ وَلَا بُضَارًا كَاتِبًا وَلَا شَهِيدًا ۚ وَإِنْ تَفَعَّلُوا فَإِنَّهُ فَسُقُوكُمْ بِكُمْ ۚ وَاتَّقُوا اللَّهَ ۚ وَيُعَلِّمُكُمُ اللَّهُ ۚ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

Meaning: Hai orang-orang yang beriman, apabila kamu bermu'amalah tidak secara tunai untuk waktu yang ditentukan, hendaklah kamu menuliskannya. Dan hendaklah seorang penulis di antara kamu menuliskannya dengan benar. Dan janganlah penulis enggan menuliskannya sebagaimana Allah mengajarkannya, meka hendaklah ia menulis, dan hendaklah orang yang berhutang itu mengimlakkan (apa yang akan ditulis itu), dan hendaklah ia bertakwa kepada Allah Tuhannya, dan janganlah ia mengurangi sedikitpun daripada hutangnya. Jika yang berhutang itu orang yang lemah akalnya atau lemah (keadaannya) atau dia sendiri tidak mampu mengimlakkan, maka hendaklah walinya mengimlakkan dengan jujur. Dan persaksikanlah dengan dua orang saksi dari orang-orang lelaki (di antaramu). Jika tak ada dua oang lelaki, maka (boleh) seorang lelaki dan dua orang perempuan dari saksi-saksi yang kamu ridhai, supaya jika seorang lupa maka yang seorang mengingatkannya. Janganlah saksi-saksi itu enggan (memberi keterangan) apabila mereka dipanggil; dan janganlah kamu jemu menulis hutang itu, baik kecil maupun besar sampai batas waktu membayarnya. Yang demikian itu, lebih adil di sisi Allah dan lebih menguatkan persaksian dan lebih dekat kepada tidak (menimbulkan) keraguanmu. (Tulislah mu'amalahmu itu), kecuali jika mu'amalah itu perdagangan tunai yang kamu jalankan di antara kamu, maka tidak ada dosa bagi kamu, (jika) kamu tidak menulisnya. Dan persaksikanlah

apabila kamu berjual beli; dan janganlah penulis dan saksi saling sulit menyulitkan. Jika kamu lakukan (yang demikian), maka sesungguhnya hal itu adalah suatu kefasikan pada dirimu. Dan bertakwalah kepada Allah; Allah mengajarmu; dan Allah Maha Mengetahui segala sesuatu.

This verse explains us that writing has close relationship with the activities of debting and trading. When someone does debting transaction, another one should write honestly and there must be a witness in order not to be cheating. Writing and honesty as well as cheating prove that how writing has close connection with morality.

Trading transaction also need writing. Whatever you do in trading except cash trading you should put it into written.

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.

8. Dominant Acquisition than Learning

Dominant acquisition than learning means the lecturer emphasizes acquisition rather learning. Acquisition is developing a skill, habit, or quality 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. 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

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.

In order to optimize the acquisition, the lecturer are doing discussion with the learners. Through discussion, the learner will unconsciously master the lesson easily.

Learning is mandatory for human. It is stated by Allah in surah At-Taubah verse 122 below :

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنفِرُوا كَآفَّةً ۚ فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا
فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

Meaning: Tidak sepatutnya orang-orang mukmin pergi semuanya (ke medan perang). Mengapa sebagian dari setiap golongan di antara mereka tidak pergi (tinggal bersama Rasulullah) untuk memperdalam pengetahuan agama mereka dan memberi peringatan kepada kaumnya apabila mereka telah kembali, agar mereka dapat menjaga dirinya?

The above verse remind us that learning Islamic studies is compulsory for moslems beside Islamic science. Both kinds of science should be integratedly learned. In this verse, going to a battlefield to defend is a kind of *jihad* in Islam. When they die, they will go to firdaus. Because the order to go to *jihad*, a big number of people at that time had a big spirit to go. However, this verse ordered them not all to go to a battlefield. It is also important to learn religious knowledge for their lives.

Because learning is mandatory, Allah appreciate people who learn both Islamic studies and Islamic science. This appreciation is mentioned in surah Al-Mujadalah verse 11 as follows :

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا

يُفْسِحَ اللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ائْتُوا فَانشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ اٰتَوُا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: Hai orang-orang beriman apabila dikatakan kepadamu: "Berlapang-lapanglah dalam majlis", maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. Dan apabila dikatakan: "Berdirilah kamu", maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. Dan Allah Maha Mengetahui apa yang kamu kerjakan


This verse is about the commandments of God to attend science council. The faithful people and who have given science by Allah is put into higher position rather than those who have not.

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.

9. Ending Learning with Conclusion

Ending learning with conclusion means that the lecturer before closing his session, he makes conclusion. He summarizes what the learners have studied. He mentions 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 saya rasa aaa merangkum dalam bentuk poin-poin penting itu akan memudahkan mereka untuk aaa ibaratnya kita bilang oleh-oleh ya hadiah untuk dibawa pulang jadi hari ini dapat apa dari kelas Sir Amin kita kasih rangkumnya ya Empat poin atau lima poin dan kemudian kita sampaikan kira-kira persiapan untuk minggu depan apa misalnya ada materi sudah share Tolong dibaca tolong ditonton kemudian tolong dikomentari nanti Minggu depan kita berdiskusi jadi ada sesuatu yang mereka dapat hari itu dan apa yang mereka harus dipersiapkan untuk minggu depan pertemuan berikutnya saya rasa itu harus diberikan diakhir aaa sesi perkuliahan itu pak maka dari untuk latihan menulis misalnya dirumah ya kalo dia kebetulan ada aaa sesi latihannya materi itu harus mengharuskan ada latihan kita kasih mereka waktu yang lebih oanjang itu dirumah karena dikelas mungkin lama ya nggak gak cukup waktunya bisa latihan di rumah (I-KI-WTW-LWM-ELC)

Process of ending learning  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.

B. Discussion

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 nine findings are integrated process in teaching academic English writing. The teaching itself involves four sequential processes : predict, interact, compare, and explain (Mill College, 2022). 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.

A study about knowledge integration done by Clark & Linn (2003) and Linn & His (2000) over forty case studies of middle school students who were studying thermodynamics illustrate typical process of knowledge integration. The result of the research shows that students generate a repertoire of ideas about each concept they are learning and about the links between concepts (Linn, 2012).

In other words, teaching and learning should be integrated between and among the concepts, the components, and the steps.

Teaching, for example, start from planning, implementing, and evaluating. Planning itself has several concepts, components, and steps. There are different types of planning based on nature, managerial level, time, and use. Based on nature: Operational plan, strategic plan, tactical plan. Based on administrative level: Top-level plan, middle-level plan, lower level plan. Based on time: Long term plan, intermediate plan, and short term plan. Beside types, we also have the process of planning: Setting objectives, develop premises, determines and evaluates alternative options, budget formulation, implementation of the plan, follow-up action

[\(https://unacademy.com/content/cbse-class-12/study-material/business-studies/concept-of-planning/\)](https://unacademy.com/content/cbse-class-12/study-material/business-studies/concept-of-planning/).

In the context of teaching academic English writing, planning has several stages : Generating ideas, focusing ideas, focus on a model text, organising ideas, writing, peer evaluation, and reviewing (<https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/articles/planning-writing-lesson>). These stages are integrated.

Generating ideas is a creative process businesses use to generate new ideas, whether they're tangible or intangible. It involves gathering ideas, research, testing, editing or revising, and ultimately implementing the plan. (Hartin, 2022). There are some ways to generate ideas : (1). Ask questions: Foremost, idea people are curious people, (2). Write Your Ideas Down: Creative people keep lists and notes, (3). Think Associatively: Many ideas are the result of associative thinking, (4) Put Ideas to the test: Innovators know the importance of experimentation (Fisher, 2022).

Focusing ideas refers to the various strategies involved in narrowing a topic, identifying a purpose, defining an audience, choosing a method of organization, and applying revision techniques (Nordquist, 2019). According to Chia (2023), there are 15 ways

to improve our focus : (1) Eliminate distractions: How do we focus better if we are always bombarded with information? Make a practice blocking time in your schedule to do a specific task or activity. During this time, request that you be left alone or go to a place where others are unlikely to disturb you: a library, a coffee shop, a private room. (2) Reduce multitasking: Attempting to perform multiple activities at the same time makes us *feel* productive. It's also a recipe for lower focus, poor concentration, and lower productivity. And lower productivity can lead to burnout. Examples of multitasking include listening to a podcast while responding to an email or talking to someone over the phone while writing your report. Such multitasking not only hampers your ability to focus but compromises your work quality. (3) Practice mindfulness and meditation: Meditating or practicing mindfulness activities can strengthen well-being and mental fitness and improve focus. During the meditation process, our brain becomes calmer and our whole body becomes more relaxed. We focus on our breath during the process so that we will not be distracted by our minds. With practice, we can learn to use our breath to bring our attention back to a particular task so that it can be done well even if we get interrupted. (4) Get more sleep: Many factors affect your sleep. One of the most common is reading from an electronic device like a computer, phone, or tablet or watching your favorite movie or TV show on

an LED TV just before bedtime. Research has shown that such devices emit light towards the blue end of the spectrum. Such light will stimulate your eye retina and prevent the secretion of melatonin that promotes sleep anticipation in the brain. Use a filter or "blue light" glasses to minimize such blue light or avoid all electronic devices before bed. Other ways to improve sleep include avoiding exercise late in the day, staying hydrated throughout the day, using journaling or breathing exercises to quiet the mind, and creating a predictable bedtime routine and schedule.

(5) Choose to focus on the moment : It might feel counterintuitive when you feel unable to concentrate, but remember that you choose where you focus. It's tough to concentrate when your mind is always in the past and worrying about the future. While it isn't easy, make an effort to let go of past events. Acknowledge the impact, what you felt, and what you learned from it, then let it go. Similarly, acknowledge your concerns about the future, consider how you are experiencing that anxiety in your body, then [choose to let it go](#). We want to train our mental resources to focus on the details of what matters at the moment. Our minds go in the direction we choose to focus.

(6) Take a short break: This also might seem counterintuitive, but when you focus on something for a long time, your focus may begin to die down. You may feel more and more difficulty devoting your attention to the task. Researchers have found that our brains tend to

ignore sources of constant stimulation. Taking very small breaks by refocusing your attention elsewhere can dramatically improve mental concentration after that. The next time you are working on a project, take a break when you begin to feel stuck. Move around, talk to someone, or even switch to a different type of task. You will come back with a more focused mind to keep your performance high.

(7) **Connect with nature:** Research has found that even having plants in office spaces can help increase concentration and productivity, as well as workplace satisfaction and better air quality. Finding time to take a walk in the park or appreciating the plants or flowers in your garden can boost your concentration and help you feel refreshed.

(8) **Train your brain:** Scientific research is starting to amass evidence on the ability of brain training activities to enhance cognitive abilities, including concentration, in adults. Such brain training games for concentration can also help you develop your working and short-term memory, as well as your processing and problem-solving skills. Examples of such games include jigsaw puzzles, sudoku, chess, and brain-stimulating video games.

(9) **Exercise:** Start your day with simple exercise and get your body moving. According to the May 2013 issue of the Harvard Men's Health Watch, regular exercise releases chemicals key for memory, concentration, and mental sharpness. Other research found that exercise can boost the brain's dopamine, norepinephrine, and serotonin

levels and all these will affect focus and attention. Individuals who do some form of exercise or sports perform better on cognitive tasks when compared with those who have poor physical health. Physical movement helps relax the muscles and relieve tension in the body. Since the body and mind are so closely linked, when your body feels better so, too, will your mind. (10) Listen to music: Music has been shown to have therapeutic effects on our brains. Light music may help you to concentrate better, but some music may distract you. Experts generally agree that classical music and nature sounds, such as water flowing, are good choices for concentration while music with lyrics and human voices may be distracting. Multiple apps and services offer background music and soundscapes designed for different types of focus and work needs.(11) Eat well: Choose foods that moderate blood sugar, maintain energy, and fuel the brain. Fruits, vegetables, and high-fiber foods can keep your blood sugar levels even. Reduce sugary foods and drinks that cause spikes and dips in your sugar levels make you feel dizzy or drowsy. Your brain needs lots of good fat to function properly. Nuts, berries, avocados, and coconut oil are all great ways to get healthy fats into your diet and help your brain run more smoothly. Research has found that foods like blueberries can boost concentration and memory for up to 5 hours after consumption due to an enzyme that stimulates the flow of oxygen and blood to the brain,

helping with memory as well as our ability to focus and learn new information. Leafy green vegetables such as spinach contain potassium which accelerates the connections between neurons and can make our brain more responsive. (12). Set a daily priority: Write down what you want to accomplish each day, ideally the night before, and identify a single priority that you commit to accomplishing. This will help focus your brain on what matters, tackling the big jobs first and leaving the small stuff till later. Break large tasks into smaller bytes so that you will not be overwhelmed. Identifying true priorities can help relieve distracting anxiety, and achieving small daily goals can wire your brain to achieve success. (13) Create space for work: Create a calm dedicated space for work, if possible. Not everyone can have a well-appointed office, but desk organizers, noise-canceling headphones, an adjustable monitor, and adjustable lighting can help. Clear clutter out of sight, make it as ergonomic and comfortable as possible, and try to keep your space neat and ventilated. (14) Use a timer: Train your brain to hyper-focus on a task by using a timer or phone alarm. First, decide what task you want to complete. Set your timer for 20 minutes (generally not more than 30 minutes) and concentrate on the task. When the alarm rings take a short break for 5 minutes. You can either take a walk and do some stretching exercise, then reset the timer and start again. This technique has shown to be effective to improve

your concentration. (15) Switch tasks : While we may want to concentrate on a particular task, sometimes we get stuck and our brain needs something fresh to focus on. Try switching to other tasks or something you love to do. Switching tasks can help you stay alert and productive for a longer period.

Focus on a model text, according to Writers on Writing in Nordquist (2019) is the mood or mode of fierce concentration that funnels thought from its diffuse matrix into fully discursive form".

Pennington (2023) states that there are three approaches to consider when sourcing a model text: using a novel or a picture book as a stimulus; rewriting an original story and writing your own model text from scratch.

To focus on a model text, Pennington (2023) says that we should : (1) write our own model to ensure that it will cover exactly the features that the learners need to focus on. When she writes a model, she always starts with two things: the boxing-up planner from creating storyteller and Writers plus ideas from real life or from her reading. transferable pattern is the most important thing. Her next step is to write it. She writes from the heart and my instinct first. She writes for enjoyment rather than constantly thinking about. (2) Annotate our model : Once we've finished our model text, annotate it, highlighting all of the aspects that we will be focusing on: (a) the clearly

identifiable underlying pattern, (b) the grammar of the sentence structures and related punctuation, (c) any new vocabulary, (d) the writerly tools you are exemplifying. (3) Text mapping : Once our model is written, we will need to text map it.

Writing is the main activity in the process of teaching academic English writing. This activity will produce the learners' own competency in writing. Which students are successful and which are not yet.

Peer evaluation is the activity to check some errors or mistakes through their partners or their classmates. Each member of the group will give contribution to revise or add/lessen the draft of the learners' writing. Peer evaluation is an effective collaborative learning strategy that asks students to reflect on contributions made by colleagues in group work (UW,2023).

Reviewing is the activity to revise the learners' writing in order to make their writing better. At least, there are 3 strategies to review: (1) Judge the product : Write your review based on reasonable expectations, (2). Assume the best, (3). Check your writing (Ramirez, 2019)

On the level of implementation, the process of teaching academic English writing effectively is : (1) Explaining that writing is hard work, (2) Give students opportunities to talk about their writing, (3) Encourage students to revise their work, (4) Explain thesis statements, (5) Stress clarity and specificity, and (6) Explain the

importance of grammar and sentence structure, as well as content (Roseman, 2023). This process of implantation shows that the six steps of teaching academic English writing are intergrative.

On the level of evaluation, when the lecturer evaluates a piece of writing, he needs to read the work thoroughly. While he reads the work, keep in mind the criteria he is using to evaluate. The evaluative aspects may be: grammar, sentence structure, spelling, content, usage of sources, style, or many other things (Hood, 2010)

Integrated teaching according Kanwar, et.al (2017) refers to a way of connecting skills and knowledge from multiple sources and experiences or applying skills and practice in various settings. It simply means bridging connection between academic knowledge and practicals. Continuously they mention that integrated teaching offers many advantages and may be a key factor in the delivery of an effective educational program.

There are 4 major components in integrated teaching: (1) Integration of experience, (2) Social integration, (3) Integration of knowledge, and (4) Integration as a curriculum design (Kanwar, et all, 2017).

Integration of experience can mean that what the learners learn should be connected with their experience. The purpose of connecting the content and the learners' lives is to boost their engagement in learning. The learners

are most engaged when their work honors their experiences, connects to their interests, and has the potential to lead them to improvement of themselves, their lives, and issues that matter to them (Pandolpho, 2021).

Pandolpho continually says that teachers can increase student engagement by re-envisioning their curricula in these ways : (1) Identity and criticality : [Giving equal consideration](#) to what she terms *identity* and *criticality*, in addition to building knowledge and teaching skills. The teachers promote identity work by asking themselves, “How does my teaching and learning help students learn about themselves and others?” Teachers can encourage criticality by asking themselves, “How does my teaching and learning help students to understand power, equity, antiracism, and anti-oppression?” (Muhammad in Pandolpho, 2021), (2). Mirrors, windows, and sliding glass doors: Offering students the opportunity to see their image reflected back in their coursework as they also peek through windows to see what’s possible and envision sliding glass doors to walk through toward greater opportunities, (3). Inquiry and urgency : Students are even more likely to engage in culturally responsive classrooms when they consistently approach content in a spirit of curiosity and inquiry. Begin lessons by asking students questions like “What do you know?” “What do you think you know?” and “What do you want to know?”.

Teachers can then recognize students' observations and raise this sense of urgency by asking students to think more broadly, with questions like "What are the consequences of...?" "What else does this connect to?" "Why is this significant?" and the ever-important "What can we do about it?" as students recognize themselves as change agents who can make an impact.

Social integration is the students' perceptions of interactions, for example, between the peer group and teachers (Reindl, Marion, Tanja Auer, & Burkhard Gniewosz. 2022.). They continuousInteractions with teachers may be characterized as more hierarchical, for example, showing interest in their students. Fellow students as non-hierarchical interaction partners may provide opportunities to discuss topics on eye level as well as for joint activities. Research has shown that, especially the informal aspects of the teacher integration, such as interactions referring to personal aspects, and the formal aspects of peer interactions, such as interactions regarding study-related aspects, showed positive effects on learning outcomes, such as achievement ([Severiens and Schmidt in Reindl, at.all, 2022](#)).

Integration of knowledge, according to Schneider in Seel (2012) is described below :

Integration of knowledge refers to the process of merging two or more originally unrelated knowledge structures into a single structure. In the most general sense, it can encompass the

complexities of how two digital databases can be merged together or how two companies can effectively combine the knowledge of their workers. In the learning sciences, however, the term usually refers to knowledge integration within persons' memory. Learners pick up pieces of knowledge (e.g., experiences, observations, ideas, hypotheses, explanations) in many different situations, for example, everyday life observations, conversations with friends, the Internet, and school instruction. Novices in a domain often do not see which of these newly acquired pieces of knowledge relate to each other and why they should be related at all.

Integration as a curriculum design, according to Dillon (2022) is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.

Dillon also informs the characteristics of an integrated curriculum is that it does away with the borders drawn around traditional subjects and relies on unifying concepts and holistic learning to connect diverse areas of study. They can be interdisciplinary, in which multiple subjects are included, or multidisciplinary, in which multiple topics in the same subject are integrated.

Beside the characteristics, Dillon (2022) also mentions the benefit of an integrated curriculum in which the students tend to be more engaged through holistic,

authentic learning, resulting in more flexible and critical thinking.

From the above description, it is clear that planning, implementing, and evaluating the academic English writing have integrated processes between or among the components of the activities in teaching.

Learning is also an integrated process. It is a process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges (Ithaca College, 2023). Curricular experiences components that should be integrated are major, general education, and electives. These components integrate a student's entire developmental experience in order to be integrative thinkers, critical and analytical problem solvers, and reflective learners. By doing integrated curriculum, the graduates can : (1) address a topic, issue, problem area, or human challenge using a combination of concepts, theories, and/or methods from multiple perspectives or fields of study, (2) apply concepts, theories, methods, or skills to analyze new questions or complex problems, and (3) engage in and communicate self-reflection about their learning in the integrative core curriculum, their chosen major discipline, and their overall college experience (Ithaca College, 2023). .

To succeed in multiple, changing environments, students must develop the intellectual flexibility and adaptability to incorporate varied sources of information into their decision-making and understanding of the world. In national surveys, employers consistently identify the need for college graduates to have both depth of understanding in a major field and a broad range of skills and knowledge to succeed in the workplace of the present and the future (Ithaca College, 2023).

In addition to employers, national professional organizations and accreditors such as the Commission on Accreditation in Physical Therapy Education, the American Association for the Advancement of Science, and the Association of American Colleges and Universities state the importance of integrative learning for student success in college and in their lives beyond college. So whether your future plans focus on immediate employment, graduate school, or simply making it through college, integrative learning is an important part of your learning (Ithaca College, 2023).

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After describing the findings and the discussion of wahdatul 'ulum implementation in teaching academic English writing for foreign learners, there 3 conclusion that can be formulated :

1. There are ten 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
2. The nine findings can be categorized into wahdatul 'ulum which belongs to monodeciplinary, simple interdisciplinary multidisciplinary and transdisciplinary integrations.
3. Those that belong to monodiciplinary integration is integrating reading and writing.
4. The finding which belongs to simple interdisciplinary integration is reading credible scientific article.
5. The findings which belong to multidisciplinary integration are creating scientific works, accepted & understandable writing, Integrated learning process,

dominant acquisition than learning, and ending learning with conclusion.

6. The findings which belong to transdisciplinary integration are reminding to God and learning writing and moral improvement.

B. Suggestion

Based on the conclusion as the results of this study, there are several suggestions to be made :

1. In order to create innovation in teaching academic English writing, it is suggested for the instructors to make transdisciplinary integration.
2. It is suggested for the learners to learn academic English writing by practicing more rather than learning theories.
3. It is suggested for the stakeholder to make the policy in order to implement transdisciplinary *wahdatul 'ulum* in order to direct learners to make innovation in learning.
4. It is suggested for other researchers to continue doing study about transdisciplinary integration in teaching English in general because today English is regarded by the instructors as the subject which has no relation to religious and moral improvement.

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