

## Implementing English for Specific Purposes (ESP) in the Sharia Economics Study Program: Preparing Graduates for Diverse Professional Careers

**Tira Nur Fitria**

Institut Teknologi Bisnis AAS Indonesia

Email: [tiranurfitria@gmail.com](mailto:tiranurfitria@gmail.com)

### Abstract

The study describes the implementation of English for Specific Purposes (ESP) in the Sharia Economics Study Program in preparing graduates to meet the demands of diverse professional careers in the field of Sharia/Islamic economics and related fields. This study uses a descriptive qualitative research method. This study involved undergraduate students from various semesters to obtain detailed insights into how ESP supports their professional career preparation. The findings indicate that the implementation of English for Specific Purposes (ESP) in the Sharia Economics Study Program plays a crucial role in preparing students for professional contexts within Sharia-based economic sectors. Designed through needs analysis that considered students' academic backgrounds, career aspirations, and workplace communication demands, the ESP course emphasized English as a practical professional tool rather than merely a general language skill. Instruction integrated all language skills with discipline-specific content, authentic materials, and real workplace scenarios related to Islamic banking, Sharia financial institutions, halal industries, and entrepreneurship. As a result, students demonstrated significant improvement in specialized vocabulary mastery, professional and functional communication skills, and confidence in using English for presentations, discussions, and professional writing. The course also incorporated authentic learning resources and embedded Islamic values, Sharia principles, and professional ethics, supporting not only linguistic competence but also character development and ethical awareness. Furthermore, ESP prepared students for diverse career paths by developing transferable communication skills applicable across multiple professional roles in the Sharia economic sector, thereby enhancing employability readiness and professional identity. However, several challenges were identified, including varied student proficiency levels, limited prior exposure to discipline-specific English, time constraints, scarcity of specialized teaching materials, and institutional limitations affecting curriculum alignment. These findings suggest important implications for ESP curriculum development, highlighting the need for systematic needs-based design, integration of language and content, collaboration between English and subject-matter lecturers, development of tailored materials, performance-based assessments, and sustained institutional support to ensure that ESP remains relevant to evolving industry demands and effectively bridges academic learning with professional workplace expectations. It is suggested that ESP implementation in Sharia Economics programs be strengthened through systematic, needs-based curriculum design and closer collaboration between English lecturers and subject experts. Institutions should support the development of specialized materials, adequate instructional time, and interdisciplinary coordination. Lecturers should also apply differentiated and confidence-building strategies to address varied student proficiency levels. In addition, ESP should continue to integrate authentic workplace tasks, performance-based assessments, and Islamic values to ensure relevance to professional demands. Continuous evaluation is necessary to keep the ESP curriculum responsive to evolving industry needs and to enhance students' employability readiness.

**Keywords:** *English for Specific Purposes (ESP), Islamic Economics Study Program, Sharia Economics Study Program, Sharia Economics' Graduates, Professional Careers*

## INTRODUCTION

Educational institutions are places for educational activities that aim to change lives for the better (Hidayat et al., 2021). In an increasingly competitive and rapidly evolving world, college graduates need to enter the workforce equipped with the skills necessary for long-term success (Rateau et al., 2015). Furthermore, educational qualification plays an important role in the job attainment process (Hodgman, 2018). To employers, academic credentials signal that a prospective employee has acquired certain competencies that certify readiness for the workplace.

Higher education institutions exist primarily to prepare students for their future careers and to equip them for diverse professional paths (Fitria, 2023b). They provide education beyond the secondary level, offering programs that develop specialized knowledge, technical skills, and critical thinking abilities. This ensures that graduates are ready to face the challenges of the modern workforce. These institutions offer a wide range of programs tailored to different career fields. By combining theoretical knowledge with practical training, students gain the skills needed to succeed in their chosen professions. This professional preparation allows them to contribute effectively to their workplaces and society (Fitria, 2022). Higher education institutions also play a crucial role in keeping students adaptable and competitive in a rapidly changing job market. By offering internships, practical projects, and exposure to real-world problems, students learn how to apply their knowledge effectively. They also gain soft skills such as communication, teamwork, and problem-solving, which are essential in any professional career. This combination of academic knowledge, practical experience, and professional skills ensures that graduates are well-prepared to thrive in diverse career paths.

Higher education institutions play a strategic role in preparing graduates to meet the demands of a rapidly changing world of work. Universities are no longer expected to focus solely on delivering theoretical knowledge, but also on developing practical skills that enable students to adapt to professional environments. These skills include critical thinking, problem solving, collaboration, and effective communication. As labor markets become more competitive and dynamic, graduates must demonstrate competencies that are relevant to real workplace needs in order to remain competitive. By aligning academic programs with industry standards and labor market requirements, higher education institutions help ensure that graduates are ready to succeed in their chosen careers and contribute meaningfully to society. Higher education institutions serve as a bridge between academic learning and the professional world. Through curriculum design, teaching methods, and learning outcomes, universities are responsible for ensuring that graduates possess competencies aligned with labor market demands. This responsibility includes integrating academic knowledge with practical skills and professional attitudes. By responding to industry needs and global developments, higher education institutions contribute directly to graduate employability and workforce readiness, particularly in fields that are closely connected to their studies.

In programs related to economics and business, including Sharia and Islamic economics, communication skills are particularly important. Graduates are required to explain financial concepts, present analyses, participate in discussions, and produce professional documents. Many of these tasks are conducted in multilingual and multicultural contexts. Consequently, English has emerged as a key language for academic, professional, and institutional communication. The increasing involvement of Islamic economic institutions in international networks further strengthens the need for graduates who are able to use English effectively in professional settings.

One of the essential skills required for graduates from higher education institutions is proficiency in English. In the era of globalization, English serves as the primary language for professional communication, research, and international trade. Graduates who have a strong

command of English are able to read scientific literature, participate in international seminars, write professional reports, and communicate effectively with colleagues or clients from different countries. This ability not only enhances their career opportunities but also allows them to compete in the global job market, stay updated with the latest scientific developments, and participate in international projects. Therefore, mastery of English has become a core skill that every graduate must possess to succeed in various professions and meet the challenges of the modern workforce.

In today's professional environment, English functions as a primary medium for cross-border communication and information exchange. In Sharia and Islamic economic sectors, professionals frequently engage with international standards, global financial systems, and multinational stakeholders. The use of English is especially evident in policy documents, financial reports, digital banking platforms, and international collaborations. As a result, graduates who lack English proficiency may face difficulties competing in an increasingly globalized labor market. English has become an essential language in the global workplace, including in the fields of Sharia and Islamic economics. Professionals in Islamic banking, finance, and related industries are required to use English for communication, documentation, reporting, and interaction with international partners. As globalization increases, English proficiency is no longer optional but a necessary skill for graduates entering these professional fields.

English is an essential skill for graduate students, especially those studying Islamic or Sharia Economics. Many advanced textbooks, research papers, and academic journals in Islamic finance and economics are written in English, making it necessary for students to understand and analyze these materials. Additionally, English allows graduates to participate in international conferences, seminars, and workshops, where they can share their research, learn from global experts, and build professional networks. Without proficiency in English, students may miss opportunities to access the latest knowledge, collaborate with professionals worldwide, and contribute effectively to the development of Islamic economic practices.

For students of Sharia and Islamic Economics, learning English is especially important. These students often study complex texts related to Islamic finance, banking, and economic principles, many of which are available in English or are discussed in international journals and conferences. By mastering English, they can access a wider range of academic resources, stay informed about global developments in Islamic economics, and collaborate with professionals from other countries. This helps them to contribute to the development of Islamic finance both locally and internationally. Furthermore, proficiency in English enables Sharia and Islamic Economics students to engage in research and comparative studies more effectively. They can analyze international case studies, understand regulatory frameworks in different countries, and communicate their findings to a global audience. This skill also supports their participation in workshops, seminars, and conferences, which are often conducted in English, helping them to build professional networks and gain recognition in the field of Islamic finance.

In addition, strong English skills improve the employability of graduates in Sharia and Islamic Economics. Many banks, financial institutions, and multinational organizations require employees who can communicate clearly in English. Graduates who are proficient in English are more likely to secure positions in international banks, Islamic financial institutions, and consulting firms, as well as participate in cross-border projects. This shows that language skills are not just an academic requirement but a strategic tool for career success in this field. In summary, for students of Sharia and Islamic Economics, English is not only a language of communication but also a key to accessing knowledge, conducting research, and building a professional career in the global arena. Mastery of English ensures

that graduates are fully prepared to meet the demands of modern professional life while contributing to the advancement of Islamic economic principles worldwide. Students of the Sharia Economics Study Program are prepared to work in various professional sectors, such as Islamic banking institutions, financial services, corporations, and international organizations. In these workplaces, graduates are expected to communicate effectively in English, particularly at managerial and professional levels. Therefore, English competence is closely related to graduates' career development and professional advancement.

Graduates of the Sharia Economics Study Program are expected to possess not only strong knowledge of Islamic economic principles but also practical skills that support their professional performance. Many positions in Islamic financial institutions require employees to communicate with clients, colleagues, and supervisors using English, particularly in formal and professional settings. Consequently, English competence becomes an important factor influencing graduates' employability, job performance, and opportunities for promotion.

However, English courses offered in higher education are often designed as General English, which focuses on basic language skills without sufficient attention to specific professional contexts. As a result, Sharia Economics students may find it difficult to apply their English knowledge to real workplace situations, such as discussing financial products, writing reports, or communicating with clients and colleagues in professional settings. General English instruction often emphasizes everyday communication and basic grammar skills, which may not adequately address workplace-specific language use. Sharia Economics students require English that is relevant to their academic discipline and future careers, such as understanding financial terms, explaining Sharia-compliant products, and participating in professional discussions. Without targeted instruction, students may struggle to transfer general language knowledge into meaningful professional communication.

English for Specific Purposes (ESP) is an approach to English teaching that is designed to meet learners' specific academic and professional needs (Fitria, 2022). ESP emphasizes relevant language skills, specialized vocabulary, and authentic learning materials related to students' fields of study (Fitria, 2023c). Through ESP, students are trained to use English in contexts that closely reflect their future professional tasks. ESP provides a more focused and practical approach to language learning by tailoring content to learners' specific needs. Through ESP, students learn English in contexts that mirror real professional situations, making the learning process more meaningful and effective. This approach also encourages the integration of language skills with subject-matter knowledge, allowing students to develop both linguistic competence and professional awareness simultaneously.

The implementation of ESP in the Sharia Economics Study Program is intended to help students develop English communication skills that are directly related to Sharia and Islamic economic practices. By integrating field-specific materials and communicative activities, ESP learning can support students in understanding professional terminology, improving communication skills, and increasing confidence in using English in workplace situations. By implementing ESP in the Sharia Economics Study Program, English learning becomes more relevant to students' academic background and career goals. Activities such as role plays, presentations, report writing, and discussions related to Islamic economics help students practice English in realistic scenarios. This relevance can increase students' motivation, confidence, and readiness to use English in professional environments.

Despite the importance of ESP, its implementation in the Sharia Economics Study Program needs to be examined more closely. It is necessary to understand how ESP is applied in the classroom, including the learning materials, teaching methods, and learning activities used. In addition, there is a need to analyze whether the implementation of ESP effectively contributes to students' readiness to meet professional communication demands



in the workplace. Although ESP is considered an effective approach, its success depends on how it is implemented in practice. Factors such as curriculum design, teaching strategies, learning materials, and classroom interaction influence the effectiveness of ESP instruction. Therefore, examining the actual implementation of ESP is necessary to identify strengths, challenges, and areas for improvement in supporting students' professional communication skills.

Based on these considerations, this study focuses on describing and analyzing the implementation of English for Specific Purposes (ESP) in the Sharia Economics Study Program. The study also examines how ESP contributes to preparing graduates to face diverse professional communication needs in Sharia and Islamic economic fields, particularly in professional and workplace contexts. This study is important because it provides insight into how ESP is applied within the Sharia Economics Study Program and how it supports graduates' professional preparation. By describing and analyzing the implementation process, the study contributes to a better understanding of ESP practices in higher education. The findings are expected to offer valuable input for curriculum development and English instruction in Sharia and Islamic economics programs.

There are previous studies related to this research. Zulkifli et al. (2016) determined the competency relationship of Islamic Economics graduates with the working world and the efforts made by the Faculty of Islamic Studies, Universitas Islam Riau, in preparing competent Islamic Economics graduates, resulting in efficient and competent quality. Universitas Islam Riau, under the Islamic Economic Studies Program, in preparing competence Graduate of Islamic Economics, namely formulating the curriculum in accordance with the demands of the working world, providing lecturers relevant to the majors, planning strategies, as well as providing facilities and infrastructure, proved beneficial and efficient for the competence of Islamic Economics Graduate itself in the working world. Huda et al. (2016) determine the absorption level of Islamic economics programme graduates into the Islamic financial industry, in Jakarta and West Java. From 2011 to 2014, graduate absorption into the Islamic finance industry was generally low. At Muhammadiyah University, Prof. Dr. Hamka, absorption did not reach 20%, with an AI employment index below 0.2. Islamic University 45 Bekasi showed a gradual increase in absorption each year. Meanwhile, Universitas Djuanda Bogor recorded overall absorption rates of Islamic Economics and Finance graduates below 40%. These findings indicate that current Islamic Economics and Finance programs have not adequately met the human resource needs of the Islamic finance industry, highlighting the need for a competency-based curriculum aligned with professional, industrial, and societal demands. Sahliah & Marpaung (2022) investigate the alumni tracking of the Muamalah Study Program within the Faculty of Sharia and Law at Universitas Islam Negeri Sumatera Utara. The results reveal a significant number of alumni securing employment outside their academic fields. Factors contributing to this situation include a scarcity of job market opportunities that align with the program's focus and insufficient practical training during their academic tenure. Stakeholders highlighted alumni strengths, including adaptability and commitment, while stressing the need for curriculum improvements to enhance job readiness. This study underscores the importance of strengthening the alumni network and establishing institutional partnerships to bridge the gap between academic training and employment opportunities.

Rahmaniah et al. (2023) identify the needs of graduate users and also show the strategies adopted by the Sharia Economic Law Study Program at Antasari State Islamic University in designing innovative curriculum and learning processes to produce graduate standards that are in line with the needs and desires of users. The results showed that the needs of graduate users of the Sharia Economic Law Study Program include integrity, professionalism, foreign language skills, information technology skills, communication skills,

cooperation skills, and self-development skills. In addition, the integration of technology in the learning process has also increased efficiency and effectiveness in transferring legal knowledge and skills to students. Imrom et al. (2023) analyze the management of quality improvement for graduates of Management Study Programs at Islamic higher education institutions in Jakarta, specifically at Kusuma Negara College of Economics (STIE-KN) and As-Syafi'iyah Islamic University (AIU), in response to ongoing challenges in planning, organizing, implementation, and evaluation amid dynamic environmental changes. The findings show that both institutions share similar management processes focused on enhancing institutional reputation and achieving sustainable graduate quality. However, differences exist in the underlying values of quality assurance implementation due to distinct institutional visions and goals. The internal quality assurance systems at AIU and STIE-KN positively contribute to graduate quality improvement, particularly through standardized teaching, research, and community service programs supported by dedicated quality improvement units. Mustafa (2023) identify Islamic religious education students' self-readiness to enter the world of business and employment. The results revealed that knowledge was in the 79 percent category, skills were in the 88 percent category, and attitudes were in the 79 percent category. Thus, the results of the overall analysis for service and managerial productive work are in the 85 percent category. This finding indicates that Islamic religious education students are dominantly ready to contribute to the professional world as employees.

Novita (2024) analyzes the management of core components of Islamic education, develops a curriculum management framework to improve the quality of Indonesian graduates, and examines the role of the Indonesian. The study identifies five core components of Islamic education management: personnel, students, curriculum, financial management, and facilities and infrastructure. It finds that improving graduate quality requires a curriculum management framework implemented in three stages: (1) curriculum planning (strategic, program, and learning activity planning), (2) curriculum implementation through individual-based, module-based, competency-based learning, and school-based entrepreneurship models, and (3) curriculum evaluation using the Saylor and CIPP Stufflebeam models. Balu et al. (2024) identify the strategies that can be used by Islamic Education Management programs to produce job-ready graduates, explain why using these strategies correctly is important, and discuss the implications of the strategies employed in Islamic Education Management. The study indicates that the implementation of management strategies for Islamic education has shown good results in producing job-ready graduates. This is evident from the high job readiness of graduates who successfully secured employment in relevant fields and institutions within a relatively short period. The strategies employed by Islamic Education Management in producing job-ready graduates include coaching, development, improvement, and training. The existence of these strategies serves to produce competent, competitive, quality, and character-driven graduates.

Sabri et al. (2025) examined the competitiveness and survival strategies of Islamic Education (PAI) graduates from IAIN Langsa in the Aceh Timur region, including East Aceh Regency, Kota Langsa, and Aceh Tamiang. Higher education institutions, particularly Islamic Studies programs, are responsible for preparing graduates to meet the demands of an increasingly dynamic and globalized job market. This research aimed to explore the challenges faced by PAI alumni in adapting to globalization, digitalization, and evolving market expectations. Results indicated significant gaps in technical skills, including IT proficiency, foreign language competency, and public speaking. While most alumni pursued careers in education, others entered diverse fields, employing adaptive survival strategies influenced by socio-cultural expectations in Aceh. These findings contribute to curriculum refinement and institutional strategies to enhance graduate competitiveness and

employability. Dewi & Januarti (2025) analyze the influence of religiosity, personality, knowledge of Islamic accounting, and job market considerations on accounting students' interest in pursuing careers in Islamic financial institutions. The results showed that personality and knowledge of Islamic accounting have a positive influence on accounting students' interest in pursuing careers in Islamic financial institutions. Conversely, religiosity and job market considerations do not have a positive effect on accounting students' career interest in Islamic financial institutions. Fatmawati et al. (2026) examine the influence of three key career preparation strategies: industrial internships, career counseling training, and career workshops on the earnings of graduates from Islamic business education programs. Using a quantitative approach, the study employs Structural Equation Modeling with Partial Least Squares (SEM-PLS) to analyze data collected from a sample of 347 students out of a total population of 2,617 from the Faculty of Islamic Economics and Business at Sheikh Abdul Halim Hasan Binjai Institute. The findings show that the three variables, industrial internships, career counseling training, and career workshops, have a significant and positive impact on graduate income. Internships provide real-world experience that enhances employability, counseling supports informed career decision-making, and workshops strengthen soft skills relevant to the labor market. Career preparation programs play an essential role in improving the economic outcomes of Islamic business graduates. Higher education institutions should integrate practical activities, consultation, and skill enhancement to bridge the gap between academic learning and labor market demands.

Previous studies have extensively discussed graduate competence, curriculum management, employability, and job readiness in Islamic economics and related fields; however, they have not specifically examined the role of English for Specific Purposes (ESP) as a strategic component in preparing graduates for professional careers. For instance, Zulkifli et al. (2016) emphasized curriculum alignment, facilities, and lecturer relevance in improving graduate competence, while Huda et al. (2016) highlighted low graduate absorption in the Islamic finance industry due to mismatches between educational outcomes and labor market needs. Similarly, Sahliah and Marpaung (2022) found that many alumni worked outside their academic fields because of limited practical preparation, and Rahmaniah et al. (2023) identified foreign language skills as one of the key competencies required by graduate users. Other studies focused on quality assurance systems (Imrom et al., 2023), student readiness (Mustafa, 2023), curriculum management frameworks (Novita, 2024), graduate development strategies (Balu et al., 2024), and skill gaps such as foreign language and communication abilities (Sabri et al., 2025). More recent research has also examined career interest factors (Dewi & Januarti, 2025) and career preparation programs like internships and workshops (Fatmawati et al., 2026). Despite these contributions, there remains a clear gap regarding how ESP is implemented within the Sharia Economics Study Program and how it specifically supports graduates' readiness for diverse professional careers in Islamic economic sectors.

This study offers novelty by focusing specifically on the implementation of English for Specific Purposes (ESP) within the Sharia Economics Study Program as a strategic approach to preparing graduates for diverse professional careers. Unlike prior research that primarily addressed general curriculum alignment (Zulkifli et al., 2016), graduate employability and absorption (Huda et al., 2016), alumni tracking and curriculum improvement (Sahliah & Marpaung, 2022), or broader competency needs including foreign language skills (Rahmaniah et al., 2023), this study examines ESP as a targeted pedagogical and professional preparation tool. Furthermore, while previous studies discussed quality management (Imrom et al., 2023), readiness levels (Mustafa, 2023), curriculum frameworks (Novita, 2024), job-ready strategies (Balu et al., 2024), and skill gaps



such as foreign language competence (Sabri et al., 2025), none have explored how ESP is actually implemented in teaching practices and how it directly connects language learning with professional demands in the Sharia economics workplace. Therefore, this research contributes a new perspective by linking ESP implementation, professional communication needs, and career preparation within the specific context of Sharia economics education.

## METHOD

This study uses a descriptive qualitative research method, which aims to provide a detailed and comprehensive description of the implementation of English for Specific Purposes (ESP) in the Sharia Economics study program. Descriptive qualitative research focuses on understanding and explaining a phenomenon in its real context without manipulating variables (Fitria, 2024). This approach is particularly suitable for this study because it allows the researcher to explore and explain how ESP is taught to Sharia Economics students, how it meets their professional needs, and what strategies are applied in the classroom. The method emphasizes describing experiences, observations, and reflections, which aligns with documenting the teaching and learning process of ESP for professional purposes.

Data were collected using several qualitative techniques to gain a comprehensive understanding of the teaching and learning process of English for Specific Purposes (ESP) for Sharia Economics students. In this study, the researcher also acted as the ESP lecturer, teaching English courses to Sharia Economics students at the Institute of Technology and Business AAS Indonesia. The research subjects involved were undergraduate students of the Sharia Economics Study Program from various semesters who participated in ESP learning activities. The use of multiple qualitative methods aimed to provide rich, detailed, and reliable information about how English is implemented to prepare students for professional careers in the field of Sharia economics.

### 1. Observation

Observation involves the researcher directly watching and recording the teaching and learning process in ESP classes for Sharia Economics students. During classroom observations, the researcher focuses on teaching strategies, classroom interactions, and students' engagement in activities designed to improve professional English skills. This method allows the researcher to understand how students respond to different instructional techniques, how they participate in learning activities, and how the teacher implements ESP content to meet professional needs. Observation provides real-time, firsthand insight into the teaching process and the dynamics of the classroom.

### 2. Documentation

In research, documentation means the process of collecting, recording, and analyzing written, visual, or recorded materials that provide evidence about the phenomenon being studied (Fitria, 2023a). Documentation includes teaching materials such as textbooks, handouts, slides, and worksheets, lesson plans prepared by the teacher, and students' completed assignments or projects. Other documents, such as attendance records or classroom schedules, can also be included. By examining these materials, the researcher can assess how ESP content is structured, how learning objectives are implemented, and how students engage with the professional English skills being taught. Documentation provides concrete evidence to support observations and reflections.

### 3. Reflection Notes

Reflection notes are the researcher's personal records and observations about teaching experiences in ESP classes. These notes may include challenges encountered, adjustments made to lesson plans, and students' responses to specific learning activities. Reflection allows the researcher to critically evaluate the teaching process,



identify what strategies were effective, and consider areas for improvement. By combining reflection notes with observations and documentation, the researcher gains a more complete understanding of how ESP instruction is delivered and how it supports the professional development of Sharia Economics students.

The collected data were analyzed using qualitative descriptive analysis, which involved several steps to provide a clear understanding of the ESP teaching process. First, observation notes, documentation, and reflection notes were organized and categorized according to relevant themes, such as teaching strategies, professional language skills targeted, student engagement, and classroom challenges. Next, recurring patterns and insights were identified to understand how ESP instruction supports the development of professional competencies for Sharia Economics students. Finally, the findings were presented descriptively, highlighting the implementation process, effective teaching strategies, and observed outcomes in students' ability to use English in professional contexts. By applying this method, the study offers a detailed and systematic account of how English for Specific Purposes is implemented to prepare graduates for diverse professional careers in the field of Sharia Economics.

## **FINDING AND DISCUSSION**

### **Findings**

This section discusses the findings derived from the implementation of English for Specific Purposes (ESP) as experienced by the lecturer in teaching students of the Sharia Economics Study Program. The discussion is grounded in the lecturer's instructional practices, classroom experiences, and interactions with students during the ESP learning process, which was specifically designed to prepare students for professional contexts related to their field of study. Throughout the ESP instruction, the teaching and learning activities were oriented toward equipping students with English competencies relevant to the world of work in Sharia-based economic sectors. These sectors include Islamic banking, Sharia financial institutions, halal industries, entrepreneurship, and other professions aligned with Sharia Economics. The ESP course was developed by considering students' academic backgrounds, future career profiles, and the communicative demands they are likely to encounter in professional settings.

Based on this teaching experience, several key themes emerged regarding how ESP supports students' readiness for the workplace. These themes reflect not only linguistic development but also professional communication skills, discipline-specific knowledge, and the internalization of Islamic values and Sharia ethics within English learning. The following subsections elaborate on these themes, highlighting the relevance, implementation strategies, outcomes, challenges, and curriculum implications of ESP in the Sharia Economics Study Program.

#### **A. Relevance of ESP to Professional Needs in Sharia Economics**

The implementation of English for Specific Purposes (ESP) in the Sharia Economics Study Program is highly relevant to the professional needs of students. During the ESP course, English instruction was aligned with the competencies required in Sharia-based economic sectors such as Islamic banking, Sharia financial institutions, halal industries, entrepreneurship, and public services. Rather than focusing on general language skills, the ESP course emphasized English as a practical tool for professional communication. This relevance helped students understand the importance of English for their future careers and positioned ESP as a strategic component of their academic and professional preparation.

As a lecturer teaching ESP for Sharia Economics students, the course was designed to ensure that English learning was directly connected to students' future

professional needs. At the beginning of the course, English was introduced not merely as a general communication skill but as a professional tool required in Sharia-based economic sectors. Classroom discussions and learning objectives consistently referred to real workplace contexts such as Islamic banking services, Sharia financial reporting, halal business operations, and professional meetings. This approach helped students recognize the relevance of English to their field of study and future careers, increasing their awareness of English as a key employability skill.

The implementation of ESP in the Sharia Economics Study Program was also designed to directly respond to the professional needs of students in Sharia-based economic fields. As the lecturer, ESP instruction was framed from the outset as a practical and career-oriented course rather than a general language subject. English learning activities were consistently linked to professional contexts commonly encountered by graduates of Sharia Economics, such as Islamic banking services, Sharia financial management, halal industry operations, entrepreneurship, and public sector institutions.

In classroom practice, students were guided to understand how English functions as a professional communication tool in their field. For example, learning objectives emphasized the ability to explain Sharia financial products, discuss ethical business practices, and communicate basic economic concepts in English. This approach helped students recognize the relevance of English to their future roles and responsibilities, particularly in workplaces that require interaction with international partners, documents, or regulatory frameworks.

The relevance of ESP was also reflected in the alignment between course content and graduate profiles of the Sharia Economics Study Program. By connecting English instruction with expected professional competencies, ESP contributed to bridging the gap between academic learning and workplace demands. As a result, English learning became more meaningful for students, as it was clearly positioned as a skill that supports employability and professional readiness in the Sharia economic sector.

## **B. ESP Implementation Based on Needs Analysis and Professional Orientation**

The ESP course was implemented based on an informal needs analysis conducted through classroom interaction, observation, and discussion with students regarding their academic background and career aspirations. The learning objectives, topics, and tasks were designed to reflect real professional contexts related to Sharia Economics. This professional orientation guided the selection of learning activities such as case discussions, simulations, and task-based assignments, ensuring that ESP instruction directly supported students' future workplace demands.

The implementation of ESP was based on the lecturer's observation of students' academic background, classroom interaction, and informal needs analysis conducted through discussions and diagnostic activities. Students were asked about their career interests and prior knowledge of English in professional contexts. Based on this information, the course content and teaching strategies were oriented toward professional communication in Sharia Economics. Learning activities were structured around job-related tasks such as explaining Sharia financial products, discussing ethical business issues, and responding to professional scenarios. This professional orientation ensured that ESP instruction was aligned with workplace expectations.

The implementation of English for Specific Purposes (ESP) in the Sharia Economics Study Program was grounded in a needs analysis that identified the specific English skills required by students for their future professional careers. As the lecturer, this needs analysis was conducted through classroom observation, initial diagnostic

activities, and discussions with students regarding their academic backgrounds and career goals. The results indicated that students required integrated English skills—reading, writing, listening, speaking, and vocabulary—within professional and discipline-specific contexts rather than isolated general language practice.

Based on the needs analysis and professional orientation of the ESP course, English instruction for Sharia Economics students focused on the development of the following language skills:

### 1. Reading Skills

Reading instruction was designed to help students understand professional and academic texts related to Sharia Economics. As the lecturer, reading activities included guided reading of articles on Islamic finance, halal industry reports, Sharia banking documents, and simplified professional texts. Students were trained to identify main ideas, understand key details, interpret discipline-specific terminology, and extract relevant information from texts. This skill development aimed to prepare students to comprehend professional documents commonly used in Sharia-based economic workplaces.

Examples of reading activities included analyzing short articles on Islamic banking systems, halal industry development, and Sharia financial principles. Students were asked to read simplified financial reports or excerpts from Islamic banking websites and identify key information such as the purpose of a financial product, main arguments, and relevant terminology. Another example involved reading case studies on ethical issues in Islamic business and answering comprehension questions related to Sharia compliance. These activities helped students develop the ability to understand professional texts commonly encountered in the Sharia economic sector. Other examples:

- a. Reading job-related texts such as vacancy announcements and job descriptions  
 This activity was used to familiarize students with the language commonly used in job advertisements within Islamic banks and halal companies. Students learned to identify required qualifications, responsibilities, and skills, helping them understand how English is used in recruitment contexts relevant to their study program.
- b. Analyzing simplified annual reports of Sharia financial institutions  
 Students were guided to read selected sections of annual reports to understand how financial information is presented in English. This activity trained students to recognize report structure, key data, and formal language commonly used in professional financial documents.
- c. Reading policy documents or guidelines related to Sharia compliance  
 This reading activity introduced students to regulatory and compliance-related texts. Students practiced identifying main ideas and understanding formal language used in professional guidelines, which is essential for future work in regulated Sharia economic environments.
- d. Skimming and scanning articles on global Islamic finance trends  
 Students practiced reading strategies such as skimming for general ideas and scanning for specific information. This activity helped them efficiently process longer texts and stay informed about current developments in Islamic finance.

### 2. Writing Skills

Writing skills were developed through practical and profession-oriented tasks. Students were guided to write short reports, summaries, and professional emails related to Sharia Economics topics. Instruction focused on organizing ideas clearly,

using appropriate professional tone, and applying correct vocabulary and basic grammatical accuracy. These writing activities helped students practice producing written communication suitable for formal and workplace contexts.

Writing activities focused on professional and academic communication. For example, students were assigned to write short reports describing Sharia financial products, such as murabaha or mudharabah financing schemes, using appropriate English terminology. Another task involved writing professional emails, such as responding to customer inquiries about halal certification or drafting a brief business proposal for a Sharia-based enterprise. These tasks trained students to use English effectively in formal workplace communication. Other examples:

- a. Writing short summaries of articles related to Islamic economics  
 This task trained students to condense information and express key ideas clearly in English. It also reinforced comprehension of reading materials while developing academic and professional writing skills.
- b. Drafting short business profiles for Sharia-based companies  
 Students practiced writing structured and professional descriptions of businesses, including vision, mission, and services. This activity simulated real workplace writing tasks in entrepreneurship and business communication.
- c. Writing meeting minutes based on simulated discussions  
 Through this activity, students learned how to record important points, decisions, and action items from professional meetings. This skill is essential for administrative and professional roles in Sharia economic institutions.
- d. Completing workplace-style forms or templates  
 Students practiced filling out professional forms accurately using appropriate English. This activity familiarized them with standard workplace documentation and formal language usage.

### 3. Listening Skills

Listening instruction focused on helping students understand spoken English in professional settings. As part of ESP implementation, students were exposed to listening materials such as presentations, discussions, and simulated workplace conversations related to Sharia economic contexts. Students practiced identifying key points, understanding explanations, and responding appropriately to spoken information. This skill is essential for participating in meetings, training sessions, and professional interactions in the workplace.

Listening instruction included exposure to spoken English related to professional contexts. For instance, students listened to recorded presentations about Islamic finance concepts or short video lectures on halal business practices. After listening, students completed tasks such as identifying key points, summarizing the information, or answering guided questions. In some activities, students listened to simulated workplace dialogues, such as meetings or consultations in Sharia financial institutions, to practice understanding professional spoken English. Other examples:

- a. Listening to interviews with professionals in Islamic banking or halal industries  
 Students were exposed to authentic spoken English used by professionals. This activity helped them understand real pronunciation, professional expressions, and workplace communication styles.
- b. Watching instructional videos on Sharia financial products



This activity supported students' understanding of explanations and procedures presented orally in English. Students practiced identifying key points and technical terms used in professional explanations.

- c. Listening to simulated phone conversations in Sharia banks  
 Students practiced understanding transactional English, such as handling inquiries or providing information. This activity prepared them for real communication tasks in service-oriented professions.
- d. Following short webinars related to Islamic finance  
 This activity trained students to focus on extended listening tasks and extract important information from longer spoken texts, a common requirement in professional development settings.

#### 4. Speaking Skills

Speaking skills were emphasized as a core component of ESP instruction. Students participated in oral presentations, role plays, and group discussions on topics related to Islamic banking, Sharia finance, and ethical business practices. These activities enabled students to practice explaining concepts, expressing opinions, and communicating professionally in English. Through repeated practice, students demonstrated increased confidence and fluency in using English for professional purposes.

Speaking activities were designed to simulate real professional situations. One example was student presentations on topics such as the role of Islamic banking in economic development or the importance of Sharia compliance in business. Role-play activities were also used, where students acted as bank officers, customers, or entrepreneurs, discussing Sharia financial products. Group discussions on ethical business issues in Islamic economics allowed students to practice expressing opinions and responding to others using professional English. Other examples:

- a. Conducting mock job interviews for Sharia-related positions  
 This activity prepared students for real job interviews by practicing how to introduce themselves, explain their qualifications, and respond professionally in English.
- b. Practicing persuasive talks promoting Sharia-based products  
 Students learned how to present and promote products using persuasive language while maintaining a professional tone and ethical considerations aligned with Sharia principles.
- c. Participating in discussions on ethical dilemmas in Islamic economics  
 This speaking activity encouraged critical thinking and ethical reasoning while using English to express opinions, justify arguments, and respond to others respectfully.
- d. Performing role plays involving professional negotiations  
 Students practiced negotiation language and professional interaction skills, which are important for careers involving consultation, finance, and business transactions.

#### 5. Vocabulary Development

Vocabulary development was integrated across all language skills. Students were introduced to specialized vocabulary and terminology commonly used in Sharia Economics, including terms related to Islamic finance, Sharia contracts (akad), halal certification, and ethical business practices. Vocabulary instruction was contextualized through reading texts, discussions, and writing tasks, allowing

students to understand both the meaning and practical usage of terminology in professional communication.

Vocabulary instruction was integrated into all learning activities. Examples included introducing key terms related to Sharia Economics before reading activities and reinforcing them through discussions and writing tasks. Students practiced using vocabulary such as profit-sharing, zakat management, halal certification, and Sharia compliance in sentences and short paragraphs. Vocabulary quizzes and matching exercises were also used to help students retain and accurately use specialized terminology in professional contexts. Other examples:

- a. Creating glossaries of Sharia economics terms  
 Students compiled their own vocabulary lists, which helped them actively engage with new terminology and build long-term retention of discipline-specific words.
- b. Matching economic terms with definitions or real-life examples  
 This activity reinforced vocabulary understanding by connecting terms with meanings and practical applications in Sharia economic contexts.
- c. Using new vocabulary in oral explanations or presentations  
 Students practiced applying newly learned terms in speaking tasks, ensuring that vocabulary knowledge was not passive but actively used in communication.
- d. Completing vocabulary gap-fill exercises based on professional texts  
 This activity strengthened students' ability to use vocabulary accurately within context, supporting both reading comprehension and writing accuracy.

### C. Improvement of Specialized Sharia Economics Vocabulary and Terminology

One notable outcome of ESP implementation was the improvement of students' mastery of specialized vocabulary and terminology related to Sharia Economics. Throughout the course, students were exposed to English terms commonly used in Islamic finance, Sharia contracts (akad), halal certification, financial reporting, and ethical business practices. The use of contextualized vocabulary activities enabled students to understand not only the meanings of these terms but also their appropriate usage in professional communication.

A key focus of the ESP course was the teaching of specialized vocabulary and terminology related to Sharia Economics. As part of classroom instruction, students were introduced to English terms commonly used in Islamic finance, such as profit-sharing, zakat management, Islamic contracts (akad), halal certification, and Sharia compliance. Vocabulary learning was integrated into reading texts, discussions, and speaking tasks rather than taught in isolation. Through repeated exposure and contextual practice, students demonstrated improved understanding and usage of discipline-specific terminology in both spoken and written communication. Examples of implementation of specialized Sharia economics vocabulary and terminology:

1. Introduction of Key Sharia Economics Terms in Context  
 At the beginning of each topic, students were introduced to key vocabulary related to Sharia Economics, such as murabaha, mudharabah, musyarakah, zakat management, halal certification, and Sharia compliance. These terms were presented within reading texts or case studies rather than as isolated word lists, enabling students to understand both meaning and professional usage.
2. Vocabulary Lists and Glossary Development  
 Students were encouraged to develop personal glossaries containing specialized Sharia Economics terminology encountered during lessons. Each term included definitions, examples of use in sentences, and brief explanations of its relevance in

professional contexts. This activity supported vocabulary retention and independent learning.

3. **Vocabulary Practice through Reading and Discussion**  
 Specialized vocabulary was reinforced through guided reading activities using texts related to Islamic banking, halal industries, and Sharia finance. Students were required to identify, explain, and discuss key terms found in the texts, helping them internalize terminology through active engagement.
4. **Application of Vocabulary in Speaking Activities**  
 Students practiced using specialized terminology in oral presentations, role plays, and group discussions. For example, they explained Sharia financial products or discussed ethical business practices using appropriate English terminology. This helped students become more confident in using technical vocabulary in professional communication.
5. **Use of Vocabulary in Writing Tasks**  
 Writing activities required students to apply specialized vocabulary in context, such as writing short reports on Islamic finance topics or drafting professional emails related to Sharia business operations. Feedback was provided on the accuracy and appropriateness of vocabulary usage.
6. **Vocabulary Reinforcement through Exercises and Quizzes**  
 Short vocabulary exercises, such as matching terms with definitions, gap-fill tasks, and mini-quizzes, were used to reinforce students' understanding of Sharia Economics terminology. These activities helped assess students' progress and strengthen their mastery of specialized vocabulary.

#### **D. Development of Professional and Functional Communication Skills**

ESP instruction contributed significantly to the development of students' professional and functional communication skills. Learning activities focused on practical language use, including oral presentations, professional discussions, report writing, and formal correspondence related to Sharia economic contexts. These activities helped students practice using English for real communicative purposes, preparing them to interact effectively with colleagues, clients, and stakeholders in professional environments.

The ESP course emphasized the development of professional and functional communication skills needed in workplace settings. As the lecturer, instructional activities included guided presentations, role plays, group discussions, and written tasks such as short reports and professional emails related to Sharia Economics topics. Students practiced explaining concepts, presenting data, and expressing opinions using appropriate professional language. These activities allowed students to develop confidence and accuracy in using English for real communicative purposes, particularly in formal and semi-formal professional contexts. Examples of the implementation and development of professional and functional communication skills:

1. **Professional Oral Presentations**  
 Students were assigned to deliver structured presentations on topics related to Sharia Economics, such as Islamic banking products, halal business models, or ethical financial practices. The focus was placed on clarity of explanation, appropriate professional language, and effective use of terminology. This activity trained students to present ideas confidently in formal professional settings.
2. **Role Plays of Workplace Communication**  
 Role-play activities simulated real workplace situations in Sharia-based institutions. Students acted as bank officers, customers, entrepreneurs, or consultants engaging in professional dialogues, such as explaining Sharia financial products or responding

to client inquiries. These activities helped students practice functional language used in daily professional interactions.

3. **Group Discussions on Sharia Economics Issues**

Students participated in guided group discussions on current issues in Islamic economics, such as ethical challenges, financial inclusion, or halal industry development. Through these discussions, students practiced expressing opinions, agreeing or disagreeing politely, and supporting arguments using professional English.

4. **Professional Writing Tasks**

Writing activities focused on functional communication in professional contexts. Students practiced writing emails, short reports, and summaries related to Sharia economic topics. Emphasis was placed on organization, professional tone, and clarity of message, which are essential for workplace communication.

5. **Simulation of Meetings and Consultations**

Students engaged in simulated meetings or consultation sessions where they practiced explaining ideas, negotiating, and responding to questions in English. This activity helped students understand communication dynamics in professional environments and develop interactional competence.

6. **Feedback and Reflection on Communication Performance**

After communication activities, feedback was provided on students' language use, clarity, and professionalism. Students were encouraged to reflect on their strengths and areas for improvement, supporting continuous development of professional communication skills.

## **E. Use of Sharia Economics–Specific and Authentic Learning Materials**

The ESP course utilized learning materials specifically related to Sharia Economics, such as Islamic banking documents, Sharia financial reports, business case studies, and articles on the halal industry. These authentic materials provided students with exposure to real-world language use in their field. The use of such materials increased learning relevance and helped bridge the gap between classroom instruction and professional practice.

In teaching ESP, learning materials were carefully selected to reflect authentic language use in Sharia Economics. Materials included excerpts from Islamic banking brochures, Sharia financial reports, articles on halal industries, and case studies of ethical business practices. These materials were adapted to match students' English proficiency levels while maintaining their professional relevance. The use of authentic materials enabled students to engage with real texts they may encounter in the workplace, helping them connect classroom learning with practical professional applications. Examples of implementation of the use of Sharia economics–specific and authentic learning materials:

1. **Authentic Texts from Sharia Financial Institutions**

Students were exposed to authentic written materials such as annual reports, product brochures, and policy documents from Islamic banks and Sharia financial institutions. These texts were used for reading comprehension and vocabulary activities, enabling students to familiarize themselves with real professional discourse.

2. **Islamic Economics Articles and News Reports**

Recent articles from reputable journals, online news portals, and Islamic economics publications were incorporated into classroom activities. Students analyzed content related to halal industry trends, Islamic finance developments, and ethical business practices, fostering critical reading and contextual understanding.



3. **Audio-Visual Materials from Real Professional Contexts**  
 Videos of seminars, webinars, and interviews with Islamic finance experts were used to enhance listening skills. These materials helped students understand authentic accents, professional expressions, and discourse patterns commonly used in Sharia economic settings.
4. **Case Studies Based on Real Sharia Business Practices**  
 Real-world case studies involving Islamic banking, halal entrepreneurship, or zakat management were introduced as discussion and problem-solving tasks. Students analyzed cases and proposed solutions using appropriate English and Sharia-specific terminology.
5. **Authentic Digital Resources and Online Platforms**  
 Official websites of Islamic banks, halal certification bodies, and international Islamic economic organizations were used as learning resources. Students explored these platforms to gather information, practice scanning skills, and develop professional vocabulary.
6. **Task-Based Activities Using Authentic Materials**  
 Learning tasks were designed around authentic materials, such as summarizing Sharia financial reports, interpreting charts related to Islamic finance performance, or preparing short presentations based on real data. This approach strengthened students' ability to use English for real professional purposes.
7. **Simulation of Sharia Banking Documents**  
 Students worked with authentic samples of Sharia banking documents, such as financing contracts (murabaha, mudharabah, musyarakah) and transaction forms. These materials were used to practice reading for specific information and understanding formal professional language.
8. **Analysis of Halal Certification and Audit Documents**  
 Authentic halal certification guidelines and audit checklists were used as learning materials. Students analyzed the documents to understand technical terms and compliance-related language commonly used in halal industry professions.
9. **Use of Real Company Profiles and Business Websites**  
 Students explored English-language profiles of halal companies and Islamic financial institutions. Activities included identifying key information, analyzing corporate values, and discussing how Islamic principles are communicated in professional English.
10. **Authentic Email Samples and Business Correspondence**  
 Realistic examples of professional emails related to Islamic finance services, customer inquiries, and internal communication were used. Students analyzed tone, structure, and vocabulary before practicing writing their own emails.
11. **Islamic Economic Policy and Regulation Texts**  
 Selected excerpts from Sharia economic regulations, fatwas, and policy documents were used as reading materials. These texts helped students become familiar with formal legal and policy-oriented English.
12. **Reports and Statistics from Islamic Economic Institutions**  
 Students worked with authentic reports published by institutions such as the Islamic Development Bank or national Sharia economic authorities. Tasks included interpreting graphs, summarizing findings, and explaining data orally.
13. **Project-Based Learning Using Authentic Sources**  
 Students completed small projects, such as designing a simple halal business proposal or reviewing a Sharia-compliant product, using authentic sources as references.

## F. Integration of Islamic Values, Sharia Principles, and Professional Ethics in ESP

An important aspect of ESP implementation was the integration of Islamic values, Sharia principles, and professional ethics into English learning activities. Discussions and tasks emphasized values such as honesty, transparency, accountability, and social responsibility, which are fundamental in Islamic economic practices. This integration ensured that English learning supported not only linguistic competence but also character development and ethical professionalism in accordance with Sharia principles. Students were encouraged to express these values in English through discussions and reflective tasks. This approach ensured that English learning supported not only linguistic development but also the internalization of professional ethics consistent with Sharia principles. Example of implementation integration of Islamic values, Sharia principles, and professional ethics in ESP:

1. **Embedding Islamic Ethical Values in Communication Tasks**  
 In teaching professional speaking and writing, students were guided to apply Islamic values such as honesty (*ṣidq*), trustworthiness (*amanah*), and responsibility in simulated workplace communication. For example, role-plays of client consultations in Islamic banking emphasized ethical language use, transparency, and polite expressions reflecting Islamic moral conduct.
2. **Contextualizing English Learning through Sharia-Compliant Scenarios**  
 Learning activities were designed around Sharia-compliant professional contexts, such as explaining halal financing products, responding to customer inquiries about profit-sharing systems, or discussing ethical investment principles. These tasks helped students practice English while internalizing Sharia principles in professional discourse.
3. **Integration of Islamic Business Ethics in Reading and Discussion Activities**  
 Students analyzed English texts discussing Islamic business ethics, halal entrepreneurship, and ethical finance. Through guided discussions, students reflected on how Islamic principles such as fairness (*ʿadl*), mutual benefit (*maslahah*), and prohibition of *riba* influence professional decision-making and communication.
4. **Writing Tasks Emphasizing Ethical Professional Behavior**  
 Writing assignments required students to produce professional documents—such as emails, reports, or short proposals—while maintaining ethical considerations aligned with Islamic values. For instance, students practiced writing transparent financial explanations and ethically responsible business proposals using appropriate professional English.
5. **Use of Islamic Case Studies for Language Practice**  
 Case studies involving ethical dilemmas in Islamic finance or halal business were used as discussion materials. Students discussed the cases in English, expressing opinions and solutions based on Sharia principles and professional ethics, thereby developing both language competence and ethical awareness.
6. **Modeling Ethical Language Use by the Lecturer**  
 As part of classroom practice, the lecturer consistently modeled respectful, ethical, and culturally appropriate English expressions. This approach reinforced the idea that professional English communication in Sharia-based fields must reflect both linguistic competence and moral integrity.
7. **Reflection Activities Linking Language Learning and Values**  
 Students were encouraged to reflect, in English, on how Islamic values influence their future professional roles. Short reflective journals or presentations allowed

students to connect language skills with their identity as future Sharia economics professionals.

### **G. ESP in Preparing Graduates for Diverse Professional Career Paths**

The ESP course prepared students for diverse professional career paths by equipping them with transferable English skills applicable across various Sharia-based economic sectors. Through exposure to different professional scenarios, students developed adaptability and confidence in using English for multiple roles, such as Islamic finance practitioners, auditors, entrepreneurs, consultants, and policy-related positions. ESP thus functioned as a tool to enhance graduates' employability and career readiness. Through the implementation of ESP, students were prepared for a variety of professional career paths related to Sharia Economics. The course exposed students to different professional roles and communication contexts, enabling them to apply English skills flexibly. By practicing English in diverse scenarios—such as business presentations, consultations, and professional discussions—students developed transferable skills applicable across multiple career options. This preparation enhanced students' readiness to enter the workforce and adapt to various professional environments.

The implementation of ESP in the Sharia Economics Study Program played a significant role in preparing graduates for diverse professional career paths by equipping them with practical, context-specific English skills that align with workplace demands and professional expectations. Example implementation of ESP in preparing graduates for diverse professional career paths:

1. **Exposure to Multiple Sharia Economics Career Contexts**  
 ESP instruction introduced students to a range of professional contexts relevant to Sharia Economics graduates, such as Islamic banking, Sharia microfinance institutions, halal industry companies, zakat and waqf organizations, Sharia insurance (takaful), and entrepreneurship. Classroom activities and examples were designed to reflect the diversity of career paths, enabling students to become familiar with the language used in different professional environments.
2. **Role-Based Communication Tasks for Various Professions**  
 Students participated in role-play activities representing different professional roles, including Sharia banking officers, halal business consultants, customer service representatives, financial analysts, and entrepreneurs. These activities required students to use English to explain products, respond to client inquiries, negotiate ethically, and present professional opinions, thereby simulating real workplace communication.
3. **Career-Oriented Speaking and Presentation Practice**  
 Speaking activities included individual and group presentations related to students' potential career interests, such as presenting a halal business plan, explaining Islamic financial products, or introducing a zakat management program. These tasks helped students develop confidence in using English for professional self-presentation and public communication.
4. **Professional Writing for Workplace Readiness**  
 Writing tasks were aligned with future career needs, such as drafting professional emails, short reports, business profiles, and introductory proposals related to Sharia economics. By practicing written communication in English, students gained practical skills applicable to both local and international professional settings.
5. **Simulation of Workplace Communication Situations**  
 Listening and speaking activities simulated workplace situations, including meetings, consultations, interviews, and discussions with international partners. Through these

simulations, students learned how to communicate clearly, politely, and professionally in English while maintaining Sharia values.

6. Encouraging Career Awareness through Language Tasks

Students were encouraged to reflect on their career aspirations through English tasks, such as short reflective essays or discussions about their future professions in Sharia economics. This approach helped students see English not merely as an academic subject, but as a tool for career development and professional mobility.

7. Building Employability and Professional Identity

Through ESP-based activities, students developed both linguistic competence and professional identity as future Sharia economics practitioners. The integration of English skills with discipline-specific knowledge and ethical values contributed to graduates' readiness to enter diverse professional fields in Sharia economics.

## H. Challenges in ESP Implementation

Despite the positive outcomes of implementing English for Specific Purposes (ESP) in the Sharia Economics Study Program, the teaching and learning process was not without challenges. Based on the lecturer's classroom experience, several constraints emerged during the implementation of ESP, particularly in aligning language instruction with students' diverse English proficiency levels, professional needs, and Sharia-based content. These challenges reflect practical issues commonly encountered in ESP classrooms and provide important insights for improving future ESP instruction in Sharia Economics programs.

1. Students' Diverse English Proficiency Levels

One of the main challenges in implementing ESP was the varied English proficiency levels among students. Some students demonstrated adequate basic English skills, while others struggled with fundamental grammar and vocabulary. This condition required the lecturer to balance ESP content with remedial support, which sometimes limited the depth of professional-oriented language practice.

2. Limited Exposure to English in Sharia Economics Contexts

Many students had minimal prior exposure to English used in Sharia economics or Islamic finance contexts. As a result, students initially found it difficult to understand specialized terminology and professional discourse. Additional scaffolding and repetition were necessary to help students become familiar with the language of their discipline.

3. Time Constraints within the Course Structure

The limited number of instructional hours posed a challenge in covering both general English foundations and specialized ESP content. This constraint affected the extent to which all four language skills could be developed equally in professional contexts.

4. Students' Lack of Confidence in Using English for Professional Communication

Although students recognized the importance of English for their future careers, many showed low confidence when speaking or presenting in English. Anxiety and fear of making mistakes often reduced students' participation in oral communication activities, especially in simulated professional situations.

5. Scarcity of ESP-Specific Teaching Materials for Sharia Economics

Another constraint was the limited availability of ready-to-use ESP materials specifically designed for Sharia economics. Consequently, the lecturer had to adapt, modify, or develop teaching materials independently to ensure relevance to students' academic and professional needs.

6. Balancing Language Instruction and Content Knowledge



Integrating English language instruction with Sharia economics content required careful planning. Some students focused more on understanding the subject matter, while others concentrated mainly on language accuracy. Achieving a balance between language development and content comprehension remained a pedagogical challenge.

#### 7. Institutional and Curriculum Limitations

ESP implementation was also influenced by institutional factors, such as curriculum structure, assessment standards, and coordination between language lecturers and subject-matter lecturers. Limited interdisciplinary collaboration sometimes reduced the alignment between ESP content and core Sharia economics courses.

### I. Implications for ESP Curriculum Development in Sharia Economics Programs

Related to the importance implications for ESP curriculum development in Sharia Economics programs. ESP courses should be systematically designed based on a comprehensive needs analysis and aligned with graduate learning outcomes. Collaboration between English lecturers and Sharia Economics experts is essential to develop relevant materials and assessments. Continuous curriculum evaluation will ensure that ESP remains responsive to the evolving demands of the global Sharia economy and professional workplace.

The findings from this teaching implementation suggest important implications for ESP curriculum development in Sharia Economics programs. ESP courses should be designed with a clear professional orientation and supported by collaboration between English lecturers and subject-matter experts. Curriculum planners should ensure that ESP learning outcomes align with graduate career profiles and industry needs. Regular evaluation and refinement of ESP content will strengthen its role in preparing students for professional success in the Sharia economic sector. Examples of implementation:

1. **Curriculum Alignment with Professional Profiles of Sharia Economics Graduates**  
 The findings suggest that the ESP curriculum should be explicitly aligned with the expected professional profiles of Sharia Economics graduates, such as Islamic banking practitioners, halal industry professionals, zakat and waqf managers, Sharia auditors, and entrepreneurs. Curriculum content should therefore emphasize English skills relevant to these professions.
2. **Needs-Based and Flexible ESP Syllabus Design**  
 Based on classroom implementation, the ESP syllabus should be developed through a systematic needs analysis that considers students' language proficiency, academic background, and career aspirations. A flexible syllabus allows lecturers to adjust learning materials and activities according to students' professional interests within Sharia economics.
3. **Integration of Language Skills with Discipline-Specific Content**  
 The curriculum should integrate reading, writing, listening, speaking, and vocabulary development within Sharia economics contexts rather than teaching skills in isolation. This integration enhances learning relevance and supports the development of functional English competence for professional use.
4. **Development of Sharia Economics-Specific ESP Teaching Materials**  
 The study highlights the need for institutionally supported ESP teaching materials tailored to Sharia economics. Developing modules, textbooks, or digital resources containing authentic texts, case studies, and professional documents would support consistent and effective ESP instruction.
5. **Incorporation of Islamic Values and Professional Ethics into ESP Learning Outcomes**

ESP curriculum development should explicitly include Islamic values, Sharia principles, and professional ethics as part of learning outcomes. This ensures that graduates not only master English skills but also demonstrate ethical awareness and professionalism in their communication.

6. Professional Development and Collaboration among Lecturers

The findings indicate the importance of collaboration between ESP lecturers and Sharia economics subject lecturers. Joint curriculum planning and material development can strengthen the relevance of ESP content and ensure alignment with core disciplinary courses.

7. Assessment Oriented toward Professional Performance

ESP assessment should move beyond traditional language tests toward performance-based evaluation, such as presentations, role plays, written reports, and simulated workplace tasks relevant to Sharia economics. This approach provides a more accurate measure of students' readiness for professional communication.

8. Sustained Institutional Support for ESP Programs

Finally, effective ESP curriculum development requires institutional support in terms of curriculum policy, instructional time allocation, and access to learning resources. Such support is essential for sustaining ESP implementation in Sharia Economics programs.

## Discussion

English as a lingua franca is the common language of science, education, industry, business, and many other fields, and has become a prominent research interest (Dülger & Ugurlu, 2025). Rumasukun & Nugraha (2021) identify a learning model in the Sharia economics department in shaping student career choices in the Sharia finance industry. The study determines the learning model in the Islamic economics department in shaping student career choices in the Sharia finance industry. The results of this study indicate an increase in the number of Sharia financial institutions, enthusiasts of the Islamic economics major, after market demand and special attention from the government with its various incentive policies, but there is a decline in student career choices in the Sharia finance industry. The study shows that the decline in student career choices in the Sharia finance industry is caused by many factors. In order to provide solutions to the above problems, efforts to improve several designs or learning models on campus need to be improved and enhanced. The most dominant learning model, with a percentage of 83.5%, is the integration model of religious and general sciences. Next followed by the supervisory teacher motivation intensity model with a percentage of 86.4%.

Annisari & Anggraini (2022) analyze the strategy of increasing the competence of Sharia banking students at UIN Sumatera Utara in the interest of a career in Sharia financial institutions. The result showed that the informant has a high interest in a career in Sharia financial institutions due to labor market considerations, the working environment, financial rewards/salaries, and religiosity. However, it is not in line with the dominance of human resources who have no Sharia banking education background in these institutions. Thus, we need the right strategy to improve the competence of students to produce Sharia graduates who are competent and ready to compete in the world of work, financial rewards/salaries, and religiosity. Therefore, we need the right strategy to improve the competence of students in order to produce Sharia graduates who are competent and ready to compete in the world of work.

Rahman et al. (2025) address the need for Islamic Economics graduates to acquire not only theoretical knowledge but also practical English communication skills to meet the challenges of global economic integration and the Islamic finance industry. The research

aims to redesign English for Economics courses by applying principles of Outcome-Based Education (OBE). Using a qualitative descriptive design, this study analyzes curriculum documents, previous research, and case examples from Islamic universities to examine the integration of communicative competence, critical thinking, and contextual understanding into course design. The findings indicate that OBE-based instruction enhances students' linguistic proficiency, professional readiness, and international engagement by aligning learning outcomes with industry requirements.

The development of the Sharia business lately has been rapid, so demand for scholars who understand the world of Sharia business has resulted in increased job opportunities (Annisari & Anggraini, 2022). Ensuring that students are 'career-ready' has become a common goal in language education over the past decade (Simonsen, 2022). Career can be defined as the process of education, knowledge, skills, and experience that a person gains throughout their life to realize desires, emotions, and aims, such as earning money, dignity, power, and status in one or many fields (Öztürk, 2015). With the acceleration of globalization, English has become a crucial tool for international communication and career development, and is now one of the key competencies for university students to gain more career opportunities (Sun & Wang, 2024).

The needs of English at the university level are not only focused on learning general English, but also on learning specific English that relates to academic studies or professional work (Hillalliyati, 2022). English language fluency among graduates is becoming an important capability that graduates need for employment (Kadzrina et al., 2014). Academic achievement is not a determinant of college graduates' work readiness, but it requires adequate knowledge and skills to be accepted for work (Zakiy, 2021). Firmansyah & Umam (2025) reveal that job interest and future direction have a substantial influence on the work preparedness of final-year students. Additionally, it was discovered that the relationship between work interest and future orientation on work readiness was mediated by self-efficacy. These results demonstrate the value of a clear future perspective and intense curiosity, supported by self-assurance, in preparing pupils for the workforce.

The teaching of the English language to the students of Islamic Economics should aim to provide them with the skills needed for completing academic as well as professional tasks (Ridwan et al., 2021). Fatmawati et al. (2026) reveal that job interest and future direction have a substantial influence on the work preparedness of final-year students. Additionally, it was discovered that the relationship between work interest and future orientation on work readiness was mediated by self-efficacy. These results demonstrate the value of a clear future perspective and intense curiosity, supported by self-assurance, in preparing pupils for the workforce. The policy regarding the need to produce graduates with high job readiness encourages study programs to be cautious in applying the correct strategies (Balu et al., 2024). According to Fauziah et al. (2025), Sharia economics graduates are currently facing new challenges, demands, and needs that did not previously exist. Therefore, comprehensive upgrades and innovations are required in systems and governance, curriculum design, human resource competencies, facilities and infrastructure, as well as institutional culture and work ethic.

Umam (2024) investigates the various factors influencing the English language proficiency of Sharia Economics students. The findings indicate that motivation, exposure to English, and teaching methods significantly impact students' proficiency levels. Motivation can be intrinsic, driven by personal interest, or extrinsic, such as the need to pass exams and better career prospects. Adequate language exposure outside the classroom, including reading, listening, and speaking in English, is essential for skill development. However, limited opportunities for practice outside of class impede their progress. Traditional teaching methods focusing on grammar and vocabulary are helpful for exams, but do not prepare

students for real-life communication. Additionally, motivational programs designed to link language learning with students' personal and professional goals are recommended to foster greater engagement and learning outcomes. Implementing these strategies is expected to support more effective English skill development, equipping students for future academic and professional success. This comprehensive approach emphasizes the need for interactive learning experiences and broader language use beyond the classroom.

The findings of this study demonstrate that the implementation of English for Specific Purposes (ESP) in the Sharia Economics Study Program plays a significant role in preparing students for professional communication, employability, and ethical workplace readiness. These findings are strongly supported by previous studies that emphasize the importance of aligning English instruction with professional needs, industry demands, and character development. Previous studies consistently emphasize that effective graduate preparation in Islamic-based and economics-related study programs must integrate ethical values, professional competencies, and English language proficiency.

First, the relevance of ESP to students' professional needs in Sharia Economics aligns with the findings of Amin and Bakar (2022), who reported that students are highly motivated to learn English because they perceive it as essential for securing employment and performing effectively in the workplace. Similarly, this study found that students recognized English as a key employability skill when it was explicitly connected to professional contexts such as Islamic banking, halal industries, and Sharia financial institutions. The integration of real workplace scenarios in ESP instruction increased students' awareness of English as a practical tool for career advancement, reinforcing the idea that motivation to learn English is closely linked to its perceived professional relevance.

Furthermore, the study's findings on needs-based ESP implementation and professional orientation are consistent with Liza and Andriadi (2024), who identified that Islamic Banking students require comprehensive English skills for tasks such as communicating with clients, handling financial documentation, and participating in professional meetings. This current study similarly revealed that ESP instruction integrated reading, writing, listening, speaking, and vocabulary development within professional contexts, enabling students to perform job-related tasks such as explaining Sharia financial products, writing professional emails, and participating in business discussions. Both studies emphasize that ESP learning should combine mastery of language elements with practical communication activities supported by authentic materials.

The use of authentic, discipline-specific learning materials in this study also supports the findings of Kurniawan and Permana (2025), who highlighted the effectiveness of communicative, task-based, and context-based teaching strategies in ESP instruction. The current findings show that authentic materials such as Islamic banking reports, halal certification documents, and professional case studies increased students' engagement and helped bridge the gap between classroom learning and workplace demands. Similar to their study, collaborative activities such as role plays, simulations, and group discussions were found to enhance students' active participation and professional communication competence.

Another important finding of this study is the integration of Islamic values, Sharia principles, and professional ethics into ESP instruction. This result strongly aligns with Alhamuddin et al. (2020), who emphasized that higher education curricula must prioritize ethics and moral integrity alongside knowledge and technical competencies. The current study demonstrates that ESP learning not only develops students' language skills but also supports character formation by embedding values such as honesty, accountability, transparency, and social responsibility in communication tasks. This integration reflects the



broader goal of higher education to produce graduates who are both professionally competent and ethically grounded.

The findings related to ESP's role in preparing students for diverse professional career paths are also consistent with Sofiyah and Kartika (2025), who stressed the importance of aligning educational competencies with industry needs to reduce skill mismatches among graduates. This study found that ESP instruction exposed students to multiple professional roles in Sharia-based economic sectors, helping them develop transferable communication skills applicable across various career pathways. The emphasis on practical communication tasks, experiential learning, and professional simulations reflects the need for workplace-ready competencies highlighted in their research. Additionally, the importance of systematic course design and lecturer preparation found in this study corresponds with Fitria (2025), who demonstrated that structured planning and integration of practical learning resources enhance the effectiveness of English instruction for business students. The present study similarly shows that ESP implementation based on needs analysis, professional orientation, and authentic materials contributes to more relevant and focused English learning outcomes.

Overall, the findings confirm and extend previous research by demonstrating that ESP in Sharia Economics not only enhances students' professional English competence but also integrates ethical values, supports career readiness, and aligns with industry demands. This study contributes to the existing literature by providing empirical insights into how ESP can be effectively implemented within an Islamic economic education context, highlighting the importance of combining professional communication training with ethical and value-based learning.

## CONCLUSION AND SUGGESTION

### A. Conclusion

The findings reveal that the implementation of English for Specific Purposes (ESP) in the Sharia Economics Study Program plays a significant role in preparing students for professional contexts within Sharia-based economic sectors. The ESP course was designed based on students' academic backgrounds, career aspirations, and workplace communication demands, ensuring strong alignment with professional competencies required in areas such as Islamic banking, Sharia financial institutions, halal industries, and entrepreneurship. Instruction emphasized English not merely as a general language skill but as a practical tool for professional communication, integrating discipline-specific content, authentic materials, and real workplace scenarios. As a result, students developed not only relevant language skills but also professional communication abilities, specialized vocabulary, and awareness of Islamic values and Sharia ethics. Overall, ESP was found to effectively bridge the gap between academic learning and workplace needs, enhancing students' employability readiness and positioning English as a strategic component of their future professional development.

The implementation of English for Specific Purposes (ESP) in the Sharia Economics Study Program was grounded in an informal needs analysis conducted through classroom observation, diagnostic activities, and discussions with students about their academic backgrounds, prior English experience, and career aspirations. This analysis revealed that students required integrated English skills—reading, writing, listening, speaking, and vocabulary—within professional and discipline-specific contexts rather than general language practice. Consequently, the course was designed with a strong professional orientation, aligning learning objectives, materials, and tasks with real workplace demands in Sharia-based economic sectors such as Islamic banking, halal industries, entrepreneurship, and financial institutions. Reading activities focused on understanding professional texts like Islamic finance articles, job advertisements,

annual reports, and policy documents, while writing tasks trained students to produce professional emails, reports, summaries, business profiles, and meeting minutes. Listening instruction exposed students to authentic and simulated materials such as presentations, interviews, webinars, and workplace conversations to develop their ability to comprehend spoken English in professional settings. Speaking activities emphasized practical communication through presentations, role plays, mock interviews, negotiations, and discussions on ethical business issues, helping students build confidence and fluency in using English for professional purposes. Additionally, vocabulary development was integrated across all skills, introducing students to specialized terminology related to Sharia finance, halal certification, contracts, and ethical business practices through contextualized activities. Overall, this needs-based and professionally oriented ESP implementation ensured that English learning was directly relevant to students' future careers, effectively bridging academic learning with workplace expectations and enhancing their readiness for professional communication in the Sharia economic sector.

The implementation of ESP significantly improved students' mastery of specialized vocabulary and terminology related to Sharia Economics. Students were systematically exposed to English terms commonly used in Islamic finance, such as profit-sharing, zakat management, Islamic contracts (*akad*), halal certification, and Sharia compliance, through contextualized learning rather than isolated memorization. Vocabulary instruction was integrated into reading texts, discussions, speaking activities, and writing tasks, enabling students to understand both the meanings and professional usage of discipline-specific terms. Activities such as glossary development, guided reading, role plays, presentations, report writing, and vocabulary exercises provided repeated exposure and practical application. As a result, students demonstrated greater accuracy, confidence, and fluency in using specialized Sharia Economics terminology in both spoken and written professional communication.

The implementation of ESP played an important role in developing students' professional and functional communication skills relevant to workplace contexts in Sharia Economics. Instructional activities emphasized practical language use through presentations, role plays, group discussions, simulated meetings, and professional writing tasks such as emails and reports. These activities enabled students to practice explaining concepts, presenting information, expressing opinions, and interacting appropriately using professional English. Continuous feedback and reflection further supported their progress. As a result, students became more confident, accurate, and prepared to use English effectively for real communicative purposes in formal and semi-formal professional environments.

The ESP course incorporated Sharia Economics-specific and authentic learning materials to enhance relevance and connect classroom learning with real professional practice. Materials included Islamic banking documents, financial reports, halal industry articles, case studies, audio-visual resources, and official digital platforms from Sharia institutions. These resources exposed students to real-world language, professional discourse, and discipline-specific terminology while being adapted to their proficiency levels. Through task-based activities such as analyzing reports, interpreting data, summarizing documents, and completing projects, students developed practical language skills and a deeper understanding of how English is used in authentic Sharia Economics contexts.

The ESP implementation integrated Islamic values, Sharia principles, and professional ethics into English learning to support both linguistic competence and character development. Classroom activities incorporated ethical themes such as

honesty, transparency, accountability, fairness, and social responsibility through discussions, case studies, role plays, and reflective tasks. Students practiced expressing these values in professional communication contexts, such as Islamic banking services, halal business operations, and ethical finance scenarios. This integration helped students internalize Sharia-based professional ethics while developing their ability to use English appropriately in morally grounded and culturally relevant workplace situations.

The ESP course played a significant role in preparing Sharia Economics students for diverse professional career paths by developing transferable, context-specific English skills aligned with workplace demands. Through exposure to various professional scenarios—such as Islamic banking, halal industries, entrepreneurship, and financial services—students practiced communication tasks including presentations, role plays, workplace simulations, and professional writing. These activities helped students build adaptability, confidence, and career awareness while strengthening their professional identity and employability. As a result, ESP functioned as an effective tool in enhancing graduates' readiness to enter and succeed in multiple Sharia-based economic sectors.

Despite its positive outcomes, the implementation of ESP in the Sharia Economics Study Program faced several challenges. Key issues included students' diverse English proficiency levels, limited prior exposure to English in Sharia economics contexts, and low confidence in using English for professional communication. Additional constraints involved limited instructional time, scarcity of specialized ESP teaching materials, and the difficulty of balancing language instruction with discipline-specific content. Institutional factors, such as curriculum structure and limited interdisciplinary collaboration, also affected alignment between ESP and core subject courses. These challenges highlight practical areas that need improvement to enhance the effectiveness of future ESP implementation.

The findings highlight important implications for ESP curriculum development in Sharia Economics programs, emphasizing the need for systematic, needs-based course design aligned with graduate profiles and professional workplace demands. ESP curricula should integrate language skills with discipline-specific content, incorporate Islamic values and professional ethics, and be developed through close collaboration between English lecturers and Sharia Economics experts. The development of Sharia-specific teaching materials, performance-based assessments, and flexible syllabi is essential to enhance relevance and effectiveness. Continuous evaluation and strong institutional support are also necessary to ensure that ESP programs remain responsive to the evolving global Sharia economy and effectively prepare students for professional success.

## **B. Suggestion**

Based on the findings, it is suggested that ESP implementation in Sharia Economics programs be strengthened through systematic curriculum development grounded in comprehensive needs analysis and closer collaboration between English lecturers and Sharia Economics subject experts. Institutions should provide greater support in developing specialized ESP teaching materials, increasing instructional time, and facilitating interdisciplinary coordination to ensure stronger alignment between language learning and disciplinary content. Lecturers are also encouraged to adopt differentiated instructional strategies to accommodate students' varied English proficiency levels and to incorporate more confidence-building activities, such as scaffolded speaking tasks and continuous formative feedback. Furthermore, future ESP programs should emphasize the integration of authentic workplace scenarios, performance-based assessments, and Islamic values to maintain relevance to professional demands. Continuous evaluation



and adaptation of the ESP curriculum are essential to ensure that it remains responsive to the evolving needs of the global Sharia economic sector and effectively enhances students' employability readiness and professional communication competence.

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