



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657
E-ISSN
2581-2203

A Needs Analysis-Based ESP Model for Islamic Education Management: Integrating Linguistic Expertise and Professional Practice

Fikri Asih Wigati*, Nia Pujiawati

English Education, Universitas Singaperbangsa Karawang, 41361, Indonesia

ARTICLE INFO

Article history:

Received: 10 Feb 2026

Revised: 27 Feb 2026

Accepted: 05 March 2026

Published online: 15 March 2026

Keywords:

Design Development,
ESP Model, Practitioner;
Islamic Education

* Corresponding author:

E-mail: fikri.asihwigati@staff.unsika.ac.id

Article Doi:

<https://doi.org/10.31258/jes.10.3.p.1201-1213>

This is an open access article under the [CC BY-
SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



ABSTRACT

This study examines the gap between theoretical English language learning and practical application in Islamic education. English language teachers lack specialized expertise in the subject matter being taught, while Islamic education practitioners have real-world experience but limited teaching skills. This study used a mixed approach to examine the needs of ESP instructional design in an Islamic Education Management program. A survey was conducted with 60 students to assess their specific English language needs, while in-depth interviews with 10 practitioners working in Islamic educational institutions revealed the professional communication demands they face. The needs analysis revealed a significant gap between students' current linguistic abilities and the professional communication needs in an Islamic education environment. Students demonstrated high motivation for practical skills but lacked exposure to authentic workplace communication scenarios. Based on these findings, the study developed an innovative collaborative ESP model that integrates English language learning with practical application through systematic collaboration between English language teachers and practitioners. This model addresses fundamental incongruities in traditional ESP approaches by combining linguistic expertise and authentic professional experience, producing work-ready graduates with language competency and professional communication skills.

1. Introduction

English for Specific Purposes (ESP) has evolved into an approach that shifts the focus from general language learning to targeted, goal-oriented learning. In ESP, learners enter the classroom with concrete professional goals, seeking English proficiency not as an end in itself, but as a crucial tool for success in their chosen academic or career path, and creating meaningful connections between classroom

learning and real-world applications (Basturkmen, 2006; West, 1994; Whyte & Sarré, 2017). The appeal of ESP lies in its emphasis on cultivating communicative skills that students can immediately apply in their professional contexts (Harding, 2007; Munby, 1978). Unlike general English, which explores broad themes or general conversational skills, ESP focuses on the specific skills professionals truly need to excel in their specific fields (Hutchinson & Waters, 1987; Rajprasit et al., 2014; Rasyimah et al., 2018). This targeted focus creates authentic engagement because students can clearly see how their learning directly relates to their career dreams and professional competencies (Jordan, 1997; Robinson, 1991).

Educational researchers consistently highlight the distinctive characteristics of ESP (Harding, 2007; Paltridge & Starfield, 2013). These ESP courses require careful customization to address the demands of ESP course participants. This customization goes beyond specialized terminology to include an understanding of communication patterns, professional genres, and cultural expectations that govern specific work environments (Chambers, 1980; Hutchinson & Waters, 1987; Munby, 1978; Robinson, 1991). In addition, the specific nature of ESP presents considerable complexity for program designers and teachers. An ESP curriculum must authentically reflect the language practices of a specific academic discipline or professional domain, requiring teachers to possess not only language teaching expertise but also a deep familiarity with the specific content of that particular field (Hutchinson & Waters, 1987; Wigati et al., 2020). This dual requirement creates particular challenges in the context of Islamic education, where English language teachers may lack a comprehensive understanding of Islamic educational practices, administrative protocols, and professional communication standards that graduates will encounter in their careers.

Developing an effective ESP program relies on a thorough needs analysis that prioritizes these needs according to their specific professional context and career goals (Songhori, 2008). This process goes beyond a simple survey of student preferences and requires a sophisticated understanding of the competencies learners should demonstrate upon completion of an ESP course (Munby, 1978). Situational analysis also proven invaluable in this process, as it illuminates the gap between students' current linguistic abilities and the professional demands they will face in the target workplace (Bhatia, 1991; Munby, 1978). This analysis identifies not only the specific language and genre competencies that students must master, but also the broader communicative skills that are essential for effective functioning in Islamic educational institutions. The main result of this research is the creation of an instructional design for teaching English in Islamic education management, along with the start of a teaching practitioner (*Praktisi Mengajar*) program. This study presents research findings that encompass (1) the results of needs analyses identifying specific texts to be taught in the English class, alongside an examination of existing challenges that informed the development of instructional design, and (2) the creation of an instructional design for an English course tailored to Islamic education management, supplemented by the engagement of a teaching practitioner from the practitioners.

2. Methodology

This study employed a mixed-methods approach, integrating quantitative surveys, qualitative interviews, and Design-Based Research methodology to develop an effective English for Specific Purposes (ESP) model for students in Islamic education management. At first, data were gathered from 60 students through convenience sampling via email and WhatsApp, utilizing questionnaires with WH questions to evaluate their English language requirements and existing competencies. To obtain more profound insights, semi-structured interviews were conducted with 15 students to explore their learning experiences and communication challenges, as well as with 10 practitioners employed in Islamic educational institutions who offered significant perspectives on the exigencies of professional communication in real-world contexts. The study subsequently utilized Design-Based Research to systematically develop and enhance the collaborative ESP model through iterative cycles, commencing with the conceptualization of the initial design informed by survey and interview results. During this process, descriptive statistical analysis was used on quantitative data and thematic analysis was used on qualitative interviews. This made sure that the resulting collaborative model was both empirically sound and practically useful for getting students ready to meet the specific English communication needs they would have in Islamic education management careers.

3. Results and Discussion

Career Vision and The Role of English

There are many different career goals for students in the Islamic Education Management Study Program, but they all need to be able to speak English. Twenty-four people said they wanted to be a principal of a school or madrasah. This job requires international communication skills so that the principal can work with other schools and stay up to date on new developments in education around the world. Fifteen people who answered the survey said they would like to work for the Ministry of Religious Affairs in different areas, such as HRD, Administration, and Director of Development. In these jobs, you often have to talk to people from other countries and manage programs on a global scale. Two people said they wanted to be Minister of Education, which shows how high their leadership goals are. Some of the other people who answered want to work at schools as teachers, staff, or testers. The others want to start their own businesses and hire people to work in Islamic education.

Specific English Language Skills Requirements

The survey results showed that most of the students said they needed certain English language skills, such as how to speak in front of others. Since many of their career goals are to become teachers, directors of educational institutions, or even staff members of the Ministry of Religious Affairs, students need to be able to speak English fluently in public. They want to be able to talk to people from other

countries. The second most important skill is academic writing, after speaking in front of people. It includes the ability to write official letters, reports, proposals, journals, and research studies. The survey also shows that the learning material should focus on mastering vocabulary, especially academic vocabulary, Islamic education terms, and educational management terms. To have professional contacts, we need to be able to talk to people in both formal and informal settings, as well as in intellectual conversations.

Motivation and Challenges in Learning

Students are most eager to improve their English skills because they want to learn about the world, like English-language literature, research journals, and important references on Islamic education administration. They will be able to learn more about their subject in school and in real life by using these resources. Students also want to learn English because it will help them get better jobs. Many of them want to get master's or doctorate degrees abroad with the help of scholarships, so they need to be able to speak English fluently. The data, on the other hand, shows that the students who answered the question think they face a lot of problems, they have a limited vocabulary and have trouble remembering and using new words in the right way. Anxiety about speaking is a mental block that makes them less sure of themselves when they speak English. Another common problem is the difficulty of syntax, especially when it comes to making phrases and using the right tenses.

Learning Method Preferences

Almost all respondents chose hands-on practice as the most effective learning approach. They stated that dialogues, talks, and role play provided opportunities for students to apply their English language knowledge. Respondents also stated that face-to-face studying was their favorite method since it allowed for direct interaction with teachers and classmates, resulting in a more conducive learning environment. The audio-visual learning strategy was also well appreciated, with students seeing English-language films and YouTube videos as a fun and effective way to improve their listening and speaking abilities. Respondents also stated that contextual learning, or learning in real and situational circumstances, is crucial. According to the data collected, respondents believed that the preferable learning approach was speaking practice through routine dialogues in English in varied contexts. As a result, an immersive method that incorporates the usage of English in everyday tasks is thought to enhance the learning process. Based on this data, it can be inferred that multimedia integration, which mixes video, audio, and text, is viewed as accommodating varied student learning styles.

Preferred Learning Activities

According to the statistics collected, most students believe that presentations and public speaking are the most desirable learning activities. These exercises are thought to improve communication skills, which will be extremely useful in their future professional positions. Dialogue and discussion in diverse contexts should also be a priority, according to both students and practitioners. This allows students

to practice conversation in both official and casual scenarios. Although the answers varied, it is clear from the responses that project-based learning in the form of writing papers, projects, and articles is viewed as an effective technique to integrate writing abilities with subject area knowledge. Interactive games such as quizzes, vocabulary games, and competitions are thought to make learning more fun and less tedious. Drama, storytelling, and singing are examples of creative activities that can be used as learning strategies to boost motivation. In addition, several respondents from practitioners provided examples of tangible activities indicated in the questionnaire, such as meeting simulations in English, which can help them prepare for real-world professional settings. They also suggested presentation strategies for Islamic education management, which will assist them grasp specialized vocabulary in their subject of study. The questionnaire data revealed that role-playing professional settings, academic writing workshops, and listening exercises with educational podcasts were all identified as valuable activities.

English Competence Profile

The English language competence profile of students in the Islamic Education Management Study Program reveals that 80% are at the beginning level, with limited basic abilities, while the other 20% are at the basic level, with a basic comprehension of grammar. This circumstance shows the necessity for a learning strategy that begins with reinforcing the fundamentals before progressing to more difficult content. The most common issues faced are sentence structure, or the capacity to construct correct and meaningful sentences. Fluency, or the ability to talk smoothly and without excessive pauses, remains a significant difficulty. The correct use of tenses in relation to the context of time is another challenge that frequently causes pupils to hesitate when speaking. Academic vocabulary, or technical and formal terms in education and management, continues to be an area that requires rigorous reinforcement

Expectations for Esp Program

The main expectation of student responses for the English for Specific Purpose program is that they will have outstanding speaking abilities, allowing them to communicate confidently and clearly in a variety of professional settings. They also seek to develop the ability to read and write scholarly literature related to the field of Islamic education management. Respondents suggested reducing memorization exercises and enhancing practical application activities in real-world contexts. The goal of this method is to make learning more meaningful. The practitioners suggested practical implementation within Islamic education management, succeeded by continuous practice through regular and consistent exercises. The English for Specific Purposes program for Islamic Education Management should be based on real-life situations and practical use, since most of the students are beginners but very motivated and ambitious. Speaking skills and academic competence should be prioritized, with interactive and project-based learning methods outperforming traditional approaches. This program will only work if it can close the gap between what students know now and what they will need to know in the future through creative curriculum design and a supportive learning

environment that encourages lifelong learning. Students expect the ESP to be based on how useful the knowledge they gain will be in the workplace.

The Development Phase

A. Content Materials

The importance of making a priority in drafting content materials is that teachers often face jigsaw problems or over crowded curriculum, they are faced with the problem of creating a good content curriculum while demands from stakeholders are growing and changing (Garner, 2012; Kassim & Ali, 2010). As we understand that the preparation of content curriculum should consider the time required and the depth of the material, making a priority in drafting a content curriculum will facilitate the teachers in deciding which content to be, which content can be removed, which content can be replaced or combined (Richards, 2001). The development phase in this study also followed the guidelines from Hutchinson and Waters (1987) mentioned that the syllabus for English for Specific Purposes aims to provide course material that concentrates on enhancing the linguistic abilities required for achieving professional success.

- Name of the Genre: What is the title of the text?
- What are you expected to do as a writer when completing the text? Are you expected to present a product? To advise? To explain or to list?
- What do you know about the context when you're composing the text? Under what circumstances will you compose?
- Writer's role: who are you intended to be? A superior or the subordinate?
- audience: Who will read your text? Who is the intended reader?
- content: What should you be speaking about?

B. English for Specific Purposes (ESP) - Collaborative Teaching Model

The proposed ESP model for Islamic Education Management is built upon a triadic collaborative framework that integrates three interrelated components: the English Language Instructor, the Practitioner, and the overarching principle of Collaboration through team teaching. This model emerges from a systematic needs analysis that identified the gap between students' current linguistic competencies and the professional communication demands required in the field of Islamic education management. Rather than treating language learning as an isolated academic exercise, the model situates English language development within a professionally meaningful and contextually relevant environment. The first component, the English Language Instructor, serves as the primary architect of linguistic competence. This role encompasses the teaching of grammar and vocabulary, pronunciation and fluency, writing conventions, and language accuracy. All of which constitute the foundational skills students require to function effectively in academic and professional settings. The second component, the Practitioner, introduces the dimension of professional context into the learning environment. Drawing from real-world experience in the field of Islamic education management, practitioners contribute insights into professional appropriateness,

industry standards, and career mentorship, thereby ensuring that language learning remains anchored to authentic occupational realities. These two components are unified through the third pillar of the model which is operationalized through a team-teaching approach. In this arrangement, the English Language instructor and the practitioner work in tandem to deliver instruction that simultaneously addresses linguistic and professional competencies. The result is a holistic learning experience that combines content knowledge with language development, supported by a dual assessment approach that evaluates students across both dimensions. As illustrated in the figure below, the reciprocal relationships among these three components reflect the model's commitment to an integrated, purpose-driven approach to ESP instruction within the specific context of Islamic Education Management.

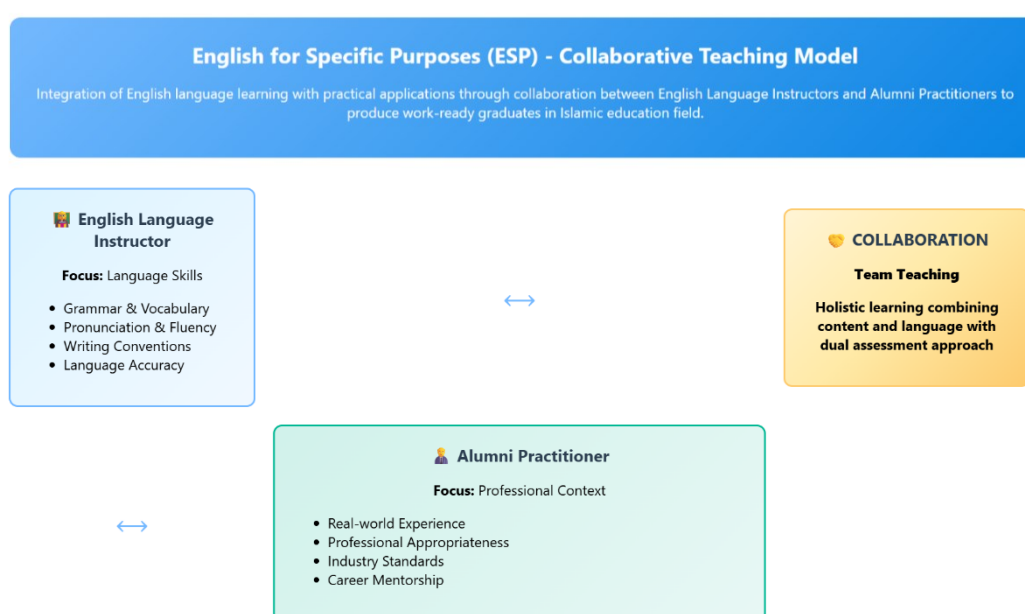


Figure 1. - Collaborative Teaching Model

Material 1 : Networking and Professional Self-Introduction
Focus : Gaining self-assurance in both official and casual business presentations.

The roles of English teacher are teaching suitable networking phrases and expressions, grammar for conveying background and goals, and successful self-introduction frameworks. giving comments on language appropriateness, fluency, and pronunciation. The roles of practitioners are giving advice on proper conversation topics in a variety of professional contexts, sharing networking experiences in the workplace, illustrating how to make a good first impression, illustrating cultural dos and don'ts, and actual networking situations. While the collaboration is in the form of activities such as: English teacher assists students in using proper grammar and speak culturally relevant answers, practitioner gives actual networking scenarios such as school functions and education conferences.

Material 2 : Academic Presentation Skills for Educational Forums

Focus : Gaining proficiency in formal presentation methods for both professional and academic settings.

The role of English Teacher is instructing students in Q&A techniques, transitional words and linking phrases, and presentation structure (opening, body, and closing). They offer exercises to boost confidence as well as practice pronouncing technical jargon correctly. The role of practitioner is to give advice on how to deal with jitters and challenging questions from a practical standpoint, discusses experiences of presenting in front of superiors or external stakeholders, and offers insights into audience expectations in a variety of contexts (staff meetings, seminars, conferences). Using the language skills that teachers have taught them, students present subjects assigned by practitioner. While teachers concentrate on language accuracy and presenting abilities, practitioners offer input on the relevancy of the subject.

Material 3 : Writing

Focus : Writing Formal Letters and Reports

The role of English Teachers is teaching business writing grammar, formal versus informal registers, and the structure and format of formal letters. Additionally, teachers might offer editing and error-correction activities, as well as templates and frameworks for different kinds of letters and reports. The practitioner can describe procedures and hierarchies in correspondence and give examples of actual letters and reports from the workplace. Practitioners can also discuss the repercussions of mistakes in written communication and offer insight into the format and content demands of supervisors. In short, teachers assist students in crafting authentic writing assignments (such as school activity reports for government agencies), and the practitioner assess them from a professional appropriateness perspective. The teacher then assesses them from a language perspective.

Material 4 : Leading Meetings and Discussions in English

Focus : Professional meeting facilitation and participation techniques

Teachers can instruct students in active listening strategies, diplomatic language for dispute, and meeting language (opening, closing, gently interrupting, and asking for explanation). For various meeting stages, teachers can also offer practice with meeting language and phrases. Practitioners can describe meeting etiquette in different organizations, share their experiences conducting meetings with varying degrees of hierarchy, show genuine meeting dynamics, and offer helpful advice on how to handle different personalities in meetings. Simulated meetings with actual agendas supplied by professionals, like planning meetings for school activities and evaluation sessions. While practitioners assess leadership and decision-making abilities, students rehearse meeting language under the real-time supervision of professors.

Material 5 : International Partnerships and Collaborative Communication

Focus : Establishing connections with international educational establishments

Teachers can provide structured practice in formal register, international business English, and email etiquette for foreign correspondence, helping students develop the linguistic confidence needed for professional global communication. Alongside this, practitioners enrich the learning experience by sharing their firsthand experiences working with foreign organizations, offering students a realistic glimpse into what international professional engagement actually looks like beyond the classroom. They can also walk students through the practical procedures of international partnerships, from institutional negotiations to formal agreements, giving students a concrete understanding of how cross-border collaborations is established and maintained. Equally important, practitioners can highlight cultural differences that often go unnoticed yet significantly affect communication outcomes, reminding students that effective international correspondence is as much about cultural sensitivity as it is about grammatical accuracy. One of the most engaging aspects of this collaborative model is the role-play activity, where practitioners take on the role of foreign counterparts, authentically replicating the concerns and expectations of international partners, while teachers guide students in crafting responses that are both linguistically appropriate and professionally sound. Through this integrated approach, students are not merely learning English; they are learning how to use English purposefully and professionally in contexts that directly reflect the demands of their future careers in Islamic Education Management.

Material 6 : Education Policy Analysis and Presentation
 Focus : Comprehending and conveying intricate policy matters

Teachers can instruct students in cause-and-effect statements, comparison and contrast frameworks, analytical language, and policy discussion vocabulary. Teachers can offer practice in persuasive language, reasoning styles, and data presentation. Practitioners can offer practical policy case studies based on their professional background and insights into the political dynamics of policy implementation. Students examine current educational policies that have been chosen by professionals. Teachers assist students in clearly and eloquently expressing their findings, while practitioners offer real-world context and difficulties.

The incorporation of Augmented Reality (AR) technology can also be implemented as supplementary dimension to enhance ESP learning within the collaborative model developed in this study. AR can enable immersive, context-rich environments where students can practice professional communication skills in simulated settings such as virtual school board meetings, institutional briefings, or dialogue scenarios (Masrukhin et al., 2024; Munawarah, 2025; Mut'iah et al, 2024; Sudarno et al, 2025; Syahrir et al, 2025). For public speaking, AR can simulate audiences of institutional stakeholders, providing realistic yet low-stakes rehearsal for high-stakes professional presentations, while AR-integrated writing tools can display annotated professional documents interactively. This technology bridges classroom language practice and authentic professional contexts by extending practitioner expertise into the digital learning space beyond scheduled sessions. Integrating AR into the proposed ESP model therefore represents a forward-looking

pedagogical innovation aligned with the increasing digitalization of professional communication in Islamic education management.

Assessment Integration and Collaboration Model

Collaborative evaluation System: Each module uses a dual evaluation method whereby practitioners evaluate professional appropriateness, content relevance, and practical applicability while English professors examine language skills (vocabulary, grammar, pronunciation, and fluency). These two viewpoints are combined in the final evaluation. Each session has a variable time allocation and both teachers are present at the same time. Before working together in guided practice and feedback sessions, practitioners start with context establishing and real-world examples, while teachers continue with language education. This approach guarantees comprehensive language and content learning. Practitioner also participate as career mentors, offering students one-on-one advice on professional development possibilities, industry networking, and career planning. This establishes a link between what is learned in the classroom and practical implementation.

This collaborative model will be highly effective because:

- 1) Complementarity: whereas practitioners concentrate on real-world context, educators emphasize linguistic proficiency.
- 2) Authenticity: Students are exposed to real-world work situations.
- 3) Dual Perspective: A thorough evaluation from a professional and linguistic perspective.
- 4) Mentorship: Students can receive career guidance from practitioners.

This collaborative teaching model directly addresses ESP's fundamental challenge: creating meaningful connections between academic instruction and professional practice. Traditional language-focused instruction, while valuable, can leave students wondering how their skills translate to real workplace scenarios. Practitioners bridge this divide by sharing lived experiences and demonstrating how language skills actually function in professional environments. The fundamental objective of ESP learning extends beyond general educational enrichment, focusing instead on providing learners with enhanced access to and improved competence in specialized academic and professional domains. Previous study identified several key characteristics that define ESP instruction: firstly, learning materials are specifically designed to address the demands of particular target contexts; secondly, course content directly relates to specialized fields, professions, and workplace activities through relevant themes and subject matter; thirdly, language instruction emphasizes the linguistic elements most relevant to these specialized contexts, encompassing grammatical structures, vocabulary, meaning systems, and discourse patterns; fourthly, ESP curriculum is intentionally differentiated from general English instruction; and finally, language learning objectives may be narrowed to concentrate on particular competencies, such as specialized reading or writing skills required in professional environments (Basturkmen, 2006).

The instructional framework developed in this research demonstrates comparable characteristics in several key areas: firstly, learning materials have been specifically adapted to address actual workplace requirements; secondly, course content directly incorporates specialized themes and subject matter relevant to the target professional context; and thirdly, instruction prioritizes language elements essential for effective professional communication, including appropriate grammatical structures, specialized terminology, semantic understanding, and discourse conventions suitable for the intended workplace applications. The findings from the needs analysis phase served as the direct foundation for the Design-Based Research (DBR) stages employed in this study. The identified needs in public speaking, academic writing, and professional communication were systematically translated into learning objectives and instructional content within the collaborative ESP model. Public speaking competencies were incorporated into structured oral presentation tasks simulating real-world Islamic education management scenarios, while academic writing needs informed the development of genre-based writing modules. Professional communication needs shaped the inclusion of negotiation, correspondence, and interprofessional dialogue activities throughout the model. This direct alignment ensured that the curriculum remained contextually responsive and professionally relevant, confirming that the DBR framework was deliberately anchored in empirically identified learner needs rather than applied arbitrarily.

The collaborative model developed in this study also strategically integrated the linguistic expertise of English lecturers with the professional experience of Islamic education management practitioners to address the identified needs comprehensively. English lecturers contributed linguistic scaffolding, discourse analysis, and communicative competence frameworks, while practitioners provided authentic workplace contexts, professional genres, and domain-specific communication demands rarely captured in conventional ESP textbooks. This dual-expertise integration ensured that every instructional component could be directly traced back to a specific need identified during the analysis stage. Such traceability strengthens the internal validity of the DBR process and confirms that the model's development is evidence-based rather than assumption driven. The result is a curriculum that is simultaneously linguistically sound and professionally grounded within the Islamic education management context.

4. Conclusion

This study identified and addressed gaps in English for Specific Purposes (ESP) learning for the Islamic Education Management program. A needs analysis of 60 students and 10 practitioners revealed a disparity between students' linguistic competencies and the demands of professional communication in English courses within the Islamic Education Management program. Students demonstrated high motivation to master practical English skills, but lacked exposure to the authentic communication contexts they would encounter in the workplace. The collaborative ESP model developed in this study offers an innovative solution by integrating the linguistic expertise of English teachers and the practical experience of practitioners working in the field. This collaborative approach bridged the gap between English

learning and professional application, resulting in more relevant and applicable instructional designs. Students are expected not only acquire English competency but also professional communication skills specific to the Islamic education context. The integration of linguistic expertise and practitioner professional experience can produce a synergistic effect that concretely enhances student work readiness in Islamic education management contexts. Regarding the roles, English lecturers provide structured pedagogical frameworks including genre awareness, register appropriateness, and discourse coherence, while practitioners contribute institutional culture knowledge, decision making language, and interprofessional communication norms. When systematically combined, students are expected to be exposed to both the form and function of professional English in their specific disciplinary context, effectively narrowing the gap between academic language learning and real-world professional demands. This study carries implications for needs-based ESP curriculum development in Islamic higher education by offering a replicable and evidence-driven collaborative model. The model's explicit grounding in identified professional needs ensures its relevance beyond the immediate research context and contributes to the growing advocacy for ESP curricula co-constructed with professional stakeholders.

References

- Basturkmen, H. (2006). *Ideas and options in english for specific purposes*. Lawrence Erlbaum Associates Publishers.
- Bhatia, V. (1991). A genre-based approach to ESP materials. *World Englishes*, 10(2), 153–166. <https://doi.org/10.1111/j.1467-971X.1991.tb00148.x>
- Chambers, F. (1980). A re-evaluation of needs analysis in ESP. *The ESP Journal*, 1(1), 25–33. [https://doi.org/10.1016/0272-2380\(80\)90007-4](https://doi.org/10.1016/0272-2380(80)90007-4)
- Garner, E. (2012). *Recruitment and Selection: Hiring the People You Want*. Bookboon.com.
- Harding, K. (2007). *English for Specific Purposes*. Oxford University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Jordan, R. R. (1997). *English for Academic Purposes*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733062>
- Kassim, H., & Ali, F. (2010). English Communicative Events and Skills Needed at the Workplace Feedback from the Industry. *English for Specific Purposes*, 29(3), 168–182. <https://doi.org/10.1016/j.esp.2009.10.002>
- Masrukhin, M. J., Fatih, M., & Alfi, C. (2024). Development of Augmented Reality Based Comic Media Through Digital Library Applications for Visual Communication Capability. *Journal of Educational Sciences*, 8(3), 462–475. <https://doi.org/10.31258/jes.8.3.p.462-475>
- Munawarah, S. (2025). Development of Augmented Reality-Based Learning Media in Science Learning on Plant Body Parts Material for Grade IV of Lasoani State Elementary School. *Journal of Educational Sciences*, 9(4), 2884–2894. <https://doi.org/10.31258/jes.9.4.p.2884-2894>
- Munby, J. (1978). *Communicative syllabus design: A sociolinguistic model for defining the content of purpose-specific language programmes*. Cambridge
-

-
- University Press.
- Muti'ah, K., Alfi, C., & Fatih, M. (2024). Media Development Fraction Pop Up Book Augmented Reality Based Fraction Material To Improve Numeracy Skills. *Journal of Educational Sciences*, 8(4), 743-759. <https://doi.org/10.31258/jes.8.4.p.743-759>
- Paltridge, B., & Starfield, S. (2013). *The Handbook of English for Specific Purposes*. Wiley-Blackwell.
- Rajprasit, K., Pratoomrat, P., Wang, T., Kulsiri, S., & Hemchua, S. (2014). Use of the English language prior to and during employment: Experiences and needs of Thai novice engineers. *Global Journal of Engineering Education*, 16, 27–33.
- Rasyimah, Ahyar, J., & Sari, D. K. (2018). Challenges in Designing ESP Course for First Year Students of Engineering Faculty at Malikussaleh University. *Proceedings of MICoMS 2017*, 563–568. <https://doi.org/10.1108/978-1-78756-793-1-00020>
- Richards, J. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Robinson, P. (1991). *ESP today: A practitioner's guide*. Prentice Hall.
- Sudarno, N. L., Anggoro, S., & Fukui, M. (2025). Development of Augmented Reality Learning Media Based on Inquiry Based Learning Using Assemblr Edu on Light and Properties Material. *Journal of Educational Sciences*, 9(5), 3322-3335. <https://doi.org/10.31258/jes.9.5.p.3322-3335>
- Songhori, M. (2008). Introduction to Need Analysis. *English for Specific Purposes World*, 4, 1–25.
- Syahrir, F., Zulfuraini, Z., Kamisani, N., Azizah, A., & Pendit, S. S. D. (2025). Development of Learning Modules Based on Augmented Reality (AR) as a Means of Visualizing Abstract Concepts IPAS Theme Knowing Our Earth. *Journal of Educational Sciences*, 9(4), 2647-2658. <https://doi.org/10.31258/jes.9.4.p.2647-2658>
- West, R. (1994). Needs analysis in language teaching. *Language Teaching*, 27(1), 1–19. <https://doi.org/10.1017/S0261444800007527>
- Whyte, S., & Sarré, C. (2017). Introduction to new developments in ESP teaching and learning research. In C. Sarré & S. Whyte (Eds.), *New developments in ESP teaching and learning research* (pp. 1–12). Research-publishing.net. <https://doi.org/10.14705/rpnet.2017.cssw2017.742>
- Wigati, F.A., Sari, R., & Santosa, M. (2020). Industrial Needs on English Skills of New Employees: A Survey. *Eltin Journal: Jurnal Pengajaran Bahasa Inggris Indonesia*, 8(1), 42–54. <https://doi.org/10.22460/eltin.v8i1.p42-54>

How to cite this article:

Wigati, F. A., & Pujiawati, N. (2026). A Needs Analysis-Based ESP Model for Islamic Education Management: Integrating Linguistic Expertise and Professional Practice. *Journal of Educational Sciences*, 10(3), 1201-1213.
