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Reframing ESP Learning Through Interpersonal Intelligence: Promoting Engagement and Disciplinary Relevance in Islamic Higher Education

Sahril^{1*}, Nurasia Munir², Fatima³, Nurfauziah Mansur⁴

¹ Universitas Islam Negeri Datokarama Palu, Palu, Indonesia

*Correspondence e-mail: sahrilmuhtar@uindatokarama.ac.id

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Abstract

English for Specific Purposes (ESP) plays a crucial role in preparing students of Islamic Library and Information Science (ILIS) to access global resources, understand international cataloguing standards, engage with digital information systems, and participate in global academic discourse. However, students' interest in English learning in many Indonesian Islamic higher education institutions remains limited, often due to language anxiety, limited exposure, and perceived irrelevance to their disciplinary identity. This study seeks to investigate the potential for pedagogical integration of interpersonal intelligence into ESP instruction with the aim of raising student engagement and the subject matter relevance in English learning. Adopting a qualitative case study design, the research was conducted in an ILIS English classroom at UIN Datokarama Palu. Data were collected through classroom observations, semi-structured interviews with 18 students, and analysis of instructional documents. The data were analysed using thematic analysis involving open, axial, and selective coding procedures, with methodological triangulation to ensure credibility and analytical rigor. The findings reveal that interpersonal intelligence-based strategies such as peer collaboration, dialog interaction, group problem solving, and socially mediated feedback significantly increase students' engagement, self-confidence, and willingness to use English, as well as create a positive learning environment. More significantly, embedding ILIS specific disciplinary tasks within collaborative activities strengthens students' professional identity and situational relevance awareness, thereby transforming English learning into a socially mediated and career-oriented practice. This study contributes to ESP scholarship by proposing an identity-integrated interpersonal framework that connects socio-emotional interaction with disciplinary discourse practices. Although limited to a single institutional context, the findings offer empirical insight into how socially constructed ESP environments can sustain engagement and professional readiness in Islamic higher education settings.

Keywords: *English learning; Students' interest; Interpersonal Intelligence; Islamic Library and Information Science.*



1. Introduction

English proficiency has increasingly become an essential competency for university students across disciplines, including those in Islamic Library and Information Science (ILIS). As the field of library and information science is heavily shaped by international standards, digital innovations, and global scholarly communication (Adebayo, 2023; Ulum et al., 2025). Library and Information Science students must be capable of accessing English-based references, reading international journal articles, interpreting metadata schemas, and understanding documentation and manuals for library information systems. Additionally, in the context of education in Indonesia, efforts need to be made to integrate all disciplines into the framework of Islamic values (Wijayanto, 2020). For example, Islamic studies scholarship ranging from Qur'anic studies to Islamic history, civilization, and manuscript studies has become globally interconnected, with a large portion of secondary literature written in English.

Despite these demands, English learning interest among ILIS students in Indonesia remains uneven. Various studies report that many students often experience low motivation, linguistic anxiety, and a perception that English is difficult or irrelevant to their future profession (Halali et al., 2023; Sholihah et al., 2025). Many students believe that library work is mostly technical and therefore does not require extensive English competence (Vuzo, 2022). Others come from non-English-speaking backgrounds with limited exposure, making English learning feel intimidating. These attitudes lead to low class participation, reluctance to speak, and minimal engagement with English materials. However, focusing on the specific needs of learners in a particular discipline can have a significant impact in developing the language skills required for a more relevant field (Utami et al., 2024).

To address these issues, more humanistic methods to deal with these problems and boost student involvement and motivation. Among Gardner's multiple intelligences, interpersonal intelligence presents a paradigm that could be useful in the classroom. Interpersonal intelligence refers to the ability to understand others, collaborate, empathize, communicate effectively, and build positive social interactions (Gardner, 2011). Students assumed that learning based on multiple intelligences, which includes interpersonal intelligence, encourages more interesting and student-centered learning (Sahril et al., 2024). In language learning, interpersonal intelligence is crucial because language itself is a social tool that develops through interaction. Learners with strong interpersonal intelligence tend to excel in pair work, group discussions, role-plays, peer feedback, and cooperative learning activities.

Although Islamic education is philosophically grounded in communal principles, classroom implementation does not always fully reflect ideals in practice. As English learning in ILIS programs often focuses on reading comprehension, vocabulary, and technical terminology, it tends to rely on teacher-centered instruction. As a result,

learning can become text-oriented and individually performed and limiting opportunities for dialogic engagement. This creates passive learning environments where students do not experience English as a communicative or socially rewarding activity. Instead, it is perceived as a solitary academic task. Integrating interpersonal intelligence into English teaching can shift this dynamic by positioning students as active participants in collaborative learning communities. Interpersonal intelligence-based strategies translate normative educational ideals into observable classroom interaction, thereby narrowing the gap between philosophical values and instructional practice.

Several studies show that interpersonal intelligence can help reduce anxiety, improve speaking confidence, and enhance engagement (Santera et al., 2021; Syafik & Raihany, 2020). When students work collaboratively, they feel safer to make mistakes, learn from peers, negotiate meaning, and co-construct knowledge. Furthermore, interpersonal intelligence supports self-efficacy because social affirmation from peers motivates students to continue learning. For ILIS students, interpersonal intelligence-based approaches can be used to connect English learning with their academic and professional contexts, such as metadata discussions, group cataloguing simulations, group presentations on Islamic information resources, and collaborative digital literacy tasks.

The relevance of interpersonal intelligence for ILIS learning environments is further strengthened by the communal nature of Islamic education, which emphasizes cooperation, mutual respect, and shared responsibility. Research on Islamic education shows that cooperative learning embedded with values such as mutual assistance, brotherhood (*ukhuwah*), and sincerity not only fosters academic achievement but also moral development through shared group accountability and empathetic interaction, reflecting a socio-ethical educational framework that aligns with interactive classroom practices (Usman et al., 2025). Islamic academic culture supports collaborative learning and dialogic exchange, aligning well with interpersonal intelligence-based pedagogy. Thus, implementing interpersonal intelligence approaches may not only enhance English interest but also resonate with students' cultural and religious learning values, as prior research on Islamic higher education shows that Islamic religious education and value internalization actively shape students' attitudes, behaviors, and moral character across university learning contexts, reflecting how Islamic values are lived and internalized in academic environments (Abdullah & Rahman, 2025).

Nevertheless, despite the growing body of research on Multiple Intelligences in English Language Teaching (ELT), existing studies predominantly examine general EFL contexts and tend to report improved engagement or achievement without critically analyzing how specific disciplinary identities mediate the effectiveness of particular intelligences. In particular, prior research has rarely differentiated between intelligence-based strategies applied in generic language classrooms and those

implemented within specialized academic programs such as Islamic Library and Information Science (ILIS). As a result, there remains a conceptual and empirical gap regarding how interpersonal intelligence functions within a discipline that is simultaneously shaped by information science competencies and Islamic intellectual identity.

Moreover, previous studies have largely focused on measuring learning outcomes, while insufficient attention has been given to how students' academic identity, professional aspirations as Muslim information specialists, and value-oriented learning culture influence their reception of socially interactive pedagogies. This lack of contextualized investigation limits the theoretical development of ESP pedagogy tailored to ILIS programs in Islamic universities. This case study seeks to fill this gap by investigating the ways in which students' experiences, interactional dynamics, perceived difficulties, and changes in learning motivation are negotiated and enacted in ILIS classes as they teach English. This study intends to inform the development of an English pedagogy focused on ILIS that is based on professional relevance and faith-informed educational values by situating interpersonal intelligence within the specific disciplinary demands of ILIS and the religious academic context of an Islamic university.

2. Methods

This study employs a qualitative case study design, as it seeks to obtain an in depth and contextually grounded understanding of how interpersonal intelligence operates within a specific English for Islamic Library and Information Science (ILIS) classroom. A case study is particularly appropriate when the research aims to explore a bounded system such as a particular program, cohort, and instructional setting through detailed examination of participants' experiences, interactional processes, and meaning-making practices (Creswell & Poth, 2018; Yin, 2018). Rather than attempting to generalize findings statistically, this design allows the researcher to investigate the complexity of classroom dynamics, social relationships, and motivational shifts as they naturally occur within the ILIS context. By focusing intensively on a single bounded case, this study aims to generate rich, context sensitive insights that can inform the development of ILIS specific English pedagogy.

2.1. Research Participant

The research was conducted at the Islamic Library and Information Science (ILIS) Program, Faculty of Ushuluddin and Adab, UIN Datokarama Palu, Indonesia. This site was selected because English is a compulsory subject in ILIS curriculum and students are expected to engage with English language academic resources related to librarianship and Islamic studies. The participants consisted of 18 ILIS students who enrolled in an English course in the second semester of 2024-2025. Their ages ranged from 18 to 21 years, consists of 12 were female and 6 were male. Based on initial classroom assessment, the majority of students demonstrated lower to intermediate

English language skills and limitations in interactive communication. The participants were selected using purposive sampling, focusing on students who regularly attended classes and actively participated in learning activities. This sampling strategy was chosen to ensure that participants had direct experience with interpersonal intelligence-based learning activities and could provide meaningful insights into their learning experiences (Palinkas et al., 2015).

2.2. Research instruments

To address the research objectives, this study utilized multiple qualitative data sources, allowing for data triangulation and enhanced credibility. The primary data consists of students' verbal accounts obtained through semi-structure interviews and classroom interaction data obtained through direct observations. While, the secondary data obtained through document of learning activities such as course syllabi, teaching materials, and students' group assignments.

2.3. Procedure for collecting data

The phases of the data collection process are: (1) Semi-Structured Interview. This interview was conducted with selected ILIS students to explore their perceptions of English learning, experiences with interpersonal intelligence-based activities, and factors influencing their motivation and interest. Open-ended questions allowed participants to express their views freely while ensuring consistency across interviews (Kallio et al., 2016). (2) Classroom Observations. Classroom observation was conducted during six meetings, with each session lasting approximately 100 minutes, following the regular course schedule. An observation checklist was used to record patterns of interaction, group dynamics, peer collaboration, emotional responses, and levels of student engagement. Observation was particularly focused on activities such as group discussion, pair work, role-plays, and collaborative tasks, which directly relate to the research problem. (3) Document analysis was employed to examine teaching materials, learning tasks, and students' work products. This technique helped identify how interpersonal intelligence was embedded in instructional design and how English learning was connected to ILIS disciplinary content.

2.4. Data Analysis Technique

The data analysis used data reduction, data display, and conclusion drawing and verification (Miles et al., 2014). The unit analysis in this study was the thematic analysis which the data reduction were systematically selected, coded, and categorized to focus on themes related to interpersonal intelligence, motivation, anxiety reduction, disciplinary relevance, and socio-emotional interaction. The reduced data were organized into matrices, thematic charts, and narrative summaries to facilitate interpretation and pattern recognition. Meanings and interpretations were drawn from the displayed data and continuously verified through cross-checking across data sources. This process ensured that conclusions were grounded in empirical evidence and directly addressed the research problem.

3. Results and Discussions

This study identified four major themes showing how interpersonal intelligence enhances ILIS students’ interest in learning English. These themes were derived through iterative coding and constant comparison across the full dataset of interview transcript, observation notes, and classroom documents. Although the findings section presents eight interview excerpts, these excerpts were purposively chosen as representative and information-rich segments that most clearly articulated recurring patterns identified during analysis. The eight excerpts function as illustrative evidence of broader thematic patterns rather than isolated individual opinions, ensuring analytical transparency and methodological rigor in reporting the case study findings.

3.1. Collaborative learning as a source of motivation

The students consistently expressed that learning together increases enjoyment and reduces pressure. Many reported that they feel more confident practicing English when working in small groups rather than speaking individually in front of the class as described in the table below.

Table 1. Thematic Analysis: Collaborative learning as a source of motivation

Data Source	Representative evidence	Description
Interviews	<p>“If I work alone, I feel nervous. But if it’s with my friends, I feel more comfortable speaking English because we support each other”.</p> <p>“When we learn together, English feels easier and more enjoyable”</p>	Collaborative learning increases motivation by activating students’ interpersonal intelligence and sense of belonging.
Classroom observations	Students engaged actively in group discussions when completing ILIS-related tasks (metadata identification, article summaries).	Social interaction provides a supportive environment that encourages participation and sustained engagement
Document analysis	Lesson plans and worksheets emphasized group discussion and shared task completion.	Instructional design intentionally incorporated collaborative learning, reinforcing interpersonal interaction as a motivational strategy.

Observation data showed that students became more active during peer discussions, especially when solving ILIS related tasks such as identifying metadata terms or summarizing English articles about Islamic manuscripts. Collaborative tasks appealed to their interpersonal intelligence by offering opportunities for social interaction and shared responsibility. During group discussions and problem-solving activities, students practiced turn-taking, asked for clarification, and gave feedback to one another. They asked follow-up questions, restated their friends' ideas to ensure understanding, invited quieter classmates to speak, and discussed different opinions before making group decisions. When misunderstandings occurred, some students adjusted their explanations or helped mediate small disagreements. These interactional patterns show that the activities developed empathy, responsiveness, and shared responsibility as key elements of interpersonal intelligence rather than just basic cooperation. Many ILIS students noted that English activities such as group discussions, collaborative reading of Islamic library texts, peer-based vocabulary exercises, and group presentations created a supportive environment where they felt more willing to participate.

The students also explained that collaboration helped distribute task complexity. When English texts related to library science theory or Islamic studies felt difficult, group work allowed them to negotiate meaning together, divide responsibilities, and learn from more proficient classmates. This sense of shared responsibility encouraged students with high interpersonal intelligence, collaboration felt natural and energizing, they expressed that interacting with others triggered their intrinsic motivation, making English learning more enjoyable and purposeful.

This theme supports prior studies that collaboration promotes language learning motivation (Hysen & Mirvan, 2023). Students become more active when learning is socially constructed. Collaborative task resonates strongly with ILIS classroom culture, which values teamwork and collective responsibility. Moreover, Li & Dewaele (2021) found that peer collaboration significantly increases enjoyment in second language learning, which in turn enhances interest and academic persistence. Meanwhile, Kos (2024) highlighted that collaborative tasks improve students' willingness to communicate, particularly when content is unfamiliar or linguistically demanding. The present study extends these findings to a new disciplinary domain Islamic library and Information science showing that collaborative activities are especially effective when they incorporate ILIS relevant materials.

However, while collaboration is frequently associated with positive motivational outcomes, it does not automatically yield equitable participation or enhanced engagement for all learners. Some studies note that group work may lead to unequal contribution patterns, dependency on more proficient peers, or social anxiety among less confident students (Eren-Sisman et al., 2018; Hood et al., 2021; Kadir, 2018). In the present case, occasional passive participation and dominance by certain group members were observed, suggesting that interpersonal intelligence-based

collaboration requires structured facilitation and clearly defined roles to function effectively.

Therefore, this study not only shows that collaboration can enhance motivation, but also that its effectiveness depends on disciplinary alignment and identity relevance. In the ILIS context, collaborative learning appears particularly impactful when English tasks are embedded in authentic professional scenarios, thereby linking interaction not only to enjoyment but also to emerging professional purpose. Thus, interpersonal intelligence, in this sense, does not simply reinforce generic collaborative benefits; it operates as a mediating mechanism through which ESP relevance and socio-emotional dynamics jointly sustain interest in English learning among ILIS students

3.2. Peer support reduces anxiety and builds confidence

English learning anxiety is prevalent among ILIS students due to limited proficiency and fear of making mistakes. However, when interpersonal intelligence-based strategies were applied, anxiety significantly decreased. Several interviewees stated that peer support helped them overcome fear which is outlined in the table as follows:

Table 2. Thematic Analysis: Peer support reduces anxiety and builds confidence

Data Source	Representative evidence	Description
Interviews	“I dare to try speaking because my friends help me. We correct each other without judging”. “My friends help me, so I am not afraid of making mistakes”.	Peer support functions as affective scaffolding that reduces anxiety and builds learner confidence.
Classroom observations	Students volunteered more frequently during group presentations and peer feedback sessions.	Supportive peer interaction lowers barriers, enabling risk-taking in English use.
Document analysis	Course materials encouraged peer correction and collaborative feedback	Pedagogical structure institutionalized peer support, reinforcing emotional safety in learning.

The students described English learning as intimidating when conducted individually, particularly due to fears of grammar mistakes, mispronunciation, or being judged by peers. However, when classroom activities intentionally leveraged interpersonal intelligence such as partner dialogues, mentoring pairs, and small group feedback circles, the students reported a significant reduction in anxiety. During

classroom observations, students were more willing to volunteer answers during group presentations, showing increased confidence resulting from supportive peer dynamics.

Consistent with Hidayat et al., (2024), the results confirm that interpersonal intelligence reduces language anxiety by providing a safe environment where students learn from peers. Anxiety reduction is essential for developing self-confidence, a key predictor of English learning interest. Hussain et al., (2025) emphasized that language anxiety remains a persistent obstacle in EFL contexts, particularly among students who fear negative evaluation. Studies by Ulpa et al., (2025) and Namaziandost et al., (2024) revealed that peer-based scaffolding reduces anxiety by providing a safe space for trial and error. These studies support the present finding that students feel more secure when receiving feedback from classmates compared to teacher only correction, as peers are perceived as more relatable and less intimidating.

While many participants reported feeling more secure during peer interaction, anxiety was not uniformly reduced for all learners. A few students expressed initial discomfort when speaking in front of peers, particularly when group members had higher proficiency levels. This suggests that peer environments can both alleviate and reproduce anxiety, depending on group dynamics and individual learner differences. Moreover, excessive reliance on peer reassurance may risk limiting exposure to corrective feedback necessary for linguistic accuracy.

Therefore, this study contributes to the growing argument that socio-emotional support networks are essential for maintaining learner confidence (Muhsin et al., 2023), and also refines the discussion by showing that the anxiety reducing function of interpersonal intelligence is contextually mediated. In the ILIS context, where students often confront specialized English terminology, peer reassurance appears particularly beneficial when combined with structured facilitation and balanced teacher guidance. The contribution of this study lies not merely in confirming that socio-emotional support matters, but in demonstrating how interpersonal intelligence interacts with disciplinary complexity and classroom structure to shape affective resilience and sustained academic engagement.

3.3. Interpersonal tasks connect English learning to ILIS identity

Table 3. Thematic Analysis: Interpersonal tasks connect English learning to ILIS identity

Data Source	Representative evidence	Description
Interviews	<p>“This is not just English. This is English for our field. It makes me want to learn more”.</p> <p>“This English is useful for my future work as a</p>	<p>Interpersonal tasks contextualized within ILIS, strengthening relevance and engagement.</p>

Data Source	Representative evidence	Description
	librarian”.	
Classroom observations	Students actively discussed cataloguing and digital library topics in English.	Disciplinary relevance combined with collaboration enhanced cognitive and emotional engagement.
Document analysis	Teaching materials included LIS abstracts, cataloguing simulations, Islamic library texts.	Curriculum design aligned English learning with ILIS academic and professional identity.

The students felt more interested when English activities incorporated ILIS- related content. This alignment with their academic identity strengthened their engagement such as group cataloguing simulations using English descriptors, collaborative analysis of English abstracts from library and information science journals, and peer discussions about Islamic digital libraries in English. This identity-oriented statement emerged in the interview results by associating English with “our field”. It emphasized a sense of academic ownership and awareness that language competence is relevant to their future roles as information professionals who interact with global sources and international information systems. Similarly, in the second statement, “my future work as a librarian”, It showed career orientation and awareness that English is part of professional readiness as a librarian, not just an academic requirement. The students stated that these tasks made English personally relevant and professionally useful.

The students become more interested when they conducted English-based group discussions on Islamic reference materials, library user-services interactions, or digital literacy issues common in Islamic academic libraries. These tasks did not merely teach English, they strengthened the students’ academic and professional identity by highlighting how English is useful for accessing global Islamic scholarship, understanding international cataloging standards, or communicating with diverse library users.

Thus, interpersonal intelligence helped bridge English learning with students’ disciplinary identity. The findings reflect Basturkmen’s (2021) argument that ESP learners are more engaged when English is contextualized within their discipline. ILIS related English tasks help students recognize the practical value of English for future careers in librarianship, cataloguing, and information management. This contextual integration confirms that interest increases when English is both socially interactive and professionally relevant. This research was supported by Lestari et al., (2025) found that disciplinary themed English tasks improve learners’ motivation and

conceptual understanding because they see direct application to their future careers.

Although many students reported that ILIS-related tasks increased their interest, the findings also suggest that disciplinary contextualization alone does not automatically guarantee deeper engagement. Some participants remained focused primarily on completing the language task rather than reflecting on its professional implications, indicating that the connection between English learning and disciplinary identity may develop gradually rather than emerge immediately. In addition, several students indicated that unfamiliar technical terminology occasionally created cognitive overload, which temporarily reduced participation during discussions. These observations highlight that discipline-based English tasks may simultaneously increase perceived relevance while also introducing new linguistic challenges.

Therefore, this study illustrates how disciplinary relevance interacts with interpersonal classroom dynamics. In the ILIS context, engagement appears to negotiate meaning collectively. The contribution of this study lies in demonstrating that the motivational impact of ESP materials is strengthened when learners are not only exposed to discipline specific content but are also supported through interpersonal processes that help them interpret and relate that content to their emerging professional roles.

3.4. Socio-emotional interaction creates a positive learning climate

Table 4. Thematic Analysis: Socio-emotional interaction creates a positive learning climate

Data Source	Representative evidence	Description
Interviews	“The class feels comfortable and supportive, so I’m not afraid to speak”. “The class atmosphere makes me confident to speak English”.	Positive socio-emotional interaction fosters a supportive learning climate conducive to sustained interest.
Classroom observations	Observed laughter, supportive gestures, and respectful dialogue during group work.	Emotional safety promotes willingness to communicate and deeper engagement.
Document analysis	Syllabus emphasized respect, cooperation, and reflective discussion	Institutional support for socio-emotional learning reinforced interpersonal intelligence development.

The findings reveal that positive interpersonal relationship create a classroom

environment conducive to learning. Specifically, when students interact respectfully, offer encouragement, and share humor, they perceive English learning as enjoyable rather than intimidating and also as expressions of shared professional purpose and value-oriented responsibility. This showed that collaboration not only created a positive environment, but also demonstrated how interpersonal dynamics were framed around their future roles as information professionals rather than around language in general. This suggested that the motivational impact of interpersonal relationships in this case is strengthened by the integration of ESP relevance and identity affirmation, offering a more context-sensitive explanation than generic collaborative learning outcomes.

Observation notes showed frequent instances of supportive gestures include peers helping each other pronounce difficult words, the students collaboratively completing vocabulary tasks, and friendly debates group activities. Such socio emotional dynamics foster sustained interest and persistence.

This theme supports Allahyarova (2025), who emphasize that emotional safety is essential for meaningful language learning. ILIS students thrive in warm, supportive environments where interpersonal intelligence is actively cultivated. The findings suggest that interpersonal intelligence is not merely a cognitive skill but a socio emotional resource that shapes classroom culture, identity formation, and motivation.

According to Huang & Lajoie (2023), socio-emotional involvement enhances learners' willingness to communicate and facilitates deeper cognitive processing. Similarly, Ismayilli (2025) argued that positive emotional atmosphere enable language learners to overcome fear, express ideas openly, and engage in more meaningful dialogue. In EFL classrooms, emotional safety is not merely a supportive factor, it is essential for intellectual risk-taking.

Although many participants described feeling more confident in supportive peer settings, emotional safety was not uniformly experienced. A few students reported discomfort when group members were perceived as more proficient, indicating that peer comparison can also generate subtle anxiety. Furthermore, strong socio-emotional bonding within groups occasionally led to reliance on familiar peers, potentially limiting exposure to diverse interactional patterns. These findings suggest that emotional safety is relational and dynamic rather than automatically produced by collaborative formats.

The findings collectively demonstrated that interpersonal intelligence played a significant role in enhancing students' interest in learning English within the Islamic library and information science program. Positive interpersonal relationships create a conducive learning environment and interpersonal dynamics are framed around students shared professional aspirations as future information professionals and their value-oriented academic identity. Social interaction, peer support, and collaborative engagement appeared to transform English learning into a more meaningful and confidence building experience that integrated ESP relevance with identity

affirmation. Yet, the study advances the discussion by demonstrating that interpersonal intelligence operates effectively only when carefully facilitated and contextually aligned with disciplinary goals. Challenges related to group management, cultural norms of participation, and learner variability must be addressed to prevent exclusion or uneven engagement. Thus, while positive emotions can enhance learning, this study also demonstrates how socio-emotional dynamics, professional identity, and ESP contextualization intersect to shape motivation within the ILIS classroom.

4. Conclusion

This research concludes that interpersonal intelligence significantly enhances Islamic library and information science students' interest in learning English by fostering collaborative and enjoyable learning experiences, reducing anxiety and increasing self-confidence through peer support, connecting English materials with Islamic library and information science professional identity, and creating a positive socio-emotional classroom climate. Interpersonal intelligence-based strategies make English learning more meaningful, culturally resonant, and relevant to students' future careers in information science. These outcomes suggest that interpersonal intelligence functions as a key pedagogical mechanism for addressing low motivation and anxiety in ILIS English classrooms. However, the findings are context-bound variations in institutional culture, lecturer expertise, student proficiency levels, and classroom norms may influence how interpersonal intelligence-based strategies operate. Additionally, not all students responded uniformly positively, some displayed passive participation or initial discomfort in collaborative speaking tasks, suggesting that interpersonal approaches require careful scaffolding and inclusive facilitation to prevent unequal engagement. Practically, the implications extend beyond recommending more collaboration. English lecturers in ILIS programs are encouraged to design ILIS-authentic communication tasks such as cataloguing simulations, metadata discussions, and analysis of library science abstracts, structure peer interaction with clear role distribution to ensure equitable participation, intentionally cultivate a socio-emotional climate that balances academic rigor with physiological safety. Future research may strengthen these findings by employing mixed-method designs, incorporating comparative groups, or examining longitudinal motivational development across diverse Islamic university context. Such expansion would help clarify the extent to which interpersonal intelligence operates as a transferable pedagogical framework rather than a context-specific phenomenon.

Conflicts of Interest

The authors declare no conflict of interest.

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