

The Implementation of ELT Material Containing Islamic Values for the Eight-Grade Students at MTS Madani Alauddin Pao Pao: Asking and Giving Opinion Unit

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ABSTRACT

This study focuses on the implementation of learning modules in class VIII of MTs Madani Alauddin Pao-Pao. The main objective is to evaluate the impact, outcome, and practicality of the module. This study employed a mixed-methods approach, integrating both quantitative and qualitative data. The quantitative data was gathered via a series of assessments (pre- and post-tests) administered to all 35 students. Meanwhile, semi-structured interviews with 6 students served as the method for collecting qualitative data, purposively selected based on their test score achievements (two students with the highest scores, two with medium scores, and two with the lowest scores), to gain in depth insights into the three aspects of module implementation. Quantitative analysis of the test data showed a gain value of 0.6025 which means medium category ($0.3 < g < 0.7$), indicating a moderate effect of module implementation. The conclusion from the qualitative analysis through interviews confirmed that students perceive this module as a valid learning resource and can be integrated into the scholastic learning process. Then for based on the findings which are guided by the implementation outcomes indicators it can be concluded that the English module on the ELT "Asking and Giving Opinion" unit material has met the eight results indicators. Teachers can use the module to improve language acquisition and can incorporate this module into their lesson plans. This research shows that in order to maximize learning outcomes, learning materials and procedures should be continuously evaluated and improved.

Keywords: *The Implementation, ELT Material, Islamic Values, Asking and Giving Opinion*

1) INTRODUCTION

The global era has made English Language Teaching (ELT) a necessity for everyone. Mastery of English is increasingly important aspect in modern times, as evidenced by the dominance of English in scientific knowledge, from books to electronic devices. Indonesians, recognizing this importance, prioritize English language learning. The Ministry of National Education emphasizes the crucial role of teaching materials, which provide the necessary information, tools, and contexts for teachers to plan and implement effective learning experiences. The importance of English fluency extends from

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the lowest to the highest levels of education, equipping individuals for success not only in academics but also in their future careers.

The ADDIE model was used by previous researcher Taslim (2023) at the module development stage which is carried out through several stages, namely analysis, design, and development while the implementation and evaluation stages have not been applied. Therefore, the researcher will continue the implementation stage to perfect the research where this implementation stage is the next in applying the material that has been developed by previous researcher who implement Islamic values. According to (Fatahillah et al., 2022), Islamic values are various kinds of life principles, directions, and instructions on how humans should live in the world. Everything has been arranged in how we have personality, behavior, and character in life. Even in Islamic schools, Islamic values must characterize the main teaching.

Based on previous research conducted by (Taslim 2023) at MTs Alauddin Pao Pao in June 2023 with the interview, the school uses the book "When English Rings a Bell" in class VIII, this book was published by the Ministry of National Education in 2015. There are 11 chapters in this book, but the researcher focuses on the material "Asking and Giving Opinion" and from the syllabus there are Basic Competencies that will be used in this study.

This implementation also wants to see what kind of effect the implementation of asking and giving opinion material. Researcher hope that the final result expected from this implementation is to provide many benefits in teaching and learning from the applied material and can apply the plans that have been formulated into reality, especially in the teaching and learning process. The application in learning can be described as focusing on practical quality which means easy to use and easy to access. This research is a continuation of Taslim previous research which focused on developing teaching materials that integrate Islamic values. This research focuses on implementing teaching materials that previous researchers have developed. Implementation needs to be done to find out whether the teaching materials are following the needs of students at school in class VIII students of MTs Madani Alauddin Pao-Pao.

2) METHODS

a) Type and Approach of Research

This study utilizes a mixed-methods approach, which simultaneously integrates quantitative and qualitative data to obtain a comprehensive and in-depth understanding. This approach is deemed the most appropriate for evaluating both the numerical impact and assessing the subjective perspectives and experiences of students regarding the implemented module.

b) Location and Research Subjects

The research location is MTs Madani Alauddin Pao-Pao. The research subjects consist of two data groups:

- Quantitative Data: Obtained from all eighth-grade students, totaling 35 students. They were full participants in the test series (pre-test and post-test).
- Qualitative Data: Obtained through in-depth interviews with 6 students selected via purposive sampling. This selection was based on their test scores: two students with the highest scores, two students with average scores, and two students with the lowest scores. The goal was to gain rich and diverse insights from various student ability levels regarding the impact, outcomes, and practicality aspects of the module.

c) Data Collection Procedures

Data collection procedures were carried out through four main stages using two different instruments:

- Pre-test: Conducted at the beginning of the study to measure the initial knowledge and ability level of eighth-grade students in the Asking and Giving Opinion material before the module implementation began.
- Module Implementation: The ELT learning module, previously developed by the researcher (Taslim, 2023), which integrates Islamic values, was applied in the teaching and learning process for six sessions in the eighth grade.

- Post-test: Conducted after all module implementation sessions were completed to measure the increase in students' understanding, material mastery, and the impact resulting from the module's application on student learning outcomes.
- Semi-Structured Interview: These interviews were conducted with the 6 selected students to explore in-depth qualitative data. The interview focus was to identify and verify the aspects of implementation effect, implementation outcomes, and practicality of the module.

d) Research Instruments

The instruments used in this study include:

- Tests (Pre-test and Post-test): Used as a quantitative data collection instrument to measure the difference in student learning outcomes before and after the intervention.
- Semi-Structured Interview Guide: Used as a qualitative data collection instrument. This guide was developed based on indicators of implementation success and practicality, covering eight implementation outcomes indicators (Acceptability, Adoption, Appropriateness, Cost, Feasibility, Faithfulness, Penetration, and Sustainability) from Proctor et al. (2011), as well as practicality criteria (Usage, Time, Attractiveness, Presentation, and Equivalent) from Revita (2019).

e) Data Analysis Techniques

- Quantitative Data Analysis Data from the pre-test and post-test were analyzed using the N-Gain score (Normalized Gain) calculation. The gain score was used to measure the level of implementation effectiveness, where the increase in learning outcomes is categorized as low, medium, or high. The quantitative analysis results showed a gain score of 0.6025, which falls into the medium category ($0.3 < g < 0.7$), indicating a moderate effect from the module implementation.
- Qualitative Data Analysis Data obtained from student interviews were processed to generate conclusions that confirm students view the module as a valid learning resource that can be integrated into the learning process. This qualitative analysis also verifies that the module has met the eight established implementation outcomes indicators and practicality criteria.

3) RESULTS AND DISCUSSION

a) Effect of Implementing

The study involving 35 students in class VII of MTs Madani Alauddin Pao-Pao showed a positive effect of the implemented program. This increase is supported by student test score data. Student 1 result 80 on the pre test and Improved on the post test by getting a result of 100. Student 2 result 68 on the pre test and Improved on the post test by getting a result of 96. Student 3 result 76 on the pre test and 88 on the post-test. Student 4 scored 64 on the pre-test and 84 on the post-test. Student 5 result 68 on the pre test and 76 on the post test. Student 6 result 44 on the pre test and 72 on the post test. Based on the results of the trials that have been conducted by students, the data in this section are classified in the medium category.

One indicator that supports this is the ease of understanding the material. Six students interviewed stated that this module was easy to understand. They argued that the material presented in the module was clearly organized, used straightforward, simple, and not confusing language, thus facilitating the learning process. In addition, they also considered that this module is interesting to learn because it integrates Islamic values into English learning materials. This provides religious nuances that are relevant to the context of students' lives as well as strengthening positive character through language learning. As for the question regarding difficulties or obstacles in using the module, all students stated that they did not experience any problems while learning the module content. This shows that this module is not only feasible to use, but also practical and effective in supporting learning activities.

However, there was one student who stated that the student sometimes had difficulty in understanding the text or tasks given related to conversation tasks, the student said that he had limitations in pronouncing words correctly. Nevertheless, the student gave a positive assessment, finding the module interesting and effective. According (Febriani and Sya, 2022) When students believe they can pronounce English words correctly, they will be more confident when speaking. They become more courageous to participate in conversations, discussions, or presentations, because they know for sure that their words can be understood by others. However, the results of this interview can be concluded that this module generally dominates getting positive responses from students so that it is classified as a medium category.

b) Implementation Outcomes

The ELT based English module on the material asking and giving opinion has fulfilled eight indicators of implementation achievement according (Proctor et al., 2011) stated that there are 8 indicators to determine the results of implementation, namely acceptability, adoption, appropriateness, cost, feasibility, fidelity, penetration, and sustainability. After conducting interviews with the six students, it shows that the English learning module on Asking and Giving Opinion material shows a positive achievement.

On the first indicator, namely the acceptability indicator, all six students unitedly answered that this module was acceptable to them for different reasons. They considered that this learning module was easy to learn and understand. In addition, the attractive appearance of the module and the attractive design are also supporting factors for students acceptance of this module. The students also said that through this module, they not only learned English, but also gained an understanding of Islamic values. For example, they learned about the benefits of fasting through pictures depicting iftar activities included in the materials. The students' statements show that the module has successfully achieved its purpose, which is not only as a means of learning English, but also as a medium to instill Islamic values in it.

On the adoption Indicator, most students agreed that the module was appropriate and accessible at their level of learning in grade eight. In addition, the module is considered appropriate because the content is in accordance with the students' level of ability. Regarding the cost indicator, the students estimated the price of the module to be affordable, ranging from Rp10,000 to Rp50,000. This shows that from a financial point of view, this module is considered feasible and does not burden students. On the feasibility indicator, all students stated that the module used had met their expectations in understanding the learning material. This shows that the module is feasible and reasonable to be applied in the teaching and learning process.

From the Appropriateness indicator, students said that the use of the module was in accordance with the facilities available at school, so it did not cause obstacles in its implementation. Meanwhile, on the penetration indicator, the results show that researchers have implemented learning activities consistently in accordance with the guidelines and activities listed in the module. This reflects that the module has been used optimally in the learning process in the classroom.

Finally, on the Sustainability indicator, the students stated that the module implementation process ran smoothly and effectively, in accordance with the structure and sequence of activities contained in the module. This shows that the module has the potential to be used sustainably in the long term. From the results of the interviews, it was concluded that students consider the module can be used as one of the teaching materials at school.

In this context, this research aims to embed Islamic values in the learning process, particularly in English language learning. The results showed that the integration of Islamic values into the subject matter can be done effectively through contextually designed modules.

c) Practicality

Based on the indicators of implementation results put forward by Revita (2019), namely usage, time, attractiveness, presentation, and equivalence. It can be seen that in the usage indicator, students stated that this module was easy to use. The module is considered easy to use, organized, easy to store, and practical to access at any time. This shows that the module has a high level of practicality in supporting the learning process both inside and outside the classroom. On the time indicator, most students stated that the time provided in learning was sufficient to understand the material presented in the module.

However, there were some students who claimed to need additional time to understand certain parts. This shows that although in general the allocation of learning time is adequate, flexibility in the use of time is still needed to accommodate differences in learning abilities between students. Next, on the attractiveness indicator, all of the six students interviewed stated that the module was attractive because the module design was colorful and equipped with many supporting images. These visual elements are considered capable of creating a pleasant learning atmosphere and reducing boredom when studying the material. With an attractive appearance, students become more motivated to read and understand the content of the module as a whole.

These findings overall indicate that the developed learning module has a high level of practicality and is considered feasible to be used as teaching material in learning English at the junior high school level. The module is not only relevant in terms of content, but also supports an efficient learning process.

4) CONCLUSIONS

Based on the test results and interviews with six eighth grade students, it is known that the application of the Islamic values-based ELT module has a positive effect on improving students' English learning outcomes, especially in the Asking and Giving Opinion unit. This is shown by the gain value of 0.5994 which is included in the medium category ($0.3 < g < 0.7$), so it can be concluded that the use of the module has a significant impact on improving student learning outcomes. This finding is reinforced by the test results which show an increase in students' English learning scores after the application of the module. Thus, the application of this module proved to be effective in supporting students' understanding of the material taught. Student 1 result 80 on the pre test and improved on the post test by getting a result of 100. Student 2 result 68 on the pre test and Improved on the post test by getting a result of 96. Student 3 result 64 on the pre test and 84 on the post test. Student 4 result 60 on the result and 80 on the post test. 62 Student 5 result 56 on the pre test and 68 on the post test. Student 6 result 68 on the pre test and 76 on the post test. The results of this module implementation show that the Islamic values-based ELT module is successfully implemented as one of the teaching materials in schools.

Based on the findings that refer to the implementation indicators from Proctor et al., (2011) it can be concluded that the English module on the material unit “Asking and Giving Opinion”, which contains Islamic values, has met eight indicators of successful implementation, namely acceptability, adoption, appropriateness, cost, feasibility, faithfulness, penetration, and sustainability. In addition, the content in this module is organized systematically and structured, making it easier for students to understand the material. This module is also proven to increase the efficiency of learning time because it is flexible to be accessed and studied anytime and anywhere, both at school and outside the classroom environment.

Data obtained from the results of interviews conducted six times with class VIII students showed that the students considered this module very useful to be used as teaching materials in classroom learning. The students stated that the content of the module was easy to understand, the presentation was interesting and systematic, and did not require much time or money to learn. In addition, the appearance of the module is considered interesting and supports students' interest in learning. This module is also considered relevant and effective as an alternative learning resource in learning English,

especially on the material “Asking and Giving Opinion” for grade VIII students. Thus, this module has the potential to increase students' involvement and understanding in the learning process.

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