

The Implementation of ELT Material Containing Islamic Values for the Ninth-Grade Students at MTs Madani Alauddin Pao-Pao: Passive Voice Unit

Nur Suci Indah Sari¹, Abdul Muis Said²

Universitas Islam Negeri Alauddin Makassar

Email: sucinursuci213@gmail.com

ABSTRACT

This research aims to implement a module that uses the ELT Material Containing Islamic Values at MTs Madani Alauddin Pao-Pao. This research was conducted to determine the implementation effects, implementation outcomes, and the practicality of the module. This research used a mixed method, which used quantitative and qualitative data. The instrument used for quantitative data was a test which was divided into pre-test and post-test. The test was conducted to determine the effect of module implementation. While the instrument used for qualitative data is an interview guide. Semi-structured interviews were conducted to determine the effects of implementation, implementation outcomes, and module practicality. This research demonstrated the impact on students following the module's adoption. the results of the pre-test and post-test of students showed that the gain value test obtained 0.7032, meaning that the gain value is in the High Category ($g \geq 0.7$), which means that there is an effect of the implementation. In addition, from the interview results, it was concluded that students considered the module could be used as one of the teaching materials at school. Then for based on the findings which are guided by the implementation outcomes indicators from Proctor et al., (2011), it can be concluded that the English module on the ELT Material Containing Islamic Values "Passive Voice" Unit Material has met the eight results indicators from Proctor. The students also assessed that the module is practical as a teaching material at school and can be used as one of the English learning materials. Based on the results of the study, the implication of this research is that there is an increase after implementation, this is because the results of the interviews of the six students have met the indicators of implementation results and practicality and are qualified in the high category. Therefore, this module can be used to teach English as a supplementary book because of it is usefulness that can support students' learning process and its ability to increase student knowledge about Passive Voice Unit.

Keywords: *Implementation, ELT Material, Islamic Value, Passive Voice.*

1) INTRODUCTION

English language education (ELT) in Indonesia not only aims to develop students' communicative skills, but is also expected to integrate noble values that are in accordance with cultural and religious contexts. As a country with a majority Muslim population, the integration of Islamic values in ELT materials is relevant and important, especially in madrasah. Madrasah Tsanawiyah (MTs) as an educational institution under the auspices of the Ministry of Religious Affairs has a mandate to

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Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

not only provide general education but also strong religious education. Therefore, English learning materials in MTs should be a medium to instill and strengthen students' understanding of Islamic values.

Djamdjuri et al. (2023), for example, showed that the integration of Islamic literature in English teaching materials not only deepens language comprehension but also strengthens students' cultural and religious identity, enabling them to understand the language in a broader and more relevant context. Similarly, Budiyanto (2009) emphasizes that Islam encourages learning and teaching programs as a cohesion that will shape character. This means that English language learning cannot be separated from character building efforts and religious values. Therefore, it is very important for educators to instill religious values. In this case, Islamic values in all subjects at school are needed. One of them is in the subject of English Language Teaching (ELT), where ELT materials not only play an important role in the development of students' English but also in terms of students' moral and spiritual development.

2) METHODS

According to Moleong (2004), research subjects are people who are used to provide information about the situation and conditions of the research setting. In addition, research subjects are individuals who participate in research Regenstreif (1971). Ninth grade students of MTs Madani Alauddin Pao - Pao who are the subjects in this study where there are four classes in one batch. However, the researcher only conducted research in class IX A which consisted of 26 students, namely 16 male and 10 female students. In addition, six students were selected for the interview, two students with the highest test scores, two students with medium scores and two students with low scores. Purposively selected students in the interview process to find out the results of the implementation and practicality of ELT materials to support quantitative data.

The type of researcher design that has been carried out by the researcher for this research is a mixed method. Mixed methods research design involves the collection, analysis, and "mixing" of quantitative and qualitative research designs to understand a research problem (Mills & Gay, 2016: 444). In addition, the main purpose of mixed methods research is to use the advantages of both quantitative and qualitative research designs and data collection strategies to understand a phenomenon more fully than is possible using either quantitative or qualitative design alone.

According to Mills & Gay (2016: 445), basically there are three kinds of mixed method research designs i.e. explanatory sequential, exploratory sequential, and convergent parallel. The researcher apply explanatory sequential design in this research. This design focuses on the follow-up explanations model. The reason for employing the follow-up explanations model is that the researchers utilized qualitative data to expand on the quantitative findings (Creswell et al., 2003: Online). Thus, this study started with a quantitative data phase, and will subsequently be followed by a qualitative data phase to form or to connect to the results of the first quantitative phase (Creswell & Clark, 2006: Online). The subject of this research was implemented to students of class IX A MTs Madani Alauddin Pao-Pao in the 2025 school year consisting of 26 students. Then in the interview, the researcher selected a sample based on purposive sampling, meaning that the students who have been interviewed are selected based on certain criteria. that is, from a total of 26 students, the researcher chose 6 students to be interviewed, namely 2 students with high scores, 2 students with medium scores and 2 students with low scores.

3) RESULTS AND DISCUSSION

a. Implementation Effect

Based on the results of the research that has been conducted, on 26 students of MTs Madani Alauddin Pao-Pao. shows that there is an effect of the implementation that has been done because the results show an increase in scores from the pre-test and post-test results, namely: Student 1 scored 80 in the pre-test and increased in the post-test by getting a score of 100. Student 2 scored 73.3 in the pre-test and increased in the post-test by getting a score of 93.3. Student 3 scored 53.3 in the pre-test and 86.6 in the post-test. Student 4 scored 55.5 in the pre-test and 80 in the post-test. Student 5 scored 33.3 on the pre-test and 73.3 on the post-test. Student 6 scored 33.3 on the pre-test and 73.3 on the post-test.

Based on the results of the test that has been conducted by students, the data in this section is classified as a High category and this is supported by the statements of students who have been interviewed whose interview results can be seen in table 4.4. Where students gave positive answers about this module for example on the question of student interest in this module, of the six students interviewed, all six of them compactly answered that this module was interesting with their respective reasons. Such as, this module is interesting because the module has many pictures so it does not make boredom, because the module has elements of Islamic values, because the explanation is easy to

understand. Then there were also questions about difficulties and obstacles from the six students who felt they had no difficulties while studying this module. However, there was one student who stated that the student sometimes had difficulty in understanding the text or assignments given, because sometimes the student claimed to be limited in interpreting the assignment or text given or lack of vocabulary even so the student thought this module was good and interesting.

According to Holifah (2021) Someone must have enough words in their vocabulary to understand what they read and hear, and to speak and write in a way that others can understand. However, the results of this interview can be concluded that this module generally dominates to get positive responses from students so that it is classified as a high category.

The results of this study where students consider that this module is interesting, in line with previous research, namely Afwan et al (2020) where the research title is “implementation of digital entrepreneurship teaching materials accompanied by Islamic values in entrepreneurship courses” where the results of the study show that the implementation of teaching materials containing Islamic values will attract and help students in understanding the material.

b. Implementation Outcomes

Based on the indicators of implementation results proposed by Proctor. Proctor et al. (2011) state that there are 8 indicators to determine the results of implementation, namely acceptability, adoption, appropriateness, cost, feasibility, loyalty, penetration, and sustainability. After conducting interviews with the six students, it shows that the English learning module on passive voice material shows positive achievements. In the first indicator, namely the Acceptability indicator, the six students compactly answered that this module was acceptable to them for different reasons.

One of the students' reasons is because students feel that with this module they not only learn English but also they learn Islamic values such as learning to determine Passive Voice sentences through the story of “The Birth of Prophet Muhammad” in the module, making passive voice sentences through pictures of people who sacrifice and so on in the module. The answers from the students show that this module has indeed achieved its goal that the content in the module is not only for learning English but also has Islamic values in it. The adoption indicator, most students agreed that the module was appropriate and accessible at their learning level in ninth-grade. In addition, the module is considered appropriate as the content is in line with the students' ability and language development. With respect to cost, the students provided relatively affordable price estimates, ranging

from IDR 25.000 to IDR 75.000, indicating that the module is financially feasible. For feasibility, all students stated that the module meets their expectations in understanding the learning materials, which makes it reasonable. In terms of fidelity, students said that the use of the module was compatible with school facilities.

Overall, the results of the penetration indicator show that the researcher has implemented learning activities that are in line with the activities in the module. Finally, from the sustainability indicator, students said that the learning process took place in accordance with the structure and sequence in the module, which indicates that the module has the potential to continue to be used in the long term. In addition, from the interview results, it was concluded that students considered the module could be used as one of the teaching materials at school.

In this context, this study aims to instil Islamic values in the learning process. The results of this study are also in line and relevant with the research of Angdeani et al. (2020) that the balance between the provision of Islamic values with other subjects through habituation can be synchronized in the form of embedding Islamic values in the teaching and learning process in the classroom. Based on previous research, Evenddy at al. (2024), this study found that the implementation of e-modules in English language teaching in Indonesia shows a strong trend in developing e-modules to improve language skills, particularly critical thinking, writing, and listening. Further research is needed to understand the long-term impact and effectiveness of e-modules.

c. Practicality

Based on the indicators of implementation results put forward by Revita. Revita (2019) usage, time, attractiveness, presentation, and equivalence. In the usage indicator, students stated that this module is easy to use, can be carried anywhere, and easy to store, making it practical to use at any time. In the time indicator, most students felt that the time provided in learning was sufficient to understand the material, although there were some who needed additional time to understand certain parts, such as meaning of sentence. Next is Attractiveness indicator, there are 6 compact students who answer that this module is interesting. according to them with the average reason for the students' reasons is that they think this module is interesting because the module design is colorful, there are many pictures so that students feel not bored. In terms of presentation, students stated that the presentation of the material in the module was appropriate for their level of understanding and helped

the learning process effectively. Finally, from the equivalence indicator, students mentioned that this module can be used as an alternative to textbooks or other modules previously used by teachers. These findings indicate that this learning module has a high level of practicality and is feasible to be used as teaching material in learning English at the junior high school level.

4) CONCLUSIONS

This study concludes that the implementation of ELT materials integrating Islamic values in the Passive Voice unit for ninth-grade students at MTs Madani Alauddin Pao-Pao was effective, practical, and pedagogically meaningful. The significant improvement in students' learning outcomes, as indicated by the high gain score, confirms the positive effect of the module on students' mastery of the passive voice. Furthermore, qualitative findings demonstrate that the module was well accepted, appropriate to students' level, feasible, and sustainable, fulfilling the implementation outcome indicators proposed by Proctor et al. Students also perceived the module as attractive and easy to use, indicating a high level of practicality. Therefore, this module can be recommended as a supplementary English teaching material that not only enhances students' grammatical competence but also supports the integration of Islamic values within ELT in the madrasah context.

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