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

Putri Al Munawwara[1], Sitti Nurpahmi[2], Masykur Rauf[3]
[1,2,3]Universitas Islam Negeri Alauddin Makassar
Email: putrialmunawwara@gmail.com

ABSTRACT

This research aimed to implement an ELT Material Containing Islamic Values module for Ninth-grade students at MTs Madani Alauddin Pao-Pao. The study was conducted to determine the influence of the implementation, the implementation outcomes, and the practicality of the module. This research employed a mixed-methods approach, utilizing both quantitative and qualitative data. The quantitative data was collected through tests divided into pre-tests and post-tests. These tests were administered to determine the impact of the module's implementation. Meanwhile, the qualitative data was gathered using a semi-structured interview guide. The interviews were conducted to understand the influence of the implementation, the implementation outcomes, and the practicality of the module. The research subjects were 36 Ninth-grade students. All 36 students participated in the pre-test and post-test, while 2 students with the highest scores, 2 students with average scores, and 2 students with the lowest scores. The analysis of students' pre-test and post-test scores revealed a gain score of 0.7637, which falls into the High category ($0.3 < \text{gain} < 0.7$), signifying an influence from the implementation. Furthermore, the interview results concluded that students perceived the module as usable learning material in school. Based on the findings Implementation outcomes indicators, it can be concluded that the English language module in the ELT Material Containing Islamic Values Module "SONG" Unit Material met the eight indicators of implementation outcomes. The implications of the ELT module based on the inquiry learning model on student learning are demonstrated by this research. Teachers can utilize this module to enhance students' language proficiency and integrate it into their lesson plans. This module serves as a valuable tool for teaching English due to it is usability and it is ability to engage students. This study highlights that to maximize learning outcomes, learning materials and procedures should be continuously evaluated and improved.

Keywords: *Implementation, Islamic Values, ELT Material, Song.*

1) INTRODUCTION

Character education is an important foundation in the 2013 Curriculum in Indonesia, aiming to shape individuals with noble character, faith, and responsibility. Along with the rapid development of technology and the influx of Western culture, challenges in maintaining cultural and moral values among students are increasing. This phenomenon underscores the urgency of implementing strong

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Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

character education in schools, in line with Islamic teachings that emphasize the importance of morality and obedience.

In the context of English Language Teaching (ELT), learning materials play a crucial role. However, the integration of Islamic values into English lessons, especially song materials, has not yet been effectively implemented in many schools. Yet, songs can be an interesting and informative medium for conveying moral values. Previous research by Hajar H. (2023) developed a learning module that integrates Islamic values in song materials, but it had not reached the trial stage.

This study aims to continue that research by implementing an ELT material module containing Islamic values in the song unit for ninth-grade students at MTs Madani Alauddin Pao-Pao. This approach is expected to contribute significantly to the development of English language learning methods relevant to students' cultural and religious contexts. This research focuses on evaluating the impact of the module's implementation, the results of the implementation, and the practicality of the module, with the hope of equipping students not only with English proficiency but also with strong Islamic character that can be applied in daily life.

Review of Literature

a. Previous Studies

Several relevant studies have been conducted regarding the integration of Islamic values in education and language teaching:

- Nurdyansyah and Arifin (2018): The research "Integration of Islamic Values in Elementary Schools" explains that education aims to develop students' potential to become individuals who are faithful, moral, healthy, capable, creative, independent, democratic, and responsible. This study used a modified Brog and Gall Research and Development (R&D) method with nine steps, and a qualitative approach with statistically analyzed questionnaires. The goal was to produce a new textbook that holistically integrates general science and religion.
- Asmawati and Ahmad Riadi (2022): In their study "Integrating Islamic Values into Language Learning," they investigated the needs of students for English learning materials that integrate Islamic values in Islamic Junior High Schools in Makassar. This quantitative research involved 29 ninth-grade students, using a closed questionnaire divided into three parts: learning material organization, learning content, and learner characteristics. The results showed that students

need learning objectives in English materials, content relevant to their environment and parental support, and prefer a visual learning style.

- Safitri, Jabu, and Samtidar (2023): The research titled "Integration of Islamic Values in English Language Learning in Madrasah Tsanawiyah based on Teachers' Beliefs and Practices" explains the importance of integrating Islamic values into non-religious subjects in madrasahs. This qualitative study involved English teachers in Surabaya, Malang, and Pasuruan. Data from classroom observations and interviews indicated that teachers' beliefs about the importance of integrating Islamic values (in accordance with KI 1 and KI 2 of the 2013 Curriculum) influenced their teaching practices, although integration in English language learning was still not fully implemented due to teachers' limitations in integrating these values into subject matter and limited models.
- Borla (2023): In his research, "Design of English Language Teaching Materials Development for Specific Purposes Based on Islamic Studies in English Courses at Islamic Higher Education Institutions," Borla emphasizes the importance of mastering reading skills for students in the modern era. This research aims to develop reading teaching materials based on Islamic Studies in English courses for PAI program students, using the principles of English for Specific Purposes (ESP), to improve their understanding of English texts.

Similarities and Differences with This Research:

This research shares similarities with previous studies in terms of integrating Islamic values into subjects to shape students' character and apply them in daily life. However, the difference lies in this research's focus on integrating Islamic values into existing ninth-grade song materials at MTs Madani. A new innovation in this research is the effort to implement a learning module design that was previously developed by a prior researcher (Hajar H., 2023), by adding easily singable religious songs.

b. ELT Material

English Language Teaching (ELT) material refers to the activities of teaching and learning English. Teaching material is a set of tools containing learning materials designed to achieve learning objectives. This includes ideas, facts, concepts, rules, and theories covered in the subject matter. Rajendran et al. opine that teaching materials are the most important instrument in most languages, and language learning worldwide would not be successful without extensive use of commercial

materials. Gunther McGrath (2013) further emphasizes the importance of materials as content that serves as a stimulus in communicative interactions and as a guide with carefully selected information about the use of the target language.

c. English Material: Song

Song is English material taught to understand meaning contextually related to the social function and linguistic elements of song lyrics concerning adolescent life. Songs are a fun way to express feelings and emotions. Moral values are usually implied in the lyrics created by songwriters. According to Tamaela (2016), in the application of song materials, the song content must be interesting and informative, and allow students to experience and engage with the content of each song. Additionally, activities should aim to make students think, visualize, and connect what they have learned with their lives and environment.

d. Islamic Values

Value according to Suherman (2018), is an empirical quality that is difficult to define but can be understood in substance. Oles and Hermans (2010), explain value as a belief that makes a person do something based on their choices. Seewann and Verwiebe (2020), argue that value is a concept or idea about "what is important" to a person in their life. The truth of a value does not require empirical proof because value is more concerned with the self and what is desired or undesired.

Islamic values are essentially a collection of life principles, as guidance on how humans should live in the world. The teachings on how humans should behave in this world, one principle and another are inseparable, forming a complete unity Harahap (2021). From the definition of value explained previously, it can be concluded that value is an abstract thing that serves as a reference and belief held by a person in acting and behaving. The integration of Islamic values in education is very important because in addition to intelligence in learning, students must also have character.

e. The Effect of ELT Material Implementation

According to Cholilalah and Rois Arifin (1967), the impact of implementation occurs when the application of a concept, policy, or innovation can produce an impact in the form of changes in knowledge, skills, or attitudes. Implementation is important to test whether the product that has been created (in the form of a module) can be applied in student learning and whether the product produces

changes. The success of a product is determined after the implementation process takes place, with changes experienced by the implementation target.

f. Implementation Outcomes

Proctor et al. define implementation outcomes as the impact of deliberate and purposeful actions in implementing new treatments, practices, and services. There are three important functions of implementation outcomes:

1. As indicators of implementation success.
2. As proximal indicators of the implementation process.
3. Important in service systems or appropriate outcomes in research on treatment effectiveness and quality of care.

The implementation outcome indicators used (according to Proctor et al., 2009; Fixsen et al., 2005; and Glasgow, 2007) are:

1. Acceptability: The extent to which a treatment, service, practice, or innovation is considered appropriate and acceptable by those involved or affected.
2. Adoption: The actual action of implementing an activity, innovation, or evidence-based practice, with the main goal of realizing a discovery into a functional and useful reality.
3. Appropriateness: The suitability or relevance of a particular innovation, strategy, or practice. It is the extent to which a service or innovation is deemed appropriate and relevant to address a particular problem or issue.
4. Cost: The cost impact of implementation activities measured in terms of additional costs or implementation costs.
5. Feasibility: The extent to which consistency between the prepared plan and the actual implementation of practices on target has been carried out accurately.
6. Fidelity: Refers to the degree to which consistency between the prepared plan and the actual implementation of practices on target has been carried out accurately.
7. Penetration: The extent to which a service or practice has been widely disseminated, calculated as the percentage of service providers who have been trained or are expected to perform a particular service divided by the total number of providers offering similar services.

8. Sustainability: The extent to which newly introduced therapies can continue to be implemented or become standard practice in ongoing healthcare operations.

g. Practicality

According to Akker (2006), practicality refers to how appealing and useful an intervention is under normal circumstances for users. Additionally, the practicality of a developed learning tool can be seen from its ease of use. Berkman and Wilson (2021) also state that practicality relates to the ease of use of basic English grammar materials, which indicates how strong the practical value of a tool is.

2) METHODS

a. Quantitative Data Analysis

Quantitative data analysis is a systematic process of collecting and evaluating measurable and observable data. It contains statistical mechanisms for assessing or analyzing quantitative data. In this study, the quantitative analysis consisted of data taken from test results related to implemented materials, practicality checklists, and observation checklists. Researchers used SPSS to analyze the data. SPSS is the name of a series of software packages used for data analysis. This software favors simplicity over a more comprehensive and complicated set of features and tools.

The test results that have been obtained from the research processed to determine the average results of students' abilities on the material taught in the study. The process carried out by researchers in managing data is as follows:

- Descriptive Statistical Analysis

This analysis includes the presentation of tables, diagrams, average values, median, mode, standard deviation, variance, minimum values, and maximum values calculated using statistical software, namely SPSS (Static Product and Service Solution).

- Categorizing Analysis

In this study, the researcher used indicators of students' abilities.

b. Qualitative Data Analysis

According to Miles (2014), qualitative analysis is data in the form of expanded text. The interview results qualitatively transcribed. In this case, researchers was used qualitative data analysis techniques

(Miles 2014), which consist of three procedures, namely data condensation, data display, and conclusion drawing.

- Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full corpus of interview transcripts Miles (2014), Before going through the data display, the interview results organized using data condensation.

- Data Display

Miles (2014), states that designing views requires matrix row and column guidelines for data quality and determining which data, in what form, should be entered into cells. After passing through the data coding, the data display operated which assemble the information to enable conclusions to be drawn on the results of the interviews in the previous procedure.

- Drawing and Verifying Conclusion

After the process of presenting the data is complete by gathering information to conclude the data interview, the conclusion is verified as the analyst proceeds. As the matrix fills up, preliminary conclusions are drawn, but they lead to this decision, for example, to add another column to the matrix to test the conclusion (Miles, 2014).

3) RESULTS AND DISCUSSION

Implementation Effect

Based on interviews with six students, the module teaches about recognizing songs, the definition of songs, the parts of songs, their uses, and language features in songs. Their English learning outcomes improved after using this module. This aligns with the increase in students' test scores. Student 1 scored 52 on the pretest and improved to 100 on the posttest; student 2 scored 56 on the pretest and improved to 100 on the posttest; student 3 scored 64 on the pretest and subsequently improved to 92 on the posttest; student 4 scored 36 on the pretest and subsequently improved to 88 on the posttest; student 5 scored 20 on the pretest and subsequently improved to 80 on the posttest; and student 6 scored 56 on the pretest and subsequently improved to 76 on the posttest. According to Cholilalah and Rois Arifin (1967), the impact of implementation occurs when the application of a concept, policy, or innovation can produce an effect in the form of changes in knowledge, skills, or

attitudes. By observing the increase in student scores and the interview results, where many students stated that this module was quite effective, it can be concluded that the implementation of this module is effective in improving student learning outcomes.

Implementation Outcomes

Based on the findings that refer to the implementation outcome indicators from Proctor et al. (2011), it can be concluded that the ELT Material Containing Islamic Values module, unit "Song," has met the achievement according to Proctor's eight outcome indicators. The students also assessed that this module is practical as teaching material in schools and can be used as one of the English learning resources. The findings of this research suggest that English teachers can consider the implemented module, especially the "Song" unit, so that students can use it as a learning resource.

Practicality

Furthermore, based on the practicality criteria reviewed from the indicators by Revita (2019), it can be said that this module has a good level of practicality, or in other words, the developed module meets the practical criteria. According to Sungkono's (2009) research, students can regulate the intensity and ability of their learning with the help of modules. Modules can be used anywhere for learning. Although the packaging of each module determines the estimated learning time for a specific topic, the duration of it is use is uncertain. However, students have great flexibility in managing this time, which can be done independently or in different ways using various techniques, and can last from a few minutes to several hours.

4) CONCLUSION

Based on the test results and interviews with six eighth-grade students, the results regarding the implementation effects were obtained. It can be concluded that the ELT material module by integrating Islamic values has an influence on improving students' English learning outcomes, particularly in the "Song" unit. This is evident from the interview results conducted by the researcher, specifically from the gain value test results which yielded 0.7637, indicating that the gain value falls into the High category (0.3 - 0.7). This demonstrates that the module has an impact on students' learning outcomes. Further evidence lies in the improvement of students' English learning outcomes

after using this module. For instance, Student 1 scored 52 on the pretest and improved to 100 on the posttest; Student 2 scored 56 on the pretest and improved to 100 on the posttest; Student 3 scored 64 on the pretest and subsequently improved to 92 on the posttest; Student 4 scored 36 on the pretest and then improved to 88 on the posttest; Student 5 scored 20 on the pretest and then improved to 80 on the posttest; and Student 6 scored 56 on the pretest and then improved to 76 on the posttest. According to Cholilalah and Rois Arifin (1967), the impact of implementation occurs when the application of a concept, policy, or innovation can produce an effect in the form of changes in knowledge, skills, or attitudes. By observing the increase in students' scores and the interview results, where many students stated that this module was quite effective for use, it can be concluded that the implementation of this module is effective in enhancing students' learning outcomes.

The result of this module implementation is the creation of an ELT module integrating Islamic values, which was subsequently implemented as one of the teaching materials at the school. Based on the findings guided by the implementation outcome indicators from Proctor et al. (2011), it can be concluded that the English module on the "Song" Material Unit by integrating Islamic values has met the achievement in accordance with the eight indicators of Proctor's outcomes, including quality, adoption, appropriateness, cost, feasibility, fidelity, penetration, and sustainability. Furthermore, the content within it is systematically arranged, and students' learning time becomes more efficient as it can be studied anywhere and anytime.

According to Akker (2006), practicality refers to how interesting and useful an intervention is under normal circumstances for users, besides that the practicality of a learning tool developed can be viewed from the level of ease of use. Data collected from six interviews with eighth-grade students led to the conclusion that students believe this module is beneficial for use as teaching material in class because the content is easy to understand and does not require a lot of time or money to study, it is appearance is attractive, and it can serve as a resource for learning English for ninth-grade students, particularly the "Song" material.B. Implications Research.

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