DEVELOPING SUGGESTED ELT MATERIAL BASED ON RELIGIOUS MODERATION FOR THE ELEVENTH GRADE STUDENTS AT MAS MADANI ALA UDDIN PAO-PAO: ASKING AND GIVING OPINIONS UNIT

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ABSTRACT

This research aims to develop ELT materials that contain religious moderation indicators based on student needs, using the material of asking and giving opinions unit. These indicators include: a) national commitment, b) tolerance, c) non-violence, and d) Accommodating local culture. The development of ELT material can be used as a Supplementary material. The research method used by the researchers is research and development (R&D) with qualitative and quantitative approach and the ADDIE model as the material development. The research subjects were 30 students in the eleventh grade at MAS Madani Alauddin Pao-Pao. In the analysis phase, the researchers analyzed the students' needs; in the design phase, the researchers designed a syllabus based on the need analysis result; in the development phase, the researchers developed a module based on the syllabus design; in the implementation phase, the researchers did not carry out due to limited time; and in the evaluation phase, the module was assessed for its feasibility level using validation checklist based on the feasibility aspects of textbooks set by BSNP. The results of the module validation received a valid score and showed that the module was appropriate for use in the classroom. The research implies that the module can be used as supplementary material for asking and giving opinions unit integrated with religious moderation. However, the module cannot be used as the main material because it has not yet been through the implementation phase.

Keywords: *Asking and Giving Opinions, Research and Development (R&D), ADDIE model, Religious Moderation*

1. INTRODUCTION

The attitude of tolerance is very important to be applied in social life because it is able to establish relationships between people in full harmony and mutual respect for existing differences. Devi (2020) argued that the concept of tolerance leads to an attitude that recognizes the existence of various kinds of diversity, in the aspects of religion, skin color, culture, language, and ethnicity. Indonesia is endowed with abundant wealth in the diversity of its language, culture, ethnicity, and religion, so it is required to instill the value of tolerance in all its citizens. Differences and multicultures are a big challenge. Mustaghfiroh (2022) forcefully said that if it is not addressed wisely, fairly, and tolerantly, there will be disintegration that can break the unity and integrity of the community's social life.

The diversity often triggers disputes because each culture or religious adherent only recognizes their truth and salvation unilaterally. In addressing this diversity, the Ministry of Religious Affairs of the Republic of Indonesia takes the middle path by implementing religious

moderation. The Ministry of Religious Affairs of the Republic of Indonesia formulated four indicators in religious moderation, namely national commitment, tolerance, non-violence, and accommodating local culture (Kementerian Agama RI, 2019). Tohari et al. (2023) stated this middle pathway attitude is considered the most capable to create tolerance between religious communities and establish harmony in each individual both in the surrounding environment and the general environment.

Therefore, religious moderation is essential to be applied in social life. The goal is to enhance the comprehension of moderation and religious comprehension in order to stop conservative religious thinking from emerging. Because of this, religious understanding is frequently manifested in resistance to local wisdom and culture, and it is even reluctant to accept the foundations of the state (Aziz et al., 2020). One of the targets in the realization of religious moderation is educational institutions. Integrating religious moderation in the educational context allows schools to act as a forum for forming a generation that is more sensitive to diversity. In addition, schools can be a bridge to instill tolerance values. One of the strategies to realize religious moderation in schools is by integrating religious moderation into learning materials. Furthermore, the development of materials based on religious moderation in education aims to change the behavior and habits of students in the hope that they become human beings who live life better, build relationships that respect each other, and accept differences between others. Thus, a noble character is formed.

Nowadays, the most frequently used communication tool is foreign languages, especially English. English is now recognized as an international language for worldwide communication. Andriani & Puspitasari (2024) explained the English learning process not only improves critical and creative thinking skills but also encourages effective communication. So, the better the ability to speak English, the easier the access to information from all over the world. English teaching combined with religious moderation materials can be applied in madrasah. Madrasah, as an Islamic education school, has an impactful role in building good student character. However, today many parents prefer to spend a lot of money to enroll their children in English courses, without paying attention to the moral values that children should have in social life. So, the solution to this problem is to instill indicators of religious moderation in English lessons, specifically in the asking and giving opinions unit.

Based on the previous statements, the researchers are particularly interested in conducting research at MAS Madani Alauddin Pao-Pao. The researchers chose MAS Madani Alauddin Pao-Pao as the research object because it is a religion-based school which is subordinated school of UIN Alauddin Makassar. Before conducting the research, the researchers were conducting preliminary research. The researchers found that the eleventh grade students already have some knowledge of the indicators of religious moderation, but there are still some who are still lacking in the knowledge of religious moderation. This problem needs to be overcome by providing them an insight into religious moderation through the learning materials. In addition, English material at MAS Madani Alauddin Pao-Pao for the eleventh grade students used a book from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia entitled "*Bahasa Inggris*" version of the 2013 curriculum that does not contain religious moderation elements. Thus, it is imperative to carry out research by developing ELT materials in the form of module based on religious moderation for the eleventh grade students at MAS Madani Alauddin Pao-Pao, particularly for asking and giving opinions unit. The researchers chose this unit because asking and giving opinions unit is crucial to be learned to students because it is used in everyday life.

This research aims to find out the students' needs, the design, the development, and the evaluation result of the ELT material based on religious moderation for the eleventh grade students at MAS Madani Alauddin Pao-Pao in the material of asking and giving opinions unit.

2. METHODS

In this research, the research method used was research and development (R&D). Abubakar et al. (2022) argued that R&D is a research method that involves addressing problems in the classroom, examining theories of educational product creation that are currently in use, developing educational products, obtaining expert validation, and field testing the finished product. Moreover, the ADDIE model was used by the researchers as a reference in making teaching materials in this research because it is considered related to the development model. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). According to Aldoobie (2015), by using the procedures of the ADDIE model for any instructional product, content developers, teachers, or even instructional designers may be able to create an efficient and successful teaching design. There is a systematic process in each of its phases. These phases are made to find solutions to the problems faced related to instructional materials and learning resources that are appropriate to the students' needs and students' wants.

The student population in the eleventh grade of MAS Madani Alauddin Pao-Pao is 116 students which consists of four classes with 28-30 students in one class. Purposive sampling is a sampling technique employed by the researchers. The researchers took one class namely XI MIA 1 which consists of 30 students as the sample. In addition, the researchers chose two English teachers who teach in the eleventh grade and two validators to verify that the teaching material is appropriate and to evaluate the final product.

In addition, the researchers used four kinds of instruments to obtained the data, such as questionnaire, interview guidelines, documents, and validation checklists. Research instruments help the researchers to make it easier in the data collection process so that the activities carried out are structured. Questionnaires was used to determine students' needs, and the preparation of appropriate questionnaires is very useful for the researchers in data collection. The researchers adapted the questionnaires from Riadi (2020) in this research. Interviews were first conducted in this research when conducting preliminary research. The used of the document aims to identify relevant data in the development process, such as the topic of the book, the learning objectives, time allocations, and so on. A validation checklist was given to the validators, then they validated the product that had been developed by the researchers. In this research, the researchers adapted the validation checklist from Rahayu (2022).

In this research, the researchers used four phases of the ADDIE Model. In the analysis phase, the researchers conducted a needs analysis; in the design phase, the researchers made a blueprint; in the development phase, the researchers developed the material from an English textbook into an English module in which the content of the asking and giving opinions material is based on religious moderation and conduct valid tests; in the implementation phase, the researchers did not apply due to time constraints; and in the evaluation phase, the validators conducted an assessment of the module that has been developed.

3. RESULTS

The Result of the Analysis Phase

The result of the analysis phase contains the analysis of the documents and the need analysis results. The analysis of the documents is based on the textbooks used by the Ministry of Education and Culture based on the 2013 Curriculum entitled "*Bahasa Inggris*". This book has eight chapters, but the researchers concentrated on the second chapter "Opinion and Thoughts". In this chapter, the students will learn how to asking for opinions, giving opinions, stating agreement and disagreement. Meanwhile, the results of the needs analysis were obtained from the questionnaire. The questionnaire is divided into three sections: the material organization, the content material, and the students' characteristics.

Table 1. Needs analysis result of the material organization

The Material Organization

The List of Needs	Percentage
The instructional objectives need to be put in the material of the "Asking and Giving Opinions" unit.	☐ Yes = 100% ☐ No = 0%
Students prefer the kind of exercise activities to be incorporated into the material in the form of discussion (small group).	☐ Individual = 6.7% ☐ Pair = 40% ☐ Discussion (small group) = 43.3% ☐ Project (big group) = 10%
Students prefer the kind of exercise activities to be incorporated into the material in the form of discussion (small group).	☐ Complete the conversation = 10% ☐ Filling the blank = 20% ☐ Create a simple dialog/conversation = 40% ☐ All of them = 30%
Students prefer the type of task activities to create a simple dialogue/conversation.	☐ Yes = 96.7% ☐ No = 3.3%
Students prefer the summary to be included in the material of asking and giving opinions unit.	☐ Presentation = 43.3% ☐ Note-taking = 56.7%
Students prefer to use reflection with the type of note-taking in the material of asking and giving opinions unit.	☐ Yes = 93.3% ☐ No = 6.7%

Table 1 shows that all students (100% votes) expressed their interest in instructional objectives related to the asking and giving opinions unit. Regarding the kind of exercise, the discussion (small group) during learning about asking and giving opinions was the exercise that most attracted students' attention, with a total of 43.3% votes. In addition, 40% of students prefer to complete their tasks by creating a simple dialog/conversation about asking and giving opinions. As for the summary, 96.7% of students prefer the summary included in the material. Regarding the type of reflection in the asking and giving opinions unit material, 56.7% of students prefer note-taking. In addition, 93.3% of students agreed that a glossary (word list) should be added to asking and giving opinions unit.

Table 2. Needs analysis result of the content material

The Content Material

The List of Needs	Percentage
Students prefer the topic of drug abuse among teenagers to be included in the material of asking and giving opinions unit.	☐ Yes = 73.3% ☐ No = 26.7%
Students prefer the topic of respecting differences to be included in the material of asking and giving opinions unit.	☐ Yes = 90% ☐ No = 10%
Students prefer the topic of bullying to be included in the material of asking and giving opinions unit.	☐ Yes = 90% ☐ No = 10%
Students prefer the topic of funeral ceremony traditions to be included in the material of asking and giving opinions unit.	☐ Yes = 63.7% ☐ No = 36.7%

Table 2 shows that regarding to the integrated of religious moderation indicators, 73.3% of students agreed that the asking and giving opinions unit contained the topic of drug abuse among teenagers (national commitment); 90% of students agreed that the asking and giving opinions unit contained the topic of respecting differences (tolerance); 90% of students agreed that the asking and giving opinions unit contained the topic of bullying (non-violence); and 63.7% of students agreed that the asking and giving opinions unit contained the topic of funeral ceremony traditions (accommodating local culture).

Table 3. Needs analysis result of the students' characteristics

The Students' Characteristics

The List of Needs	Percentage
Students prefer to use all the learning styles in the material of asking and giving opinions unit.	☐ Visual (pictures, graphs, charts, etc.) = 63.3% ☐ Auditory (videos, discussions, etc.) = 83.3% ☐ Kinesthetic (plays, experiments, etc.) = 66.7%
Students prefer to use all the ways to learn the material of asking and giving opinions unit, which consists of practicing directly, listening materials, and playing games.	☐ Through playing games = 20% ☐ Through practicing directly = 26.7% ☐ Through listening materials = 23.3% ☐ All of them = 30%
Students prefer to use all types of learning materials to learn the material of asking and giving opinions unit, which consists of practicing directly, listening materials, and playing games	☐ Texts = 10% ☐ Pictures = 13.3% ☐ Dialogues = 23.3% ☐ All of them = 53.3%
Students have the problem of lack of vocabulary in English learning material.	☐ Lack of vocabulary knowledge = 53.3% ☐ Uninteresting topic/bored material = 10% ☐ Unfamiliar context = 13.3% ☐ Uncommon word combination = 6.7% ☐ Too many have the same meaning = 16.7%

Based on the results of the students' characteristics, 83.3% of students prefer the auditory learning style; 66.7% of students prefer the kinesthetic learning style; and 63.3% of students prefer the visual learning style. Related to the learning asking and giving opinions unit, it was found that students liked a combination of activities, including practicing directly, listening materials, and playing games. In addition, the types of learning materials showed students liked a combination of learning preferences, including dialogues, pictures, and text. Regarding the obstacles that students face in learning English, it was seen that 53.3% of students experienced a lack of vocabulary. The result of the students' need analysis are serves as a guide for creating the blueprint by questionnaire results and the material criteria.

The Result of the Design Phase

The result of the analysis phase is used as a guideline to move to the next phase, namely the design of the blueprint. In this phase, the researchers design a blueprint for developing learning materials. During the design phase, the researchers developed a blueprint that contains several

components adapted by Rahayu (2022) and Khaeratunissa (2023) in developing a module integrated with religious moderation. The blueprint components proposed by Rahayu (2022) are unit title represents a description of learning, basic competencies that represent learning outcomes that students are to successfully master, indicators that represent learning objectives, language focus represents the focus of teaching materials or content, and time allotment represents the number of meetings in one unit.

In addition, the researchers adapted the blueprint components from Khaeratunissa (2023) are learning activities and added religious moderation. Furthermore, the researchers added learning outcomes component to the syllabus. The researchers developed learning materials based on Project Based Learning (PjBL) that involves determining the topic, pre-communication, determining the basic question, designing the project plan, test results, and evaluating experiences. So, the researchers' blueprint components included unit title, basic competence, learning outcomes, indicator, language focus and skills, input, religious moderation, and learning activities.

The Result of the Development Phase

After designing the blueprint, the researchers developed the module. Here are some of the sections of the developed module that integrated the indicators of religious moderation for the material of asking and giving opinions unit.
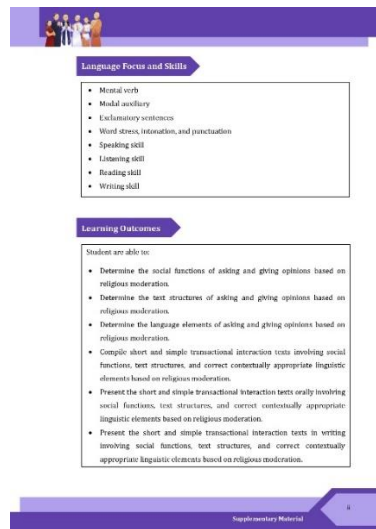
a) Learning Outcomes

Figure 1. Learning outcomes integrated with religious moderation

Learning outcomes integrated into ELT material is one of the most crucial components in the learning process. Learning outcomes determine what the students want to achieve.

b) The Indicators of Religious Moderation

Figure 2. The section showed the national commitment indicator

On page 5, the researchers involved provocative questions. Firstly, students were given a picture related to drug abuse among teenagers which was preceded by the instruction "Looking at the picture below!". Drug abuse among teenagers is one example of a case of violation of national commitment that has been formulated as an indicator of religious moderation. After observing the picture, students are given several questions related to the picture, and the type of question is related to the material to be learned. Provocative questions aim to get students' interested to focus on the material to be presented and foster curiosity.
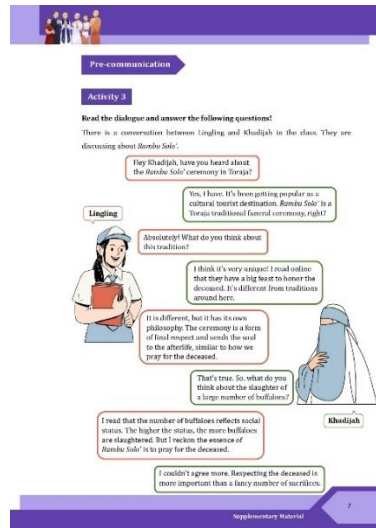

Figure 3. The section showed the accommodating local culture indicator

Activity 2 on page 7 has "Read the dialogue and answer the following questions!". Students were required to read the dialogue that discussed Rambu Solo'. After that, they will answer the question according to their opinion and perspective. Rambu Solo' is a traditional funeral ceremony held by the Toraja people. Rambu Solo' is included in this module because it is one of the examples that represent the indicator of religious moderation, accommodating local culture.
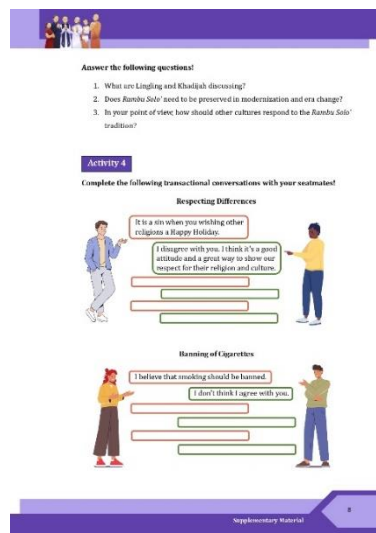

Figure 4. The section showed the tolerance indicator

Activity 3 on page 8 has the command "Complete the following transactional conversations with your seatmates!". In this activity, there are 2 conversations, and students are asked to complete the conversation by agreeing and disagreeing with each other. The topics of the conversations are respecting differences and banning cigarettes. Respecting differences is one example that is included in the indicator of religious moderation, namely tolerance.
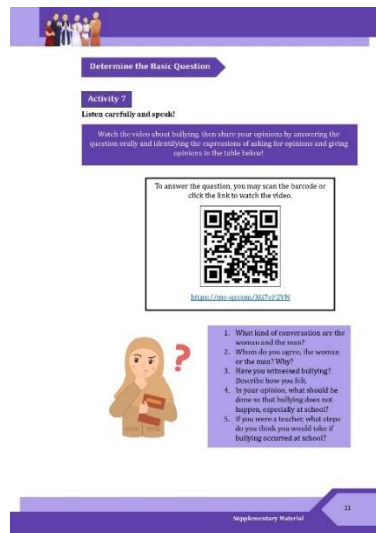
Figure 5. The section showed the non-violence indicator

In this section, activity 5 is determine the basic question. This section aims to determine the extent of students' understanding in giving opinions. The command is "Listen carefully and speak!". Students are required to watch the video about bullying by scanning the barcode provided, then they will share their opinions by answering the questions orally. In this activity, students are expected to improve their listening and speaking skills.

The Result of the Evaluation Phase

In the evaluation phase, the researchers gave a validation checklist to 2 validators to evaluate the feasibility of the blueprint and module that had been made. The validation checklist was adapted from Rahayu (2022). The following table is the result of the validation.

Table 4. The result of the validation

No.	Validation		Result
1.	Blueprint		4.31 (Valid)
2.	Module	Content Feasibility	4.21 (Valid)
		Presentation Feasibility	4.39 (Valid)
		Language Feasibility	4.20 (Valid)
		Graphic Feasibility	4.41 (Valid)

4. DISCUSSION

Analysis Phase

In the analysis phase, the researchers distributed questionnaires, interviewed the teacher, and analyzed the documents. The need analysis results showed that students have a high interest in integrating religious moderation into an English textbook. In contrast, the textbook used by the Ministry of Education and Culture showed that the material of Chapter II "Opinions and Thoughts" did not contain the indicators of religious moderation such as materials and animations.

The analysis phase is an important phase to carry out. This is supported by Branch (2009) who said that the analysis phase aims to determine whether the issue is indeed one that needs to be addressed and clarified. The research result analysis is in line with the research of Adri et al. (2024) with Islamic education topics. They also found that analyzing the needs for the development of teaching materials based on religious moderation is based on the students' needs. The students' needs are known based on document analysis, distribution of questionnaires that contain questions about religious moderation values, and field analysis.

Similarly, Andriani & Puspitasari (2024) also conducted an analysis phase as the first step in developing an English course book integrating religious moderation. In the analysis phase, they collected supporting data in the form of materials used in the process of teaching learning activities, the activities conducted in the class, the media and materials used, the methods used, and how the

assessment was carried out. According to the related previous studies, it is shown that the analysis phase is an important step to conduct. Therefore, the researchers conducted an analysis phase to collect supporting data in order to be able to proceed to the next phase.

Design Phase

In the design phase, the researchers designed the blueprint based on the students' need analysis. According to Yassi & Kaharuddin (2018), the syllabus contains teaching objectives and contents of instruction and may include methodological recommendations. They continued that content refers to what will be taught to the students, while methodology refers to how to teach the students. According to the findings from the analysis phase, the researchers designed the blueprint in this step. The result of the design phase is used as a guideline in developing a module of asking and giving opinions unit.

As a result, it is found that the design phase is necessary. In the design phase, the researchers select what methods to make the students understand and what will they learn (Aldoobie, 2015). This research is similar to research conducted by Pamessangi (2022) who also designs teaching materials using the ADDIE model and the product designed is a textbook, but the textbook focuses on Arabic language based on religious moderation. So, the researchers will develop a module based on the students' needs from various data collected during interview and observation.

Additionally, this research is also similar to the research conducted Hilalia et al. (2020) who developed English print teaching materials for young learners, but the material focus was on the theme of plants. They designed the blueprint based on the existing blueprint in the school. The existing blueprint is included in the documents analyzed in the analysis phase.

Development Phase

The blueprint design of asking and giving opinions that had been created at the design phase is used as a guideline in developing the module at the development phase. The researchers provided the module of asking and giving opinions unit integrated with religious moderation by using the principles of PjBL.

The development phase is crucial to create and verify a few chosen learning materials. Branch (2009) stated that the products are developed based on suggestions given or validated by media experts and material experts. This is aligned with research from Fauziah et al. (2024) who also developed products using the ADDIE model. They developed Webtoon-based online comics based on storyboards that had been designed at the design phase. In this study, researchers developed a module based on the syllabus that had been created during the design phase.

In addition, another researcher who conducted a similar research was Wulandari (2019). She also used the ADDIE model as the steps in developing the product, but the product developed was an Arabic language intensification pocketbook. In the development phase, she designed the book cover and the book content material. After that, media experts and material experts validated the pocketbook.

In this research, the researchers carried out a module development, then the module will be through the validation phase. The module will be submitted to the validators to assess and provide suggestions related to the module of asking and giving opinions unit. After that, the researchers revised the module according to the suggestions given by the validators.

Evaluation Phase

In the evaluation phase, the blueprint and the module were validated by 2 validators. The validators considered that the blueprint and textbook of the asking and giving opinions unit were qualified to be taught for the eleventh grade students.

Table 4 shows that the blueprint and the module of asking and giving opinions obtained a score of valid level. The blueprint validation has 5 assessment indicators, including course content, learning outcomes, indicators, skills, activity, and evaluation. Blueprint validation reached a valid level (4.31). Blueprint validation is carried out to ensure the learning program adheres to learning objectives and practices, error-free, and enhances the overall efficacy and quality of education. The blueprint validation result will serve as a guideline to improve the blueprint design to make it easier

to understand and effective during the learning process. Besides, the module validation includes instrument components such as content feasibility, presentation feasibility, language feasibility, and graphic feasibility. These components were taken from the textbook feasibility instrument that was proposed by BNSP.

The evaluation phase is necessary. Branch (2009) argued that the objective of the evaluation phase is to measure the product and instructions' quality, before as well as after the implementation phase. As with the research conducted by Fauziah et al. (2024), this research also through an evaluation phase to verify the feasibility of the product. In this phase, the researchers only carried out the formative assessment for the design and development phase. The formative assessment from the design and development phase was the only one the researchers finished at the evaluation phase.

Moreover, Anggraini & Putra (2021) also through an evaluation phase in order to prevent faults or mistakes. They carried out a formative evaluation to examine the product that had been developed and these consisted of individual tests, small group tests, and expert validation. In addition, the evaluation phase also determines the suitability and feasibility of the product.

From the previous studies above, the researchers decided to evaluate each phase to confirm that the learning objectives have been achieved by using instructional design and content that suits the students' needs. Evaluation procedures are essential to ensuring that the material provided is appropriate to the needs of the students. To evaluate this phase, the researchers utilized 2 validators that employed a validation checklist adapted from Rahayu (2022) as an instrument to evaluate the design and development phase. Additionally, the researchers carried out the evaluation phase to determine the feasibility of the blueprint and textbook before entering the implementation phase.

Research Limitation

The research limitations can be seen in the research results shown here. The researchers designed and developed a module by using the ADDIE model. Unfortunately, the implementation phase could not be implemented due to time constraints because the asking and giving opinions unit is the learning material in the first semester. As a result, the researcher's focus was on module feasibility before implementation. This allows researchers to submit the module to the English teachers or the next researchers, it is expected that the module can be implemented and evaluated for its effectiveness.

In addition, the researchers' limitations can also be seen in the module. The video barcode presented in the determining the basic question section is a video relevant to asking and giving opinions which indicates that the video is not integrated with religious moderation.

5. CONCLUSION

This research was conducted to develop ELT material based on religious moderation for the eleventh grade students at MAS Madani Alauddin Pao-Pao in the material of asking and giving opinions unit. In this research, the researchers can conclude with the following conclusions:

1. Through preliminary research, questionnaire distribution, and document analysis, data regarding students' needs were obtained during the analysis phase. The results of the preliminary research found information that students need the integration of religious moderation in the unit of asking and giving opinions. This integration enables the production of content materials that incorporate religious moderation, including tasks and supporting elements.

2. In the design phase, the researchers made a syllabus containing ELT material about asking and giving opinions unit integrated with religious moderation. The components of the syllabus include unit title, basic competence, learning objectives, indicators, language focus and skills, input, religious moderation, and learning activities. A syllabus is used as a guideline in developing a module that is integrated with religious moderation.

3. In the development phase, the researchers developed a module by using the principles of project-based learning (PjBL) in order to help students achieve their learning outcomes. The researchers incorporated religious moderation into the module, such as the tasks and the supporting elements. During the development phase, the researchers used items appropriate to the content material, such as pictures, color, font, and other things that affect the appearance of the module.

4. In the evaluation phase, the researchers carried out a formative evaluation during each phase. The syllabus that had been created in the design phase and the module that had been developed in the development phase were given to validators to evaluate their feasibility. The syllabus design that was validated received a valid score (4.31). The module developed was also validated and received valid scores in aspects of content feasibility (4.21), presentation feasibility (4.39), language feasibility (4.20), and graphic feasibility (4.41). After being validated, the researchers conducted revisions based on the validators' suggestions, so that an English module with the unit of asking and giving opinions that have been incorporated with religious moderation has reached the level of feasibility that had been validated by the validators.

The outcome of this research is a module with a unit of asking and giving opinions integrated with religious moderation which has implications for teaching materials that are used as supplementary material for the eleventh grade students. However, the module cannot be used as the main material because it has not yet been through the implementation phase.

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