

DEVELOPING SUGGESTED ELT MATERIAL BASED ON RELIGIOUS MODERATION FOR THE ELEVENTH GRADE STUDENTS AT MAS MADANI ALAUDDIN PAO-PAO: REPORT TEXT UNIT

Aldi Anggara^{1*}, Mardiana¹, Muhammad Syahrudin Nawir¹

¹Universitas Islam Negeri Alauddin Makassar

*e-mail: 20400120101@uin-alauddin.ac.id

ABSTRACT

The aims of this research are to find out the students' needs regarding The ELT materials based on religious moderation for the eleventh grade Students at MAS Madani Alauddin Pao-Pao, to design, to develop, and to Evaluate the ELT material based on religious moderation for the eleventh Grade students at MAS Madani Alauddin Pao-Pao in the material of Report Text. The researcher applied the R&D method with the ADDIE model as an Instructional design framework. There are 5 steps of ADDIE which are Analysis, design, development, implamentation, and evaluation. All the steps of ADDIE have been conducted by the researcher except implamentation stage. The researcher did not conduct the implamentation stage because of time Constraints. At the analysis stage, students' target and learning needs were Determined by conducting interviews with teacher and analyzing the needs of 30 students at the eleventh grade MAS Madani Alauddin Pao Pao. Then create A syllabus design at the design stage that integrates the essential elements of The module created. At the development stage, the textbook based on the Fourth indicators of religious moderation was developed. The textbooks were Validated based on the four aspect of textbook eligibility proposed by BNSP (National Education Standards Agency). The textbooks received scores of 3.91 For content feasibility, 3.89 for presentation feasibility, 4 for language Feasibility, and 4.16 for graphic feasibility from the validators. After going through several evaluation and improvements, the results Showed that the textbook can be used as an alternative ELT material that Focuses on discussing Report Text. This textbook is expected to help teachers Increase students' passion for learning, directs students to meaningful Learning, and improve students' moderate character. The researcher hopes That the developed ELT materials will be widely used in schools by reflecting a Meaningful desire for language and character development.

Keywords: *Development, ELT Material, Religious Moderation, Report Text, ADDIE model*

1. INTRODUCTION

The prohibition or coercion of hijab use in schools by certain parties is a form of intolerance that adversely affects the learning process and achievement of students in schools. Dian (2021) reported that in early 2020, a student at SMA 1 Gemolang, Sragen, decided to transfer school in another city due to bullying. The harassment stemmed from an Islamic spiritual activist student who pressured her to wear a hijab. This case invited comments from The Indonesian Child Protection Commission (KPAI) commisioner, Retno Listyarti that the understanding and The implementation of religious moderation in Indonesian schools is still inadequate.

Religious moderation education is very important to shape students to become peaceful, caring, and tolerant human beings in the future (AR, 2020). Moderation in the educational environment plays a crucial role, and teachers have a great responsibility in instilling a broad understanding of Islam and respecting differences. By implementing religious cultural values in schools and the serious attention of teachers and school leaders, it is hoped that it can create a good atmosphere of togetherness and social among students. This will ultimately build a dignified and non-discriminatory national character, morals, and civilization against other people's religions.

The application of religious moderation in learning can be integrated not only in religious subjects, but also in all subjects, such as science and social subjects, including English (Pelu & Nur, 2022). The values of religious moderation in learning English can help students understand that English is not only a global communication tool, but also a means to strengthen relations between nations by upholding human values (Umaemah, 2022). In addition, religious moderation can help students understand the importance of tolerance and respect differences in social life (Hasyim, 2020). The integration of religious moderation values in English language learning can shape students' positive character, improve the quality of learning, and create an inclusive learning environment. It can also develop students' social awareness of global issues as well as improve their English skills.

The researchers identified MAS Madani Alauddin Pao Pao as a suitable location for the study. Preliminary research involving questionnaires and teacher interviews was conducted among eleventh-grade students. Questionnaire results indicated a concerning lack of tolerance among 48.5% of students, as evidenced by their reluctance to congratulate friends of different faiths on religious holidays. Teacher interviews revealed the use of a standard Ministry of Education textbook devoid of religious moderation content. This suggests a deficiency in religious moderation integration within the English language curriculum, particularly in terms of examples and materials. An analysis of lesson plans and syllabi confirmed the use of basic, generic textbook content.

Furthermore, the book that students use contain vocabulary, expressions, and contexts that are not related to their real situations in madrasah, so they cannot apply what they have learned in their daily lives, so that direct understanding of English material and implementation of religious moderation cannot be achieved effectively. The problem of the students is the lack of reading material sources because students only have a book from the Ministry of Education and Culture that did not contain the aspects of religious moderation in it, it seems insufficient for students. Therefore, more teaching materials are needed. The researcher provides additional material product in the form of modules for practicality. It is very important to incorporate religious moderation into students' actual English teaching material to avoid this problem. The researcher should try to continue introducing religious moderation into the classroom by developing English materials that contain religious moderation.

Consequently, developing supplementary English materials infused with religious moderation for eleventh-grade students at MAS Madani Alauddin Pao Pao is crucial. This research aims to produce materials beneficial to teachers, students, and school administrators by fostering character development and enhancing English proficiency through moderation. Employing the ADDIE model, the researcher will create an English module centered on report text materials that embody religious moderation values for eleventh-grade students at MAS Madani Alauddin Pao Pao. This approach is expected to yield student-centered, engaging materials that effectively convey and promote religious moderation for practical application.

2. METHOD

This research used a quantitative and qualitative approach. Donatus (2016) explained that these two approaches are scientific methods to capture empirical experiences about social reality and organize those experiences into logical reasoning systems. In field research, these two approaches are difficult to separate. The quantitative approach is more related to data collection,

while the qualitative approach is more related to the understanding and interpretation of the meaning of the data by the research subject.

Research and Development (R&D) method was applied in this research. Borg and Gall (1983) in Okpatrioka (2023) defined research and development (R&D) as the process of creating and evaluating educational materials. The R&D cycle is a multi-stage process that includes researching relevant research findings, producing a product based on those discoveries, testing the product in the field, and making revisions depending on trial results. This cycle is continued in a more rigorous R&D program until test data indicates that the product meets the objectives. ADDIE model was used to develop English Language Teaching materials based on religious moderation for the eleventh grade students at MA Madani Alauaddin Pao-Pao.

ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate was designed to ensure that the learners achieved the goals and objectives of the learning purposes. It also provided simple procedure to design and develop materials (Safitri et al. 2020). ADDIE is a generative process because it applies concepts and theories to specific contexts (Branch 2009). Petreson (2003) in Tjahyanto (2022) believes that ADDIE model is a beneficial model to be applied in a course because this model focuses more on the students. According to Branch (2009), There are five stages of the ADDIE model. First, Analyzing the learning situation or it can also be considered as the need analysis. Second, Designing the objectives and the principles of the learning situation. Third, Developing the resources to suit the objectives. Fourth, Implementing the resources in the learning situation. Finally, evaluating how the resources met the needs. In this research, The ADDIE model served as the foundation for this study's research on creating effective teaching modules.

The population of this research was 116 the eleventh grade students at MAS Madani Alauaddin Pao-pao, while the sample was 30 students. Data of this research were collected by using four instruments: a questionnaire, an interview, a document, and a validation checklist. A questionnaire is a set of written questions that participants answer to share their thoughts. An interview guide is an essential component for conducting interviews. An interview guide is also the list of questions, topics, and issues that the researchers want to cover during the interview. The interview guide should be clear and avoid ambiguity (Monday 2020). Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic material, in this research, the form of documents analyzed by the researchers is a book used in the learning process and syllabus. A validation list or review list was given to the experts (two experts) to validate the product.

3. RESULTS

The Result of the Analysis Phase

The Result of Content Material Based on Documents

The result of the needs analysis based on the curriculum 2013 consists of basic competencies 3.5 and 4.5 with report text material that is expected to be understood by students. Comparing social functions, text structure, and linguistic elements of text oral and written, capturing meaning and designing report text becomes a topic in this material. Then in each lesson, there are main skills that are integrated into a systematically organized flow of skill, so the learning activities using the project-based learning (PJBL) approach include Determining the topic, pre-communication, determining the basic question, design the project plan, the result, and evaluating experiences.

Lastly, instructional instruction refers to prelearning; the type of activity consists of individual activities, small group activities; the number of activities; and the glossary. In other words, the results of this analysis are based on textbooks used by the eleventh-grade students at MAS Madani Alauaddin Pao-Pao. The book used is a book from the Ministry of Education and Culture of the Republic of Indonesia based on the Curriculum 2013 with the title "*Bahasa Inggris*". This book consists of eight parts which include four chapters in the first semester and four chapters in the second semester. However, the researchers focused on chapter eight of the second semester entitled "Explain This!!" related to report text.

The Result of Need Analysis Based on Students' Questionnaires

The questionnaire is divided into three sections: the organization of the material, the content of the material, and students' characteristics. The results were compiled in the table below:

Table 1. Results of The Organization Material

| The Organization Material | | |
|---------------------------|--|--|
| Number | Questions | Answers |
| 1. | In your opinion, do the instructional objectives need to be put in the material of "Report Text" unit? | Yes = 90% No = 10% |
| 2. | Related to the "Report Text" unit, what kind of exercise do you prefer? | Individual = 23.3% Pair = 16.7% Discussion (small group) = 56.7% Project (big group) = 3.3% |
| 3. | Related to the "Report Text" unit, what kind of assignment do you prefer? | Making report text = 40% Reading report text = 30% Discussion = 30% |
| 4. | Does the summary need to be put in the "Report Text" unit? | Yes = 96.7% No = 3.3% |
| 5. | What kind of reflection do you suggest about the learning "Report Text" unit? | Note = 63.3% Presentation = 36.7% |
| 6. | Does the glossary (word list) need to be put in the "Report Text" unit? | Yes = 93.3% No = 6.7% |

The data presented in the table indicates a high level of student interest in Report Text. A majority of students (90%) expressed enthusiasm for learning objectives related to this topic. Among the learning activities, small group discussions about Report Text were particularly popular, garnering 56.7% of student preference. Furthermore, creating Report Texts was favored by 40% of students as a preferred task. The inclusion of summaries within Report Text materials was strongly desired by 96.7% of students. When it comes to reflecting on the material, note-taking was the preferred method for 63.3% of students. Lastly, the provision of word lists within Report Text materials received overwhelming support, with 93.3% of students in agreement.

Table 2 Results of The Content of Material

| Content of the Material | |
|-------------------------|--|
| 1. | If the material "Report Text" unit has been developed, which field are you interested in? |
| | School Environment = 23.3% Family Environment = 0 Community environment = 23.3% All of them = 53.3% |
| 2. | Do you agree if the material of "Report Text" unit contains the topic of national symbols? |
| | Yes = 83.3% No = 16.7% |
| 3. | Do you agree if the material of "Report Text" unit contains the topic of social media? |
| | Yes = 86.7% No = 13.3% |
| 4. | Do you agree if the material of "Report Text" contains the topic of drugs? |
| | Yes = 83.3% No = 16.7% |
| 5. | Do you agree if the material of "Report Text" unit contains the topic of traditional house? |
| | Yes = 56.7% No = 43.3% |

Based on the student's choice, the material that was developed based on Religious Moderation was material in the areas of the school environment, community environment, and family. In addition, The material developed contains the fourth indicators of religious moderation, namely national commitment, tolerance, non violence, and accommodating to local culture.

Table 3. The Result of Students' Characteristics

| Learners Characteristics | | |
|--------------------------|---|--|
| Number | Question | Answer |
| 1. | Related to the learning staylor, what kind of learning style do you prefer? | Visual (pictures, graphs, charts, etc) = 73% Auditory (videos, discussion, etc) = 80% Kinesthetic (drama, experiments, impersonate, etc) = 63.3% |
| 2. | In what way do you like in learning "Report Text" unit? | Through playing games = 16.7% Through practicing directly = 16.7% Through listening materials = 33.3% All of them = 33.3% |
| 3. | Related to the learning material "Report Text" unit, what kind of learning material form do you want as your learning preference? | Texts = 20% Pictures = 20% All of them = 60% |
| 4. | In your opinion, what kind of problems do you often face when learning English, especially in the material "Report Text" unit? | Lack of vocabulary knowledge = 56.7% Uninteresting topic/boring material = 16.7% Unfamiliar context = 6.7% Uncommon word combination = 13.3% Too many words have the same meaning = 6.7% |

Based on the result of the students' characteristics survey, 80% of students prefer auditory learning style. During English learning, it was found that students liked a combination of activities, including listening to materials, doing hands-on practice, and playing games. In addition, in the section regarding types of teaching materials, students indicated 60% for elements including text and pictures. In the last section, regarding the problems faced by students in English lessons, it was seen that 56.7% of students lack of vocabulary.

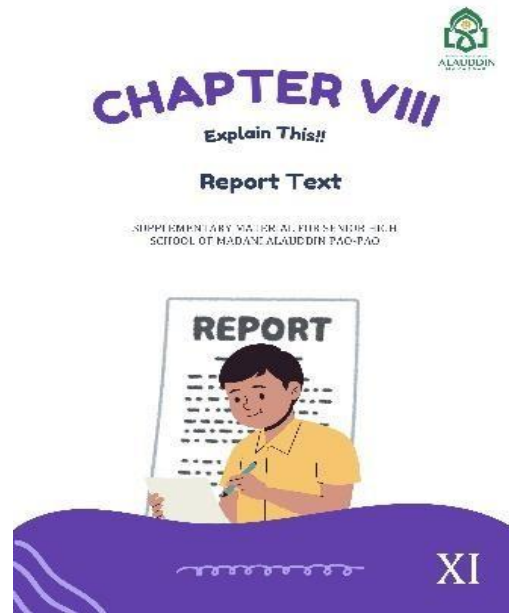
The Results of the Design Phase

The result of the analysis stage provides information about the process of designing the syllabus. The syllabus provides the essential components that the researcher needs to develop materials. The syllabus is prepared based on need analysis, basic competencies, and learning indicators. In this research, the researcher adapted the components of the syllabus that had been used by Khaeratusnisa (2023) in developing a textbook that contains the value of religious moderation. These components include unit title, basic competence, indicator, language focus, input, learning activity, islamic value, and time allotment. The researcher only changed the islamic value to religious moderation and the researcher also added the learning outcomes component to the syllabus. Project-based learning does involve not only tasks but also activities. So the syllabus components that the researcher has used include unit title, basic competence, learning outcomes, indicator, input, language focus and skills, religious moderation, learning activity, and time allotment.

The Results of the Development Phase

The researchers have created a module with a blueprint layout as a guide at this stage. The module has been successfully integrated with all of the course materials. Aside from that, the contents of the book, such as the text, the format of the graphics, the color, the image, and the font are carefully chosen. The researchers concentrate on compiling the learning materials and organizing them into a coherent and structured sequence, with careful consideration of the continuity and interconnectedness of the learning units. At this time, the researchers is responsible for directing each element of the blueprint design to create original teaching and learning materials. The development findings describe the systematic organization of each component in the book, starting from the cover and extending to the final pages. The components include the cover page, the page detailing the standard competencies, the page presenting the basic competencies, learning objectives, and learning outcomes, the main part of the book (which consists of activities), the vocabulary list page, and the summary page. Here are some of the sections in the module developed:

1. The cover of the module




2. The examples of material sections

Activity 1


listen and read carefully:

Watch a video about report text. Then share your thought by answering the questions below.

the video can be opened by scanning the barcode or clicking the link.



<https://www.youtube.com/watch?v=K8p9vZmW50Y>




What does the video in plain about?

After watching the video, do you understand what religious moderation is?

Activity 2

Read carefully!

Make a small group with your classmates to arrange the random paragraphs below into a report text. In order to correct the text structure, then present it in front of the class.



The founder of this house was I Mangrai Khazang, Daeng Manu (Karang Bontomempu Sultan Muhammad 'Habir Muhibuddin Yumengeng' Sanggaminasa, the 35th King of Gowa Kingdom. The palace was built in 1935.

In its later development, Balla Lempoa Palace changed its status to Balla Lempoa Museum which was inaugurated on January 5, 1983. Balla Lempoa Museum was originally occupied by the 25th king until the time of the last 36th King of Gowa. Then after the end of the royal period and turned to the sengkaja period or reign, the Balla Lempoa Palace changed its status to the Balla Lempoa Museum, namely during the reign of the 2nd Regent of Gowa, Andi Tau.

Balla Lempoa means "Big House". As the name implies, Balla Lempoa is indeed a large house, not only in terms of size, but also in terms of what inhabits it. The house was a palace that became the residence of the "great men", namely the kings of Gowa and his family.

Supplementary Material

Supplementary Material

3. The examples of practice sections



The Results of the Evaluation Phase

2 validators have validated the blueprint and module based on the validation checklist, here are the results.

Tabel 4. The Result of Blue Print Validation

| The results of validation | | | |
|---------------------------|--------------------------|------|--------------|
| Blueprint Validation | Course Content | 4 | Valid |
| | Learning Outcomes | 4 | Valid |
| | Indicator | 4 | Valid |
| | Skill | 3.5 | Enough Valid |
| | Activity | 4 | Valid |
| | Evaluation | 3.5 | Enough Valid |
| Modul Validation | Content Feasibility | 3.91 | Valid |
| | Presentation Feasibility | 3.89 | Valid |
| | Language Feasibility | 4 | Valid |
| | Graphic Feasibility | 4.16 | Valid |

4. DISCUSSION

Analysis Phase

The analysis is the process of identifying and developing clear understanding of students' needs by questionnaire (Safitri et al, 2020). Aldoobie (2015) assumes that there are four things that we need to carry out the analysis phase: we have to analyze the learners (where they are at, their skills and needs, etc.), develop an instructional analysis (to provide the necessary steps and present opportunities to learn and use new information in an instruction), create instructional goals (aimed at specifying the end desired result), and analysis learning objectives (how to measure the attainment of goals). In this research, there are 3 sources that are used as a reference by the researcher to identify students' needs, namely the curriculum 2013 that consists of basic competencies 3.5 and 4.5 with report text material, the results of the distribution of questionnaires, and the currently used English teaching material.

The analysis stage was very important to carry out, as stated by Yassi & Kaharuddin (2018), needs analysis has an important role in the syllabus design process for English subjects because making a syllabus needs to be preceded by a needs analysis to set goals and objectives. Therefore, before making a product, the researchers carried out an analysis stage first with the aim that the product created could suit the students' needs.

The results of the research at the analysis stage above showed that class XI MAS Madani Alauddin Pao-Pao did require material that was developed based on Religious Moderation. As

the results of the analysis of student needs were obtained from distributing questionnaires, students wanted the integration of Religious Moderation into English language material. Like the research conducted by Ismail (2023) with the research title "*Pengembangan Media Pembelajaran Majalah Ilmu Alam Berbasis Moderasi Beragama pada Mata Pelajaran IPA di Kelas V SD/MI*" which also used the RnD method, the results of the analysis of needs through the questionnaire from the research also showed that the school where the researcher conducted the research also needed the developing material based on Religious Moderation.

Design Phase

Designing blue print / syllabus supported by the instructional model used as the structure of arranging the material (Safitri et al, 2020). The syllabus provides the essential components that the researcher needs to develop materials. In this research, the researcher adopted the existing syllabus from Khaeratulnissa (2023), then several components in the syllabus were matched to the needs of students so that the following components were created such as unit title, basic competence, learning outcomes, indicator, input, language focus and skills, religious moderation, learning activity, and time allotment. Making a blueprint was very important because it helped outline a clear understanding of learning objectives, material content, and learning sequence. This helped the researcher to have a clear vision of what students would achieve and how to achieve it. This was also supported by the theory of Aldoobie (2015), which states that the design stage is focused on designing teaching aids and manuals.

Development Phase

In a Development Phase, researchers focus development on topics that are relevant to indicators of religious moderation. In the Development stage, create factual sample for the instruction design; collecting relevant data resources to enrich the module, develop the materials of the course; making illustration, scheming, and creating graph needed, typing, editing, and also laying out the text book is performed, run through the conduction of the design; validating the draft of development product and revision after expert input will be performed (Susiana 2019). In this stage, the researcher created a module with a blueprint layout as a guide at this stage and focused on developing suggested ELT material based on religious moderation. The module developed refers to creating, selecting, adjusting and organizing materials and activities to achieve learning objectives. Therefore, the contents of the book, such as the text, the format of the graphics, the color, the image, and the font are carefully chosen.

The development findings describe the systematic organization of each component in the book, starting from the cover and extending to the final pages. The components include the cover page, the page detailing the standard and basic competencies, the page presenting the learning objectives and the learning outcomes, the main part of the book (which consists of activities), the vocabulary list page, and the summary page.

Evaluation Phase

At the evaluation stage, the researcher completed the formative assessment in the design, and development stage. The evaluation process is important to ensure that the materials meet the students' needs, the researcher evaluated each step to ensure it achieves the goals using the instructional design and material to meet the students' needs. To evaluate this stage, the researcher used validation checklist as a tool used by the evaluation team consisting of 2 expert validators. The researcher has adapted the validation checklist from Rahayu (2022), by including instrument points such as content feasibility, presentation feasibility, language feasibility, and graphical feasibility, which are derived from the textbook feasibility instrument proposed by BNSP. The evaluation stage aims to assess the quality of the product and teaching process, both before and after the implementation phase (Branch, 2009).

Research Limitation

During the material creation process, the ADDIE model was developed and presented by the researcher. However, the implementation phase could not be completed due to time

constraints. As a results, the researcher's focus was on the feasibility of the module before implementation rather than the effectiveness of the findings during the learning process. This allow the researcher to distribute the module exclusively to English teachers or next researcher, the researcher hopes that the resulting module can be used and assessed for effectiveness. The barcode listed on the module contains an explanation of the report text about Borobudur Temple.

5. CONCLUSION

In the analysis stage, to identify students' learning requirements, the researcher conducted teacher interviews, analyzed existing classroom materials, and administered a student questionnaire. The questionnaire gathered data on student demographics and learning needs, including information on desired material structure, content, and learning styles. This information served as the foundation for designing the teaching materials.

During the design phase, the researcher developed a syllabus incorporating English Language Teaching (ELT) materials that emphasized religious moderation. The syllabus components included unit titles, core competencies, learning objectives, indicators, resources, language focus, skills, activities, and religious moderation integration. The module primarily adopted project-based learning (PBL) principles, combining various tasks within each unit to facilitate student learning and goal attainment.

Subsequent to material creation, the researcher transformed these into a module format. The development process centered on defining the scope of English teaching materials rooted in religious moderation, specifically by interpreting its fourth indicator. Material organization was guided by visual elements, design principles, and textbook standards.

Upon completion, the researcher evaluated the module's validity across content, language, presentation, and graphical aspects. A formative evaluation was carried out by the researcher at every step of the research process. Prior to advancing to the subsequent phase, the researcher presented the outcomes of the data analysis to the supervisor for review.. The results of the blueprint design submitted by the researcher to be validated at the design stage obtained a validity level score of (3.90) after several adjustments were made. The resulting textbook was evaluated at the development stage, and the results showed that the textbook was valid in terms of content feasibility (3.91), valid in terms of presentation feasibility (3.89), valid in terms of language feasibility (4), and valid in terms of graphic feasibility (4.16). Finally, through a systematic process of development and revision the developing ELT material based on religious moderation reaches the level of feasibility that has been validated by the validators.

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