



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

Annisa Surya Pratiwi^{1*}, Masykur Rauf¹, Nur Aliyah Nur¹

¹ Universitas Islam Negeri Alauddin Makassar

*e-mail: 20400120091@uin-alauddin.ac.id

ABSTRACT

This research aims to develop an English teaching module that are integrated with the values of religious moderation using ADDIE model. ADDIE model itself stands for Analyze, Design, Develop, Implement, and Evaluate. Religious moderation has 4 indicators, namely: 1) National Commitment 2) Tolerance 3) Nonviolence and 4) Acceptance of local traditions and culture. This research was conducted specifically for the eleventh grade students at MAS Madani Alauddin Pao-Pao. Quantitative and qualitative approaches are used in this research because this research used the Research and Development (R&D). The researchers determined students' learning targets and needs by interviewing teachers and analyzing the needs of 30 students of the eleventh grade at MAS Madani Alauddin Pao-Pao. The results of this analysis were used to design the syllabus at the design stage, while at the development stage, the researchers created a textbook that integrates with the values of religious moderation. The textbooks were validated based on four aspects of eligibility set by BNSP. The evaluation scores from two validators were 3.76 for content feasibility, 4.05 for presentation feasibility, 4.00 for language feasibility, and 4.08 for graphic feasibility. After some improvements, the textbook is considered suitable for use in the classroom, in accordance with the standards set by BNSP to support effective and quality learning. This integrated teaching material can already be an additional material for English teaching and help teachers to teach more efficiently while instilling tolerance values to students. Students not only improve their English skills, but also learn about peace, tolerance, and different cultures. This research also serves as a basis for further studies in applying the values of moderation and tolerance in English language learning, in accordance with the national education goal of creating a generation with noble character.

Keywords: *Integration, Religious Moderation, ELT Material, ADDIE Model*

1. INTRODUCTION

Under the leadership of Minister of Religious Affairs Lukman Hakim Saifuddin (2014-2019), religious moderation was born as a brilliant breakthrough to counteract extremism, intolerance, and radicalism in Indonesia. The existence of this program is motivated by the richness of Indonesia's diversity, ranging from culture, ethnicity, language, to religion. This diversity is the strong foundation for the government in pioneering religious moderation. Religious moderation is not just a program, but a movement that invites all elements of the nation to unite in differences.

Religious moderation prioritizes human values by emphasizing justice and balance. It is an attitude that seeks agreement between different views so that no one dominates. The government hopes that Indonesia's qualified young generation can promote this moderation. Schools and madrasahs play an important role in instilling the values of religious moderation.

Instilling the value of religious moderation should not only be taught in religious studies, but also in various other subjects such as Mathematics, Biology, and English. In line with the

opinion of Nirwana & Darmadali (2021) emphasizing the importance of teaching moderate attitudes from an early age to prevent radicalism in educational institutions.

The values of religious moderation are considered in every educational subject, including English. Thus, it is expected that students can apply the principles of religious moderation in their daily lives. The integration of religious moderation values in English teaching is considered to reduce teachers' anxiety, especially due to the differences between foreign and Indonesian cultures reflected in English learning materials.

The researchers focuses on the development of English learning modules that integrate religious moderation values. MAS Madani Alauddin Pao-Pao was chosen as the research location because of its relevance to the implementation of religious moderation values, considering that this educational institution has a focus on religious insight. Preliminary research at the madrasah showed that religious moderation has not been implemented there. This research aims to integrate the values of religious moderation in English teaching materials, especially in the material of "Personal Letter". Therefore, the researchers finally raised the thesis title "Developing Suggested ELT Material Based on Religious Moderation for the Eleventh Grade Students at MAS Madani Alauddin Pao-Pao: Personal Letter Unit".

2. METHOD

This research is categorized into Research and Development (R&D) research. Sugiyono (2013) stated that research and development is a research method used to produce certain products and test the effectiveness of these products. In Research and Development (R&D), there are various models that can be used by researchers, such as the ASSURE, ADDIES, Borg & Gall, Dick & Carey, and Kemp models. Each model offers a different approach to developing and refining products or methods in research (Saputri & Kamsinah, 2018).

Using the method (R&D) with ADDIE Model, Ilmiah et al. (2013) stated that developing a product using ADDIE model is good enough. It is because ADDIE model has 5 steps that is quite enough to do. The steps are Analyze, Design, Develop, Implement, and Evaluate.

The ADDIE model is one of the most popular methods in instructional design development and is often used by educational researchers. According to Aldoobie (2015), ADDIE is a commonly used model for designing effective instruction. The model serves as a guide for creating efficient and effective designs, assisting instructional designers, content developers, and teachers in the design process. ADDIE involves a series of processes that can be applied to a variety of instructional products to achieve optimal results.

The population of grade XI students at MAS Madani Alauddin Pao-Pao consists of 116 students divided into four classes, with each class numbering 29-30 students. The researchers used random sampling technique and selected one class as the sample, which consisted of 13 male students and 17 female students, so that the total sample of students was 30 people. In addition, two English teachers who taught in class XI were also sampled, along with experts who served as an evaluation team to measure the validity of the materials.

The data collection process followed the stages of the ADDIE model: Analyze, Design, Develop, Implement, and Evaluate. Data were obtained through questionnaires, interviews, documents, and validation checklists. The needs analysis questionnaire and validation checklist were used to describe quantitative data, while interviews and documents were used to describe qualitative data.

3. RESULTS

The Result of the Analysis Phase

This research focuses on the English textbook used by eleventh grade students at MAS Madani Alauddin Pao-Pao. The book is published by the Ministry of Education and Culture of the Republic of Indonesia and follows the 2013 curriculum, with a total of 9 chapters. This research specifically focuses on Chapter V which discusses Personal Letters in the Letter Writing theme.

The analysis is conducted through a questionnaire that measures the percentage of students' needs in learning, which consists of 14 questions divided into three categories: organization of the material, content of the material, and learner's characteristics. The data from the questionnaire that has been distributed to students is presented in the table below:

Table 1. Results of The Organization Material

The Organization Material		
Num.	Questions	Answers
1.	In your opinion, do the learning objectives need to be put in "Personal Letter"?	<input type="radio"/> Yes = 90% <input type="radio"/> No = 10%
2.	Related to the "Personal Letter" unit, what kind of exercises activities do you want?	<input type="radio"/> Individual = 33.3% <input type="radio"/> Pair = 33.3% <input type="radio"/> Discussion (small group) = 30% <input type="radio"/> Project (big group) = 3.3%
3.	Related to the "Personal Letter" unit, what kinds of tasks activities do you want?	<input type="radio"/> Making a Personal Letter = 66.7% <input type="radio"/> Reading a Personal Letter = 26.7% <input type="radio"/> Identifying the structure of the Personal Letter = 6.7%
4.	Does the summary need to be put on the "Personal Letter" unit?	<input type="radio"/> Yes = 90% <input type="radio"/> No = 10%
5.	What kinds of reflection do you want about the learning "Personal Letter" unit?	<input type="radio"/> Note-taking = 66.7% <input type="radio"/> Presentation = 33.3%
6.	Does the glossary (words list) need to be put on the "Personal Letter" unit?	<input type="radio"/> Yes = 93.3% <input type="radio"/> No = 6.7%

Table 2 Results of The Content of Material

Content of the Material		
7.	Do you think the topic of "enlivening the August 17th event" should be added to the "Personal Letter" unit?	<input type="radio"/> Yes = 63.3% <input type="radio"/> No = 36.7%
8.	Do you think the discussion of "letter to attend religious event" should be included in the "Personal Letter" unit?	<input type="radio"/> Yes = 63.3% <input type="radio"/> No = 36.7%
9.	Do you agree that the topic of "avoiding verbal abuse on social media" should be included in the "Personal Letter" unit?	<input type="radio"/> Yes = 70% <input type="radio"/> No = 30%
10.	Do you agree that the topic of "tablilan" should be added to the "Personal Letter" unit?	<input type="radio"/> Yes = 53.3% <input type="radio"/> No = 46.7%

Table 3 Results of Learners' Characteristics

Learners' Characteristic		
11.	About the learning style, do you like learning by using?	<input type="radio"/> Visual (Pictures, graphs, charts, etc.) = 83.3% <input type="radio"/> Auditory (videos, discussions, etc.) = 70% <input type="radio"/> Kinaesthetic (plays, experiments, etc.) = 60%
12.	In what way do you like to learn "Personal Letter"?	<input type="radio"/> Through playing games = 16.7% <input type="radio"/> Through practicing directly = 30% <input type="radio"/> Through listening materials = 16.7% <input type="radio"/> All of them true = 36.7%
13.	About learning "Personal Letter," what kinds of learning material form do you want as your learning preference?	<input type="radio"/> Texts = 23.3% <input type="radio"/> Pictures = 16.7% <input type="radio"/> All of them true = 60%

14.	In your mind, do you experience the following problems in learning English, especially "Personal Letter"?	<ul style="list-style-type: none"> ○ Lack of vocabulary knowledge = 60% ○ Uninteresting topics/bored material = 6.7% ○ Unfamiliar context = 13.3% ○ Uncommon word combination = 10% ○ Too many have the same meaning = 10%
-----	---	--

The results of the questionnaire were used by the researchers as a source in designing the syllabus blueprint. The table above shows the results that students want learning objectives to be included in the Personal Letter material, students want the type of assignment activities to be done individually and in pairs, students want the assignment to create a personal letter, and students agree to include the religious moderation values indicator in the Personal Letter material.

The Results of the Design Phase

After analyzing student needs, the next step is the design stage. At this stage, researchers compile a blueprint in the form of a syllabus that includes a learning process plan and becomes a reference in the development of teaching materials. Making the right blueprint is very important, taking into account the analysis of student needs, comments from experts, as well as competency standards and basic competencies. The syllabus design includes the development of ELT (English Language Teaching) materials that have also integrated the values of religious moderation. The design components include unit title, basic competencies, learning outcomes, indicators, inputs, language focus and skills, religious moderation values, and learning activities.

The Results of the Development Phase

At this stage, the researchers have successfully developed a module by utilizing the blueprint (syllabus) as the main guide. The module was designed by including relevant materials and integrating four indicators of religious moderation values, namely national commitment, tolerance, non-violence, and accommodation of local culture. The structure of this module includes several key components, starting from the cover, followed by the competency standards and basic competencies page, learning objectives and learning outcomes page, the main part of the book containing activities page, vocabulary list page, and summary page. The resulting textbook adopts the Project-Based Learning (PjBl) approach, which is designed to engage students in projects that support active learning. In the development process, the researchers carefully selected the most relevant and appropriate items to be included in the textbook, ensuring that the integration of religious moderation values was done effectively and appropriately.

The Results of the Evaluation Phase

Table 4. The Results of Blueprint Validation

No	Statement	Score from Validator 1	Score from Validator 2	Mean score scale	Result
Course Content					
1.	The blueprint is consistent with the syllabus for Senior High School (SMA) in Curriculum 2013.	4	4	4	Valid
2.	The content material is appropriate with the course of students in Senior High School in the eleventh grade.	4	4	4	Valid
Learning Outcomes					
3.	Learning outcomes include integrated skills in English	4	3	3.5	Valid

	(reading, writing, speaking, and listening).				
4.	The learning outcomes are clearly stated.	5	4	4.5	Valid
Indicator					
5.	These indicators provide learning experience for students to achieve learning outcomes.	4	4	4	Valid
6.	The indicator is expressed systematically.	4	4	4	Valid
7.	The indicators are clearly stated.	5	4	4.5	Valid
Skills					
8.	The blueprint supports actively English skills.	4	2	3	Enaough Valid
Activity					
9.	The blueprint provides suitable tasks for the students.	4	4	4	Valid
10.	Students are evaluated based on the learning outcomes and indicators.	4	4	4	Valid
Evaluation					
11.	Students' achievement in the course can be measured fairly.	4	3	3.5	Valid
Total: 3.90 = Valid					

Table 5. The Results of Textbook Validation

Content Feasibility	3.76 (Valid)
Presentation Feasibility	4.05 (Valid)
Language Feasibility	4.00 (Valid)
Graphic Feasibility	4.08 (Valid)

4. DISCUSSION

Analysis Phase

The book previously used by the eleventh grade English teacher at MAS Madani Alauddin Pao-Pao is a book for SMA/MA/SMK/MAK Grade XI English students, Ministry of Education and Culture of the Republic of Indonesia 2017. In this book, it is still general and does not contain the values of religious moderation.

The results of this research analysis based on the 2013 curriculum consist of basic competencies 3.6 and 4.6 with Personal Letter material that is expected to be understood by students. Then in the learning process there are main skills that are integrated in a skill flow that is systematically arranged. Learning activities used Project Based Learning which includes Determine the topic, Pre-Communication, Determine the basic question, Design the project plan, Test result, and Evaluating experience. Lastly, instructional instruction refers to pre-study; types of activities consist of individual and pair activities; the number of activities; and glossary.

According to Aldoobie (2015), the analysis stage is an important part of the development process. Aldoobie also argues that the analysis stage in learning design is a critical step that saves significant costs, effort, and time. In this stage, the researchers examines in depth several important aspects. First, researchers analyze learners to understand their current position, the skills they possess, and their individual needs through questionnaires. Sugiyono (2013) stated that questionnaires are an efficient data collection technique if the researchers knows exactly the variables to be measured and knows what to expect from the respondents. Then, researchers developed instructional analyses that detail the steps needed to present learning materials effectively. Next, set clear instructional goals to determine the desired end result of that learning. Finally, the researchers designed a learning objective analysis to determine the evaluation method that is used to measure the achievement of learning objectives. By conducting this analysis carefully before planning or implementing learning, researchers can ensure that the learning approach that they chose was more effective and relevant to the desired learning objectives.

Design Phase

Based on the results of the research at the design stage, the researchers was finally able to develop a blueprint that adapted from Nurpahmi et al. (2022) which became the basis for the researchers to carry out the next stage, namely at the development stage. In line with Andriani & Puspitasari (2024) research, at the design stage, the researchers develops research instrument indicators and sets goals for the next stage. They used Tomlinson and Cunningsworth's theories to select relevant aspects for the indicator. From Tomlinson's principles, ten aspects were selected for a good textbook, while Cunningsworth's theory contributed various aspects related to purpose, design, language content, and skills. These indicators are then used in questionnaires and interviews.

This design stage was a very important stage considering that the teaching materials to be developed must be really appropriate and feasible to be used. The researchers included activities in the blueprint in line with what students wanted, which came from the results of the analysis of student needs. Then, the researchers also included the components of religious moderation values in learning activities, in accordance with the focus of this research.

In developing the components of the activity, the researchers began by adapting elements from Wasimin (2022). The researchers then analyzed the components, determined which parts are relevant to add and which are not relevant to add. Through this selection and adjustment process, the researchers succeeded in developing new and more suitable activity components in the context of this research.

Development Phase

According to Cahyadi (2019), at the development stage in this research, activities involve the creation and modification of teaching materials. Meanwhile Kurnia et al., (2019) stated that the development stage is the preparation and writing of material in the textbook that is adjusted to the needs of students in carrying out learning activities. The conclusion of the statement is that the development stage in the study includes two main aspects. The first aspect is the activity of making and modifying teaching materials, as stated by Cahyadi, the second aspect is the preparation and writing of materials in textbooks that are tailored to the needs of students, as stated by Kurnia et al. Thus, the development stage involves both the creation of innovative teaching materials and the adjustment of materials to ensure relevance and effectiveness in learning activities. At the design stage, the conceptual framework as the basis for developing teaching materials has been carefully prepared. At the development stage, the researchers was finally able to develop supplementary material in the form of a textbook which contained the values of religious moderation.

Evaluation Phase

Validation is the processed of evaluating or testing the validity of a blueprint and module that have been designed. The goal is to ensure that the device was in accordance with the learning

objectives. Validators who validate the blueprint and module then provide input, comments, and scores against the blueprint and module that have been created. These inputs and comments aim to help researchers refine the blueprint design and module. The score given by the validator indicates the level of validity of the blueprint and module. This validation was important to ensure that the blueprint and module that have been created are in accordance with the needs of students and the educational standards that have been set. In addition, validation is also carried out to test the validity of the material that has been made, whether it is suitable for use and can achieve the desired results.

The evaluation stage in this research is crucial to ensure that the blueprint and module that have been designed meet the desired quality standards. According to Cahyadi (2019) stated that evaluation is a process that is carried out to provide value to the development of teaching materials in the learning process. Therefore Aldoobie (2015) stated the importance of conducting a thorough evaluation at every stage of the learning process. This is to ensure that the instructional design and learning materials are appropriate to the needs of the learners and effective in helping them achieve the learning objectives. The evaluation process involves a careful assessment of both elements, with clear results confirming that they are achieving the expected level of validity. This validation is proof that the material prepared is in accordance with the learning objectives and standards that have been set. This evaluation ensures that every step in the development of the material has been carried out correctly and in accordance with the learning needs. Thus, this evaluation supports that carefully designed learning materials are really in accordance with the learning objectives that have been set and are expected to make a positive contribution to achieving these learning goals.

5. CONCLUSION

This study aims to develop ELT material modules for eleventh grade students at MAS Madani Alauddin Pao-Pao. Therefore, the researchers can draw some conclusions as follows:

1. At the initial stage of the research, the researchers analyzed students' needs using questionnaires and document analysis. The results showed that students felt the need to integrate religious moderation values in the module with the topic "Personal Letter". This integration is expected to create materials that focus on the values of religious moderation, including tasks that reflect these values as well as using names, locations, or activities that support the nuances of religious moderation.
2. At the design stage, the researchers conducted a syllabus design that included the development of ELT (English Language Teaching) material that also integrated the values of religious moderation. The components in the syllabus design include unit titles, basic competences, learning outcomes, indicators, input, language focus & skill, religious moderation values, and learning activities.
3. In the development stage, researchers followed the blueprint design that had been made to develop the textbooks. The textbooks mostly adopted the Project-Based Learning (PjBl) approach. The researchers selected appropriate methods to integrate religious moderation values into the coursebooks. During this process, the researchers selectively chose the most appropriate items to include, considering factors such as colour, style, font, animated images, use of character names, and other elements that affect the overall appearance of the textbook.
4. The researchers conducted formative evaluations at each stage of the research and submitted the results of the data analysis to the supervisor for review before proceeding. The blueprint design obtained a validity score of 3.90 after adjustment. The developed textbook showed high validity in the aspects of content feasibility (3.76), presentation feasibility (4.05), language feasibility (4.00), and graphics feasibility (4.08). This integrated English textbook has reached a valid level of feasibility after a systematic development and revision process.

This research aims to integrate the values of religious moderation into English teaching materials, with the hope of not only improving students' English language skills, but also instilling

the value of tolerance and building an understanding of peaceful coexistence. The integrated teaching materials developed are expected to assist teachers in teaching English more efficiently, as well as provide guidance to motivate and instill tolerance values in students. For students, the benefits include a good command of English and an understanding of the importance of living in peace and tolerance, which will broaden their horizons and improve understanding of different cultural contexts.

REFERENCES

- Aldoobie, N. (2015). ADDIE Model. *American International Journal of Contemporary Research*, 5(6).
- Andriani, F., & Puspitasari, D. (2024). *Integrating Religious Moderation Values in an English Course Book*. 5(1). <https://doi.org/10.35961/salee.v5i1.1093>
- Cahyadi, R. A. H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model. *Halaqa: Islamic Education Journal*, 3(1), 35–42. <https://doi.org/10.21070/halaqa.v3i1.2124>
- Ilmiah, N., Islam, U., Alauddin, N., Nur, N. A., Islam, U., & Alauddin, N. (2013). *Materials Dealing With 2013 Curriculum*. 2003(20), 67–78.
- Kurnia, T. D., Lati, C., Fauziah, H., & Trihanton, A. (2019). Model ADDIE Untuk Pengembangan Bahan Ajar Berbasis Kemampuan Pemecahan Masalah Berbantuan 3D. *Seminar Nasional Pendidikan Matematika*, 1(1), 522.
- Nirwana, N., & Darmadali, W. S. (2021). Instilling Religious Moderation Value in ELT through Cross-Cultural Understanding Course. *Elsya: Journal of English Language Studies*, 3(2), 117–125. <https://doi.org/10.31849/elsya.v3i2.6780>
- Nurpahmi, S., Aliyah Nur, N., Rahayu, D., Apriani, S., Auni, B. A., Mr, K., Sahid, M., & Al-Munawar, A. (2022). *Integrating Islamic Values Into ELT Materials for the Eleventh-Grade Students of Mahyajatul Qurra' Islamic Boarding School Takalar*. 2(1993), 650–668.
- Saputri, I. T., & Kamsinah. (2018). Developing of English Language Printed Material Based on 2013 Curriculum: on Giving Expression About Congratulating and Complimenting Others. *ETERNAL (English, Teaching, Learning and Research Journal)*, 4(1), 85–106. <https://doi.org/10.24252/eternal.v4i1.2018.a7>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Wasimin, W. (2022). Project Based Learning As a Media for Accelerating the Achievement of Profil Pelajar Pancasila in the Program Sekolah Penggerak. *International Journal of Social Science*, 1(6), 1001–1008. <https://doi.org/10.53625/ijss.v1i6.1924>