

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

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ABSTRACT

This research aims to develop an English module based on religious moderation for eleventh grade students at MAS Madani Alauddin Pao-Pao. Modules that contain indicators of religious moderation and are used in a madrasah environment can provide more relevant material for students. This research seeks to improve language skills and understanding of religious tolerance. The researchers applied the R&D method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model as the instructional design framework. Data was collected through questionnaires, document analysis, and feedback from students and teachers. The process includes identifying students' needs, designing blueprints, developing materials, and evaluating it. The textbook was validated based on four aspects of eligibility proposed by the National Education Standards Agency (BNSP). The validation results showed that the textbook scored 3.86 for content feasibility, 3.88 for presentation feasibility, 4 for language feasibility, and 4.25 for graphic feasibility from the validators. As a result, the researchers created ELT materials that were developed to include indicators of religious moderation. After evaluation and revision, this textbook was declared valid and feasible to be implemented in the classroom with sufficient feasibility scores on all aspects. This research is expected to be a valuable reference for other researchers in developing ELT materials based on religious moderation systematically and objectively. This textbook is expected to help teachers increase students' passion for learning and create meaningful learning. Researcher hope that the developed ELT materials are widely used in schools, supporting language and character development. Thus, teachers are expected to use this module for evaluation and modification, while the next researchers are expected to implement this research.

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

1. INTRODUCTION

In recent years, several studies have indicated a declining tolerance level in Indonesia. The increase of radical behavior, the spread of hoaxes, and the persecution of minority groups are some examples of behaviors that can lead to the loss of tolerance values in society (Fouk, 2023). Furthermore, it was explained that even at the high school student level, intolerance appears in the form of bullying, differentiation based on religion, ethnicity, and others. A simple example is the use of insulting nicknames or insinuations between students because of different clothes or backgrounds.

Based on the cases above, the concept of religious moderation promoted by the Ministry of Religious Affairs can provide a balanced approach. Moderation allows modern general subjects such as English to be taught in madrasah without contradicting Islamic principles. The integration

of religious moderation values in English language learning at the Senior High School level including Madrasah Aliyah is one of the developments in education in Indonesia in recent years. Based on these facts, the researchers were interested in conducting research at MAS Madani Alauddin Pao-Pao. The researchers found that additional teaching materials are needed.

The researchers in this case developed teaching materials based on religious moderation for eleventh grade MAS Madani Alauddin Pao-Pao which focused on the unit "Song Lyrics". This research focuses on the development of ELT materials for high school students, specifically for the eleventh grade, based on basic competencies 3.9 and 4.9 about entertaining others and nurturing positive life values and characters through songs and poems. In developing ELT materials based on religious moderation, the researchers applied the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation). This model is an instructional design model that consists of five phases, namely analysis, design, development, implementation, and evaluation (Branch, 2009).

2. METHOD

In this research, the researchers used the research and development (R&D) method. Sugiyono (2015), argued that the research and development method is used to make sure products and test the effectiveness of those products. The R&D research steps for ELT materials include analysis of teacher and student needs; product development based on analytical findings and related theories; iterative product testing and revision; and implementation of the final product in the field (Gall & Borg, 2007).

The development model that used by the researchers in this research is the ADDIE model. According to Branch (2009), the ADDIE model has advantages such as systematic, procedural, flexible, and a final evaluation that provides input for future product improvements. Aldoobie (2015) also said that the ADDIE model has several advantages such as flexibility, systematic, can be evaluated and revised continuously, and there is a final evaluation phase to ensure the effectiveness of the resulting product. These characteristics make ADDIE highly appropriate for use in development research or R&D.

There are four instruments used to obtain the data needed: questionnaires, interviews, documents, and validation checklists. The subjects of this research were 30 students of the eleventh grade at MAS Madani Alauddin Pao-Pao and two English teachers. In addition, two experts were selected as validators in this research. In this research, the product to be produced is an English module that has been developed with the application of religious moderation for the eleventh grade students of MAS Madani Alauddin Pao Pao.

The development model used in this research is the ADDIE model which stands for analysis, design, development, implementation, and evaluation. In the analysis phase, the researchers collected important data to develop the teaching materials. The next phase is the design phase, where researchers create a blueprint based on the findings of the student needs survey. After designing the material, in the next phase the researchers developed the material into a module. In the development process, the researchers focused on the implementation of religious moderation in English language materials. In the implementation phase, researchers did not conduct implementation due to time limitation. The last phase is the evaluation phase, the effectiveness of the materials and the achievement of learning objectives are thoroughly evaluated.

3. RESULTS

The final results of the research that has been conducted are in accordance with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). At the implementation phase, researcher did not implement the product due to the limited time available. Therefore, the results of this research are the findings of the needs analysis from the questionnaire

distributed to the students, while the material design in the form of the prototype is the result of the development of ELT material products covering the subject matter of the Song Lyrics Unit.

The questionnaire was divided into three sections: material organization, material content, and student characteristics. Following the distribution of the questionnaire to the students, the results were compiled in the table below which is presented in this section.

Table 1. The Result of Organization Material

Number	Question	Answer
1.	In your opinion, do the instructional objectives need to be put in "Song Lyrics" unit?	<input type="checkbox"/> Yes = 90% <input type="checkbox"/> No = 10%
2.	Related to the "Song Lyrics" unit, what kind of exercises activities do you want?	<input type="checkbox"/> Individual = 16.7% <input type="checkbox"/> Pair = 26.7% <input type="checkbox"/> Discussion (small group) = 40% <input type="checkbox"/> Project (big group) = 16.7%
3.	Related to the "Song Lyrics" unit, what kinds of tasks activities do you want?	<input type="checkbox"/> Individual = 16.7% <input type="checkbox"/> Pair = 26.7% <input type="checkbox"/> Discussion (small group) = 40% <input type="checkbox"/> Project (big group) = 16.7%
4.	Does the summary need to be put on the "Song Lyrics" unit?	<input type="checkbox"/> Yes = 86.7% <input type="checkbox"/> No = 13.3%
5.	What kinds of reflection do you want about the learning "Song Lyrics" unit?	<input type="checkbox"/> Note-taking = 46.7% <input type="checkbox"/> Presentation = 53.3%
6.	Does the glossary (words list) need to be put on the "Song Lyrics" unit?	<input type="checkbox"/> Yes = 83.3% <input type="checkbox"/> No = 16.7%

Table 2. The Result of Content Material

Number	Question	Answer
7.	Are you in agreement with using national songs with lyrics written in English in the Song Lyrics unit?	<input type="checkbox"/> Yes = 83.3% <input type="checkbox"/> No = 16.7%
8.	Would you like to use poems that have been Translated into English with ideas about the importance of diversity in the Song Lyrics unit?	<input type="checkbox"/> Yes = 76.7% <input type="checkbox"/> No = 23.3%
9.	Would you like to learn the song which talks about the impact of violence on children?	<input type="checkbox"/> Yes = 70% <input type="checkbox"/> No = 30%
10.	Would you like to learn a song or poem that talks about the importance of upholding the noble values of local culture and Song lyrics unit?	<input type="checkbox"/> Yes = 73.3% <input type="checkbox"/> No = 26.7%

Table 3. The Result of Students' Characteristics

Number	Question	Answer
11.	About the learning style, do you like learning by using?	<input type="checkbox"/> Visual (pictures, graphs, charts, etc.) = 66.7% <input type="checkbox"/> Auditory (videos, discussion, etc.) = 83.3% <input type="checkbox"/> Kinesthetic (plays, experiments, etc.) = 60%
12.	In what way do you like to learn "Song Lyrics" unit?	<input type="checkbox"/> Through playing games = 26.7% <input type="checkbox"/> Through practicing directly = 20% <input type="checkbox"/> Through listening materials = 16.7% <input type="checkbox"/> All of this is true = 36.7%
13.	About learning "Song Lyrics," what kinds of learning material form do you want as your learning preference?	<input type="checkbox"/> Text = 20% <input type="checkbox"/> Audio = 23.3% <input type="checkbox"/> All of this is true = 56.7%
14.	In your mind, do you experience the following problems in learning English, especially "Song Lyrics" unit?	<input type="checkbox"/> Lack of vocabulary knowledge = 50% <input type="checkbox"/> Uninteresting topics/bored material = 13.3% <input type="checkbox"/> Unfamiliar context = 20% <input type="checkbox"/> Uncommon word combination = 13.3% <input type="checkbox"/> Too many have the same meaning = 3,3%

Based on the analysis result in this research, the majority of students (90%) stated that they need learning objectives included in the materials. Students preferred small group discussions (40%) for training materials and favored tasks that involved listening to songs and filling in the blank lyrics (56.7%). In addition, 86.7% of students agreed that summaries should be added to the materials, and 53.3% preferred presentations for reflection on the Song Lyrics materials. In addition, 83.3% agreed to include a word list in the materials. The developed materials are based on the values of religious moderation, incorporating indicators such as national commitment, non-violence, tolerance, and acceptance of local culture into the context of school, community, and family environments. According to the student characteristics survey, 83.3% of students preferred an auditory learning style and a combination of activities including games, hands-on exercises, and listening materials. Preferred learning formats included text and audio (56.7%), while 50% of students cited lack of vocabulary knowledge as a major problem in learning English. These findings informed the needs inventory list, guiding the blueprint design based on the questionnaire results and syllabus standards. In conclusion, the students requested the inclusion of learning objectives, discussion-based tasks, song analysis, and integration of religious moderation values in the English Language Teaching (ELT) materials.

The researchers designed the syllabus after completing the needs analysis. The syllabus serves as a basic guide for structuring and implementing the learning process, with a particular focus on incorporating the principles of religious moderation. The development of this syllabus is based on the results of the needs analysis, to ensure that it meets the specific needs of the students. In addition, the syllabus is aligned with the basic competencies and tailored to meet the established learning indicators, ensuring that the learning outcomes are measurable and aligned with the overall educational objectives. This systematic approach ensures that the content is not only relevant but also conducive to fostering a balanced understanding of religious values.

After the module successfully integrates all course materials carefully, including texts, graphics, colors, images, and fonts. The researchers arranged the learning materials in a coherent and structured manner, considering the continuity between units. The organization of the module includes the cover, core competencies, basic competencies and learning outcomes, main sections, glossary, and summary.

The researchers designed the blueprint and submitted it to the validators to ensure that each design element is in line with the desired learning objectives. In this stage, validators play an important role by providing feedback, constructive comments, and evaluation scores that serve as a reference for refining the design. This validation process is essential, as it not only guarantees that the blueprint and module produced are pedagogically appropriate to students' needs, but also ensures that the designs meet the quality and competency standards set by the education system. Through validation, learning material are evaluated for feasibility before being applied in real classroom situations, so as to minimize shortcomings and maximize the effectiveness of the learning process in the future.

4. DISCUSSION

In the process of developing the module, the researchers adapted Branch's (2009) theory to create teaching material suitable for teaching English based on religious moderation. The reasearch conducted by Pelu (2021) said that the application of moderation in the education system is very important in education in Indonesia, especially madrasah-based schools. The needs analysis phase is important to develop products that are relevant to students by paying attention to target needs, learning environment, characteristics of learners and others (Maydiantoro, 2021). In this research, the needs analysis covers basic competencies 3.9 and 4.9 with song lyrics material, which includes understanding social functions and linguistic elements. The learning integrates key skills systematically by using a project-based learning approach, which includes topic determination, pre-communication, basic questions, project design, results, and evaluation.

The next phase after conducting a need analysis was to design a syllabus. In this research, the researchers adapted the syllabus components from Khaeratunissa (2023) who integrated Islamic values in the development of textbooks. These components include unit title, basic competencies, indicators, inputs, task types, and time allocation. The researchers modified 'types of tasks' into 'learning activities' and added the indicator component of religious moderation. This was done to adapt to the project-based learning approach which involves not only tasks, but also various activities. After that, in the next phase, the researchers developed a module based on information from the designed syllabus and materials related to Song Lyrics material by considering all aspects of the module.

At the evaluation phase, the researchers created a blueprint for the teaching module, presenting it to validators to ensure alignment with the learning objectives. Feedback and scores from the validators helped refine the design, ensuring its alignment with student needs and educational standards. This is in line with Maydiantoro (2021) that stated at the evaluation phase in the ADDIE model development research is carried out to provide feedback to product users, so that revisions are made according to the evaluation results or needs that cannot be met by the product. Fadhila et al., (2022) that also went through the validation test phase in the development of its products by two validators, in the research the instruments were improved based on the validator's suggestions and the results showed that the product was suitable for use with revisions.

5. CONCLUSION

In this research, the researchers could finally take numerous conclusions, as follows:

1. In the first phase of this research, information on students' needs was researched collected through questionnaires and document analysis. The preliminary findings showed that students wanted the implementation of religious moderation in a module with the topic "Song Lyrics". The implementation of religious moderation in the developed learning materials can produce content that is in line with the madrasah background and covers all indicators of religious moderation.
2. The implementation of religious moderation is done at the design phase by creating a blueprint as a module guide. The blueprint includes unit title, basic competencies, learning objectives, indicators, inputs, language focus and skills, religious moderation, and learning activities.
3. The module is based on Project Based Learning and designed to help students achieve the learning objectives. The researchers integrated religious moderation indicators in the module and carefully organized the design elements, including color selection, design, fonts, and other elements. All aspects are planned to ensure the module becomes an interesting and effective learning material in integrating Islamic values into English learning.
4. The researchers submitted the results of the data analysis to the supervisor for review before proceeding to the next phase. The blueprint design submitted for validation at the design phase obtained a validity score of (3.86) after some adjustments. The resulting textbook was evaluated at the development phase, showing validity in terms of content eligibility (3.86), presentation (3.88), language (4), and graphics (4.25). Finally, through a systematic process of development and revision, the English textbook developed based on religious moderation reached the level of feasibility validated by the validators.

The results of the developed module show that the module is suitable for use as supplementary material in the learning process, this module cannot be used as the main material because it still needs an implementation phase to test its effectiveness in achieving overall learning objectives. The development process of this module did not include the implementation phase due to time limitations. Therefore, while this module can be used to complement existing materials, further implementation and evaluation is needed to ensure it can fulfil all aspects of learning required in the curriculum before it can be used as the main learning resource.

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