

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

Risma Yani^{1*}, Nur Aliyah Nur¹, Masykur Rauf¹

¹Universitas Islam Negeri Alauddin Makassar

*e-mail: rismayani01@gmail.com

ABSTRACT

This research aims: a) to analyze the needs of students related to English teaching materials, b) to find teaching material designs that are in accordance with student needs, c) to develop English teaching materials, d) and evaluate English teaching materials (ELT) that have been designed and developed for eleventh grade students at MAS Madani Alauddin Pao-Pao in the Analytical Exposition unit based on religious moderation with its four indicators, namely national commitment, tolerance, non-violence, and acceptance of local culture. This research method is R&D with the ADDIE model (Analysis, design, development, implementation, and evaluation). This research was conducted in class IX MAS Madani Alauddin Pao-Pao, as well as a participant of this study. The subjects in this study total 30 students. Researchers collect data using questionnaires and teacher interviews to get important data supporting this study. The result of this research are: The researcher analyzed the needs of students to create a syllabus at the design stage and then used it as a reference in making student learning module in the development stage, after which an evaluation was carried out to test the feasibility before being given to the teacher. The resulting module has a score of (3.91) for aspects of content feasibility, presentation feasibility (4.00), language feasibility (4.00), and graphic feasibility (4.17). This score was given by the validator from the evaluation results. The implication of this research is: After going through the module validation process, the results of the validation show that the module has been declared feasible and who to use as an alternative teaching material or as a related additional teaching material for teachers related to the Analytical Exposition unit. In addition, the validation results show that the module has met the suitability of the aspects determined by BNSP (Badan Standar Nasional Pendidikan).

Keywords: *R&D research, ADDIE Model, Religious Moderation, ELT Material*

1. INTRODUCTION

The diversity of cultures and beliefs often creates conflicts in society, due to differences in origin, history, and culture and arises when people oppose certain cultural customs because they are considered contrary to religious teachings.

In addition to different perspectives, differences also arise due to unequal knowledge about religion. Thus, religious moderation is a program issued by the Minister of Religion of the Republic of Indonesia 2014-2019, Lukman Hakim Saifuddin to reach a middle ground in applying the spirit of moderation to students through learning in schools. The application of religious moderation can be realized with the teaching of a good teacher and can be accepted by students, this includes English language teaching (ELT).

Teachers should be role models in every action that shows an attitude of religious moderation in their daily lives. It is emphasized by Shaleh (2006) in Arfandi (2021) that positive and negative teacher personalities will have a significant impact on students, therefore in teaching and learning activities, teachers must have a noble personality that can be emulated by students because this will be a barometer of student success in participating in learning activities. From the preliminary research, one of a case of intolerance that occurs in MAS Madani Alauddin Pao-Pao, based on the survey filled by students, that there are still 48.5% of students who do not want to congratulate friends of different religions who are celebrating their religious holidays.

Based on the previous statement, researchers are interested in conducting research at MAS Madani Alauddin Pao-Pao. Researchers make ELT teaching materials with analytical exposition material, in the process of making modules using the ADDIE Model.

2. METHOD

This research method is R&D (Research and Development) with the ADDIE model (Analysis, design, development, implementation, and evaluation). Borg et al. (2003) describes R&D are the research and development process consists of several steps, namely finding research related to the product to be developed, developing the product, testing its use, and making revisions to its shortcomings. The researchers, use quantitative and qualitative approaches. Both quantitative and qualitative approaches supply data, analyze data and interpret data. The product made by researchers in this study is a teaching module for eleventh grade MAS Madani Alauddin Pao-Pao which is integrated by religious moderation. The research use purposive sampling and the subject of this research are 30 students, two teachers, and two validators. Sugiyono 2018 explained that purposive sampling technique is a sampling technique using several considerations according to the goal criteria to determine how many samples will be used.

Questionnaire is a form used for survey design that is filled out by participants in the research and provides personal information or some basic information (Creswell 2018). The purpose of the questionnaire is to distinguish the needs and wants of the students. The survey structure is divided into three parts to determine students' needs in this study: organization of learning materials, content of learning materials, and students' characteristics. The researchers adapted questionnaire by Rahayu (2022).

Interview guidelines were used by the researchers during the preliminary research to define the phenomena or problem being studied, containing questions related to English teaching materials in the classroom, the difficulties faced by students and teachers, as well as teachers' opinions on the application of religious moderation, where the questions were adapted by the researcher from (Rahayu,2022). In conducting interviews, researchers interact directly with participants, which allows researchers to gain deep insight into the topic under study. Researchers analyzed documents such as existing books and syllabus. The purpose of this analysis is to find out some important information that will be needed for the development process, such as book topics, learning objectives, time allocation, and so on. In this study, the researchers will use the ADDIE model as a reference in making teaching material research. Researchers use the ADDIE model because it is considered a development model. Sugiyono (2015) in Safitri & Aziz (2022) stated that Analysis, Design, Development, Implementation, and Evaluation are five steps in the ADDIE model. The four main components contained in the ADDIE model are the main things needed by the researchers to be able to make a product or module as a result of research. The researchers design a tool to obtain information for research such as a questionnaire given to the eleventh-grade MAS Madani Alauddin Pao-Pao students and conduct a needs analysis during the analysis stage, as well as determining learning outcomes based on needs analysis and curriculum development. However, for the implementation stage of this research, it could not be done due to time constraints.

3. RESULTS

The Result of the Analysis Phase

As a result of the analysis stage, this study focuses on the unit of material “analytical exposition”. The goal is for students to understand and create exposition texts that are in accordance with the text structure. This material covers various aspects, ranging from sentence structure to how to understand the meaning of the exposition text reading. The teaching module uses a project-based learning system where, students are involved in real projects, such as determining topics, planning, and evaluating results. The learning process is carried out individually or in groups.

The analysis result based on the questionnaire shows the percentage of students' needs in learning, the explanation is as follows.

Table 1. Result of The Organization Material

Number	Questions	Answers
1.	In your opinion, do the instructional objectives need to be put in the material of the “Analytical Exposition” unit?	<input type="checkbox"/> Yes = 96,7% <input type="checkbox"/> No = 3.3%
2.	Related to the “Analytical Exposition” unit, what kind of exercise activities do you prefer?	<input type="checkbox"/> Individual = 6.7% <input type="checkbox"/> In pairs = 33.3% <input type="checkbox"/> Discussions (small group) = 50% <input type="checkbox"/> Project (big group) = 10%
3.	Related to the “Analytical Exposition” unit, what kinds of tasks do you prefer?	<input type="checkbox"/> Create an exposition text about viral issues in the surrounding environment = 36.7% <input type="checkbox"/> Create an exposition text according to the topic that has been determined. = 36.7% <input type="checkbox"/> Find a list of new/unfamiliar words in the exposition text = 10% <input type="checkbox"/> Create an exposition text in the form of: a pamphlet or essay = 16.7%
4.	Does the summary need to be put in the “Analytical Exposition” unit?	<input type="checkbox"/> Yes = 96.7% <input type="checkbox"/> No = 3.3%
5.	What kinds of reflection do you suggest about the learning “Analytical Exposition” unit?	<input type="checkbox"/> Presentation = 33.3% <input type="checkbox"/> Note-taking = 66.7%
6.	Does the glossary (word list) need to be put in the “Analytical Exposition” unit?	<input type="checkbox"/> Yes = 90% <input type="checkbox"/> No = 10%

Table 2. The Result of the Content of The Material

Number	Questions	Answers
7.	Do you agree if the material of the "Analytical Exposition" unit contains the topic of appreciating Heroes' Day?	<input type="checkbox"/> Yes = 80% <input type="checkbox"/> No = 20%
8.	Do you agree if the material of the “Analytical Exposition” unit contains the topic of respecting teachers and elders?	<input type="checkbox"/> Yes = 80% <input type="checkbox"/> No = 20%
9.	Do you agree if the material of the Analytical Exposition" unit contains the topic of child protection and victims of violence in schools?	<input type="checkbox"/> Yes = 93.3% <input type="checkbox"/> No = 6.7%
10.	Do you agree if the material of "Analytical Exposition" unit contains the topic of keeping and maintaining cultural diversity (tradition) in Indonesia?	<input type="checkbox"/> Yes = 83.3% <input type="checkbox"/> No = 16.7%

Table 3. The Result of Students Characteristic

Number	Questions	Answers
11.	Related to the learning style, do you like learning the "Analytical Exposition" unit by using? (it can be answered with more than 1 answer)	Visual (pictures, graphs, charts, etc.) = 76.7%

		Auditory (video, discussion, etc.) = 76.7%
		Kinesthetic (games, experiments, etc.) = 56.7%
12.	In what way would you like to learn the "Analytical Exposition" unit?	Through playing games = 16.7%
		Through practicing creating exposition texts (essays, articles, etc.) = 33.3%
		Through reading materials = 16.7%
		All of them = 33.3%
13.	Related to the learning material of the "Analytical Exposition" unit, what kinds of learning material forms do you want as your learning preference?	Text = 23.3%
		Picture = 23.3%
		Video = 10%
		All of them = 56.7%
14.	In your opinion, do you experience the following problems in learning English, especially in the "Analytical Exposition" unit?	Lack of vocabulary knowledge = 53.3%
		Uninteresting topic/material boring = 20%
		Difficult to understand the structure of exposition text = 20%
		Uncommon word combinations = 6.7%

Based on the results of the needs analysis questionnaire above, which then became the source for creating a blueprint about the results of the questionnaire and the material standards in the syllabus. Students prefer assignments in the form of conversation, students also want to add indicators of religious moderation to the ELT material with 4 points, namely national commitment, tolerance, non-violence, and acceptance of tradition. Rohimajaya et al. (2021) in their research on the development of English materials, also revealed that the suitability of students' needs with subject matter should be considered during the analysis stage for students to be motivated to learn.

The Result of the Design Phase

The results of analysis phase show the process of making a syllabus. Asmayanti et al., (2020), said the design phase is a way for researchers to make plans about how their learning materials will be made. Then, the syllabus is made based on needs analysis, basic competencies, and learning indicators. The syllabus provides important components that researchers need to develop materials. Researchers used the syllabus components that had been used by Rahayu (2022) to create a textbook integrated with religious moderation indicators. The researchers also added the components of the four indicators of religious moderation into the syllabus, with project-based learning involving activities and tasks. Therefore, the syllabus elements used by the researchers include unit title, basic competencies, indicator, four indicators of religious moderation, inputs, learning activities, and time allotment.

The Result of the Development Phase

The development phase, Ekowijayanto (2019) contains process of designing and refining learning materials to meet learning objectives. Researchers in compiling learning materials concentrate on creating structured and consistent teaching materials by considering the interconnectedness and continuity of learning units. The researchers described an organized system for each part of the book, starting from the cover to the last page. The components include the cover, the page integrated by the value of religious moderation, the core competency page, and the page presenting the basic potentials and learning objectives. Then, the main part of the book (which consists of activities), page list of vocabulary, and the summary page.

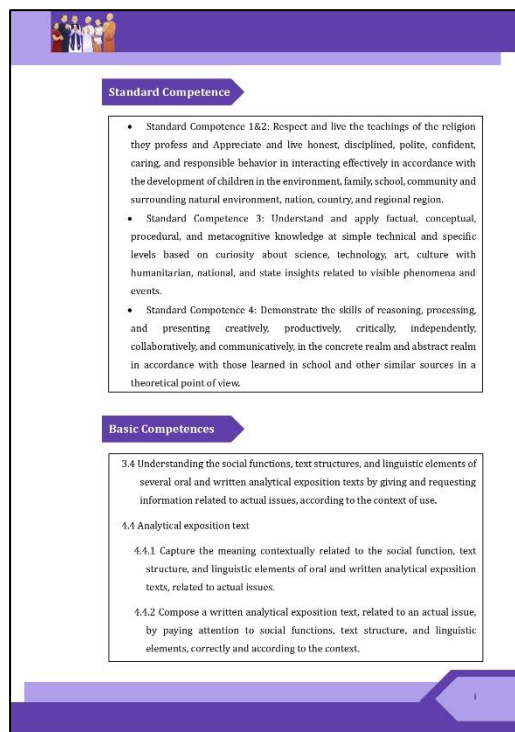


Figure 1. page of standard competence and basic competence

This page describes the essential skills that students have to learn, as the competency standards and basic competencies are skills that every student must have during the learning process. Competency standards focus on clear and specific learning objectives that students must meet. Students and teachers should have a clear reference of what to achieve and a relevant learning focus by combining the competency standards with the teaching materials.

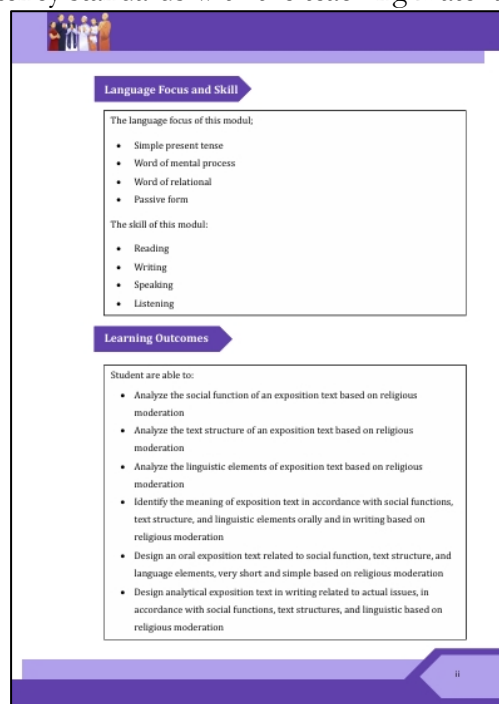


Figure 2. learning objectives and learning outcomes

In the module design, basic skills are taught to establish that students are understand the expectations that each student aims to achieve in each unit. These skills are essential for students to achieve their learning objectives. The basic skills serve as a guide that must be followed through a series of activities that students do during the learning process. Then, the incorporation of

learning outcomes in the module is an achievement of students at the end of learning later, after the provision of material in one unit as a whole. Students at the end of learning are able to know, understand, and be able to do tasks around the material in a learning period.

Figure 3. Determine the topic

The sub title of this unit is "Determine the Topic". The purpose of this unit is to assist in focusing learning on a specific area or issue. This is so that students will first recall what an exposition text is all about. The researcher briefly explained the meaning of exposition text, social function, and also the structure of exposition text. This helped students to direct their efforts in gathering knowledge and developing the necessary skills.

Figure 4. Pre-communication

Students were asked to determine the social function of both exposition texts and then presented them in front of the class. The researchers chose factual report texts with the titles

"Heroes' Day", to be in line with the case in the media and the case related to the first indicator of religious moderation of national commitment. It was also developed based on results of students' needs who wanted a form of integrating religious moderation.

Determine The Basic Question

Activity 1

Read carefully!

RELIGION IS NOT A BARRIER

Fire is a disaster that can happen to anyone, including our friends. During a situation full of panic and sadness, humanity and friendship must be prioritized. Even more so, if the friend affected by the disaster is of a different religion from us.

Helping a friend of a different religion in a difficult situation like fire shows a high attitude of tolerance and care. (1.....).

In such situations, we, as humans, must have a broad heart to help regardless of religion, ethnicity, and others.

(2.....) a fire disaster can cause loss of property, even lives. By helping, we ease their burden and show empathy. Secondly, as humans, we have a responsibility to help each other, especially in times of need. A fire disaster can cause loss of property, even life. By helping, we ease their burden and show empathy. Third, (3.....).

Then, if possible, (4.....). You can use social media or crowd funding platforms to spread the word about your friend's disaster and invite others to help.

Helping a friend who has been hit by a fire, even if they are of a different religion, is a noble act that reflects the values of humanity, brotherhood, tolerance, and kindness. By helping each other, (5.....).

<https://www.gemini.com/pages/3688806783-1a4a>

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Figure 5. determine the basic question

In this section, activity 1 determines the basic question. They are asked to complete sentences in the missing paragraphs with the answer choices on the next page. In the exposition text, there is a picture of a mother and her child who experienced a disaster then a hand containing symbols of several religions. This shows that the reading contains the value of diverse moderation in the second indicator, namely "Tolerance", according to the needs of students who want to use tolerance between religions in everyday life.

Activity 2

Make brochures or movies to educate people at your school about:

1. "Anti-violence at school"
2. "Traditional Culture in Sulawesi"

EXAMPLE:

SOUTH SULAWESI

BAMBU SOLO

Bamboo Solo is a traditional performance of the Toraja people in Sulawesi. It is a traditional dance and music performance that is performed during the Toraja funeral ceremony. The performance is a blend of traditional Toraja music and dance, and it is performed in a unique and beautiful way.

The performance is a blend of traditional Toraja music and dance, and it is performed in a unique and beautiful way. The performance is a blend of traditional Toraja music and dance, and it is performed in a unique and beautiful way.

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Figure 6. Design The Project Plan

In this activity, students will create a brochure or short video about "anti-violence in school" and "traditional culture in Sulawesi". This task helps students to improve teamwork and develop creativity. It is suitable for the needs of students who want to work on projects in small groups. In the theme raised by the researchers, it contains the value of religious moderation in indicators three (non-violence) and four (acceptance of culture).

Test Result

Activity 1

Analyze and perform it

Work together with your group to analyse the social function, text structure, and language elements in the text you have created. Then present the results in front of teacher and friends

Analyze	The result
Social Function	The topic sentences of the text The purpose of the text
Text Structure	Introduction Argument 1,2,3... Reiteration
Language Features

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Figure 7. The Result

After creating the exposition text in groups, students are requested to analyze the text into the components in the exposition text. In this activity, students will analyze the social function, text structure, and language elements contained in the project they have created. After the analysis, students will present the results of their analysis in front of the teacher and their friends. This can improve students' speaking skills and increase students' confidence. The researchers added this task to see students' understanding of the components contained in the exposition text, and also to achieve the competency standards.

Evaluating Experience

Activity 1

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The text was easy to understand.					
I know how to write an exposition text.					
I can write an exposition text.					
I know the format of an exposition text.					
I can create a pamphlet.					

My plan to overcome the difficulties of this chapter

you can do anything

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Figure 8. evaluating experience

In the first part, students will convey how their experience after learning the exposition text. In the experience assessment column, there are answer options for the level of understanding and not understanding related to the exposition text material. Then in the second column, students can write their opinions related to difficulties in learning exposition text. This aims to facilitate opportunities for students to give their opinions and experiences while learning exposition text, which can be used by teachers as material to improve learning materials and methods.

The Result of Validation

Table 4. The Result of Blue Print Validation

No.	Blue Print Validation	Result	
1.	Blue Print	Course content	Valid
		Learning Outcomes	Enough Valid
		Indicator	Valid
		Skills	Enough Valid
		Activity	Valid
		Evaluation	Valid
Total = 3.87 (Valid)			

Table 5. The Result of Textbook Validation

No.	Textbook Validation	Result	
1.	Textbook Validation	Content Feasibility	3.91 (Valid)
		Presentation feasibility	4.00 (Valid)
		Language Feasibility	4.00 (Valid)
		Graphic Feasibility	4.17 (Valid)

4. DISCUSSION

Analysis Phase

The analysis stage has an important role in understanding the needs and problems that need to be solved before developing subject matter. As stated by Iswati (2019) that the purpose of the analysis is to analyze or conduct a needs analysis and realize the needs of students or an institution. Researchers collect data through interviews, document analysis, and questionnaires to identify target student needs. The results of the needs analysis are based on K13 which consists of basic competencies 3.4 and 4.4 with exposition text material that is expected to be understood by students. The social function, text structure, and linguistic elements of both oral and written exposition text, understanding the meaning and designing exposition text are the topics in this material.

The learning activities, then, use a project-based learning (PjBL) approach that includes determining the topic, pre-communication, determining basic questions, designing a project plan, results, and evaluating the experience, as well as instructional refers to pre learning; activity types consist of individual activities, small group activities; number of activities; and glossary.

Design Phase

The second stage is designing the teaching materials, which starts with creating a blueprint. The purpose of creating a blueprint is to confirm the product description produced in the final stage of development (Branch, 2009). Researchers determine the purpose of learning and goals based on the syllabus. Then, create a network of courses covering all topics, objectives, learning activities, inputs, and time allocation. The course grid serves as a guide for selecting and organizing the subject matter. After information from various sources is selected, tasks are making and organized to units. The researchers made the material design before development and received some suggestions to change. The results of analysis stage are used as the basis for creating an analytical exposition unit by integrating religious moderation. Syllabus development was also conducted at this phase as a guideline for module development. The module made by researchers has been integrated by religious moderation with its four indicators: national commitment, tolerance, non-violence, and acceptance of local culture.

Development Phase

The third phase is the development of English modules by integrating indicators of religious moderation. After designing the material, the researchers made it into a module. The development stage is crucial to make and verify a few selected learning materials. To develop modules in development stage, blueprint design of analytical exposition materials made at the design stage is used as a basis. The PjBL (Project Base Learning) is used by researchers to provide a teaching module that integrates with religious moderation. This step includes two processes: module validation and product testing. The purpose of the validation module is to ensure that the module has been made and will be validated by two experts to evaluate the feasibility of the module before use. According to Mulyatiningsih (2015) development is carried out to test the content of the design of teaching materials by conducting validation tests and the readiness of students in their application. The feasibility of content, linguistic component, presentation component, and student readiness were assessed. The graphic components are all addressed in the product validity questionnaire after the module has been revised.

In addition, the researchers organizes English subject matter systematically so that it is in accordance with the scientific approach and learning methods present in the curriculum, and supports the learning objectives and subject matter that have been created. After that, professionals evaluate the product to meet the needs of students, course objectives, and objectives. Lastly, experts state that the final product is ready for use or to be tried in the next step.

Evaluation Phase

The results of validation of blueprints and validation of textbooks. Validators consider that Blueprint and textbook of analytical exposition units qualify to be taught in eleventh grade students at MAS Madani Alauddin Pao-Pao and have been integrated by religious moderation. Researchers decided to evaluate each phase to ensuring objectives are achieved using instructional design and content that is appropriate to the needs of the students. Evaluation procedures are essential to ensure that the material provided matches the needs of the students. To assess this phase, researchers used two validators, each using a modified validation checklist of Rahayu (2022) as a tool to assess the design and development stage. Before entering the implementation phase, researchers conducted an evaluation phase to determine the feasibility of the textbook and blueprint. In addition, the evaluation phase also determines the conformity and viability of production. They conducted formative evaluations to assess the production that has been created consisting of individual tests, small group tests, and Expert validation. The above research is in line with the opinion Branch (2009) that the purpose of the evaluation stage is to evaluate the application process and quality of the product before and after the implementation stage.

5. CONCLUSION

The researchers used the results of the student needs analysis in the initial research (analysis stage) to create a syllabus at the design stage. The syllabus was developed by incorporating four indicators of religious moderation. The components of the syllabus design include unit title, basic competencies, indicators, focus language, input, types of activities, and time allocation. The module produced at the development stage applies the concept of PJBL, where the emphasis is on developing a number of activities in one unit that will help students to successfully complete the learning objectives. Then, the final stage is evaluated by validators, and the module can be used as a supplementary material, and teachers can make more varied learning methods by instilling religious moderation in the learning process.

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