

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

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ABSTRACT

The aim of this research is to develop ELT materials that contain religious moderation indicators based on student needs. These indicators include: a) National Commitment, b) tolerance, c) Non-Violence, and d) Accommodating local culture. The Developing of ELT material can be used as a Supplementary material. This research is a R&D utilizing the ADDIE Model. During the analysis phase, the researchers conducted a needs analysis of the eleventh grade students and interviewed English teachers at MAS Madani Alauddin Pao-Pao. Following the analysis of student needs, the researchers developed a syllabus, which falls under the design phase. The developed syllabus was used as a reference for the development phase, specifically the Development of a teaching module. The researchers consistently linked topics in the developed module to relevant indicators of religious moderation. And the last is the evaluation of the module conducted by two validators. The results of the need analysis obtained by the researchers after distributing the questionnaire showed that students wanted teaching materials contain topics related to indicators of religious moderation. From the Results of need analysis, the researchers made a blueprint which contains Structured teaching designs. The syllabus is used as a layout in developing modules. The modules that have been developed are given to validators for doing a validation and the validation results are as follows: a) content Feasibility (4), b) presentation feasibility (4), c) language feasibility (4.1), d) Graphic feasibility (4). After passing the module validation process, the results of the validation show that the module has been declared feasible and ready to be Used as an alternative teaching material or as an additional teaching material for teachers related to cause and effect material. In addition, the validation Results show that the module has met the suitability of aspects determined by BNSP (Badan Standar Nasional Pendidikan).

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

1. INTRODUCTION

Violence is one of the serious issues that occur in life, especially in the school environment. The form of violence that occurs in the school environment is bullying. Cases of bullying have increased every year, as stated by Annur (2024), that 80 percent of bullying cases occur in schools under the Ministry of Education, Culture, Research, and Technology, and 20 percent in schools under the Ministry of Religious Affairs.

Therefore, to address the issue of violence in schools, the first step is to optimize the role of teachers. Teachers should not only focus on the transfer of knowledge but also emphasize the formation of students' character and morals, as stated by Rahman & Erianjoni (2023), teachers shape individual character in schools directly before students adapt to society. The second is to integrate religious moderation throughout the learning process, especially in schools, such as

providing learning materials that include religious moderation. This aligns with what Muhaemin et al. (2023) stated that religious moderation must be integrated into all subjects.

In this study, the researchers developed teaching materials that include religious moderation with the aim of enabling students to understand the values related to religious moderation, implement the value of religious moderation in their daily lives, and most importantly, shape the character of the students. As Masturin (2023) stated in their research, religious moderation is effective and efficient in character building for students.

The researchers conducted preliminary research on March 22nd, 2024, and found that the book used by the eleventh-grade students of MAS Madani Alauddin Pao-Pao does not contain values of religious moderation. The book is titled "*Bahasa Inggris*." Based on the results of the needs analysis questionnaire, students agreed to integrate the values of religious moderation into the English language material for the cause and effect unit.

2. METHODS

This Research is Classified as research and development or R&D. Research and development are a method used to develop and test products that will be developed in the world of Education (Maydiantoro 2021). In this Research, the researchers developed teaching materials using the ADDIE model Which stands for Analysis, Design, Development, Implementation and Evaluation. The use of the ADDIE Model in developing materials can produce quality teaching materials and support the student learning process Megawati et al. (2022).

The population of this research is the eleventh-grade students of MAS Madani Alauddin Pao-Pao, which consists of 116 students, and the sample for this research is the eleventh grade students of class MIA 1, consist of 30 students, 2 teachers, and 2 experts. In selecting the sample, the researchers used purposive sampling. In managing research data, the researchers use a Mixed Method. The first instrument used by the researchers is a questionnaire. The researchers adapted the questionnaire from Rahayu (2022). The questionnaire must be properly structured because the answers will reflect the participants' thoughts and feelings (Nurpahmi et al., 2023).

The second is interview guideline, Researchers conducted interviews to obtain information about the teaching materials used by English teachers in class, to find out whether the teaching materials used contained indicators of religious moderation, and how they responded about ELT teaching materials which contained indicators of religious moderation.

The third is Documents, Researchers analysed existing documents, including materials and syllabus. The purpose of this analysis is to find important information needed for the development process, such as the book's subject matter, learning objectives, time allocation, and others.

The last is Validation Checklist, Ibrahim et al. (2018) state that one way to validate a new product is to invite several experienced experts or experts to assess the design. Each expert is asked to conduct an assessment to identify the shortcomings and strengths of the design.

3. RESULTS

The Result of the Analysis Phase

The English textbook used by MAS Madani Alauddin Pao-Pao students in the eleventh grade served as the basis for this analysis. The book was published by the Ministry of Education and Culture of the Republic of Indonesia and still uses the curriculum 2013 (K13). The title of the book is "*Bahasa Inggris*" and consists of eight chapters. The main focus of this research is on chapter six, which is titled "Cause and Effect".

The questionnaire consists of three sections: material organization, the content of the material, and students' characteristics. After collecting the questionnaire from students, the researchers compiled the results into the table presented below:

Table 1. The result of need analysis

Material Organization	
The List of Need	Percentage
Learning outcomes need to be included in the material “cause and effect”	a. Yes = 93.3% b. No = 6.7%
Students Prefer exercises to be included in the material in the form of discussions, in pairs, and individual.	a. Individual = 13.3% b. Pair = 36.7% c. Discussion (small group) = 50% d. Project (big group) = 0%
Students prefer all types of tasks	a. List cause and effect sentences related to a specific topic or event = 30% b. Cause and effect chart. = 10% c. Create a sentence in paragraph form that identifies cause and effect = 20% d. Cause and effect picture = 13.3% e. All of them = 26.7%
The summary needs to be put in the “Cause and Effect” unit	a. Yes =93.3% b. No = 6.7%
kinds of reflection about the learning “Cause and Effect” unit	a. Presentation = 40% b. Note-taking = 60%
The glossary (word list) needed to be put in the “Cause and Effect” unit	a. Yes = 93.3% b. No = 6.7%
The Content of Material	
The List of Need	Percentage
Students prefer that the topics of human rights violations, mutual respect, violence, and <i>barasanji</i> be included in the material “Cause and Effect”.	a. Yes = 83.3% b. No = 16.7%
The Content of Material	
The List of Need	Percentage
Students prefer to use the Visual, Auditory, Kinesthetics learning style in the material “Cause and Effect”.	a. Visual (pictures, graphs, charts, etc.) = 76.7% b. Auditory (videos, discussions, etc.) = 73.3% c. Kinesthetics (plays, experiments, etc.) =60 %
Students prefer to use all the ways in learning “Cause and Effect” material, which consists of Playing games, practicing directly and listening to materials	a. Through playing games =23.3 % b. Practice directly =16.7 % c. Through Listening materials =23.3 % d. All of them = 36.7%
Students prefer to use all types of learning materials in the material “Cause and Effect” which consists of texts, pictures and dialogues.	a. Texts = 10% b. Pictures = 13.3% c. Dialog = 23.3% d. All of them = 53.3%
Students have the problem of Lack of vocabulary Knowledge in English learning “Cause and Effect” materials.	a. Lack of vocabulary knowledge = 73.3%

The needs inventory reflects the findings of the student needs analysis and will serve as a foundation for designing the blueprint. the needs inventory reveals students' preferences for learning outcomes and teaching methods. Students desire to incorporate learning outcomes into cause-and-effect material and Favor a variety of task formats, including discussions, pair work, and

individual assignments. Additionally, they agree to the inclusion of topics aligned with indicators of religious moderation in the material selection.

The Result of the Design Phase

In this research, the researchers adapted the syllabus components from Rahayu (2022) and Khaeratulnissa (2023). These components include unit title, basic competence, indicator, input, type of task, and time allotment. However, in this research, the researchers changed the type of task component to "learning activity" and added a component on values of religious moderation to the syllabus. Therefore, the syllabus components used by the researchers are unit title, basic competence, indicator, religious moderation, input, learning activity, and time allotment.

Unit Title

The unit title is "Cause and Effect". This title is taken from the material in chapter six of the textbook "Bahasa Inggris" for SMA/MA/SMK/MAK the eleventh grade (2017) based on K13. The topic is adopted from the existing textbook with the addition of some animations on the pages to make it more visually appealing.

Basic Competence and Indicator

The "Cause and Effect" unit is based on basic competencies 3.7 and 4.7. These competencies are used to design learning activities that help students achieve the learning objectives. The researchers developed new indicators based on the needs analysis and the cognitive taxonomy proposed by Anderson et al. (2001).

Table 1 Basic Competence and Indicator

Basic competences	Indicator
3.7 <i>menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan Tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai konteks penggunaannya. (perhatikan unsur kebahasaan because of..., due to..., thanks to...)</i>	Students are expected to be able to: <ul style="list-style-type: none"> Identify the structure and linguistic elements of spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships based on religious moderation.
4.7 <i>menyusun teks interaksi transaksional lisan dan tulis yang melibatkan instrumen memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</i>	<ul style="list-style-type: none"> Utilize the social function of spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships based on religious moderation Implement the social function, text structure, and linguistic elements of spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships based on Religious Moderation. Produce the structure and linguistic elements of spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships Based on Religious Moderation. design spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships, adhering to the appropriate social function, text structure, and linguistic elements based on religious Moderation. Created a dialogue involving the act of giving and requesting information related to cause-effect relationships based on Religious Moderation.

Learning outcomes

Learning outcomes are specific competencies attained by students after engaging in the teaching and learning process. These outcomes can be assessed in various domains, including knowledge, skills, and attitudes. The incorporation of learning outcomes into the syllabus is crucial. Solikhah (2017) emphasizes that learning outcomes, rather than instructional objectives, serve as the basis for measuring learning outcomes.

Language focus and skill

The language focus is related to the language components used in the cause and effect in the sentence that is the topic of this research. The instruction of language components is crucial as it enables students to produce accurate written and spoken work throughout the unit (Amir, 2023). Language components in the cause and effect material encompass the understanding of cause and effect relationships themselves, the signal words that mark them, and their structures.

Input

The input of the developed module comprises essential keywords students should grasp. Moreover, the input will guide students in comprehending the learning objectives. As outlined in the blueprint, the input component encompasses instructional objectives, the cause and effect topic, dialog text, images, a vocabulary list, and a summary.

Learning activity

The learning activities in this ELT development encompass: topic selection, pre-communication, establishing fundamental questions, scheduling, project planning, test result analysis, and evaluating learning experiences. The design of these learning activities is grounded in a combination of Stoller (2006) and Wasimin (2022) theories. From Stoller (2006), the researchers adapted the phases of topic selection, pre-communication, and project planning. Meanwhile, from Wasimin (2022) theory, the researchers adapted the phases of establishing fundamental questions, scheduling, test result analysis, and evaluating learning experiences. Each phase comprises a series of activities designed to attain the learning objectives.

a) Determine the topic

Determining the topic consists of activities where the teacher will provide an explanation of the cause and effect material, starting from the definition, signal words, examples of cause and effect sentences as well as cause and effect sentence forms. The next activity is for students to observe the pictures displayed in the module and then answer questions orally. These activities are aligned with the needs analysis, which indicates that students prefer the pictorial form of material and employ a visual learning style.

Table 2 Determine the Topic

Activity	
Activity 1	Students will be presented with pictures of violent and they answer some questions orally

b) Pre-Communication

The pre-communication activities involve students reading a dialogue aloud, listening to the dialogue, answering questions, and noting unknown vocabulary.

Table 3 Pre-Communication

Activity	
Activity 2	One of the students will be asked to read the dialogue in pairs, the dialogue is about human rights violations then the other students will be asked to listen while looking at their book, after that they will be asked to express their opinion by answering some questions
Activity 3	After listening and understanding the conversation in activity 2, students will write down the vocabulary they understand from the conversation as well as the vocabulary they don't know
Activity 4	Students will work in groups, this activity consists of two parts, namely: a) Students will be presented with a complete list of sentences with cause and effect. Then students will find cause and effect. b) Students will be presented with a list of overlapping sentences consisting of only cause sentences, then students will be asked to complete the sentences with signal words and effect sentences.

c) Determining the Basic Question

In this section, students provided with a barcode that links to a YouTube video. They watch the video and then answer true/false questions. This activity aligns with the students' needs analysis, which indicates that they utilize an auditory learning style.

Table 4 Determining the Basic Question

Activity	
Activity 5	Students watch the video by scanning barcode and answering true/false question based on what they have seen in the video.

d) Creating Schedule

Creating schedule, in this section students and teachers work together in compiling or determining a schedule regarding a group assignment they will carry out. This task was created by analysing the students need; they prefer discussion-based assignments.

Table 5 Creating Schedule

Activity	
Activity 6	Teachers and students collaboratively create a timeline in the process of completing a group assignment.

e) Design the Project plan

In this part, students are going to create a sentence that is a paragraph with cause, effect, and signal words in groups. Students will be presented with four topics and then they will choose one of the topics, namely related to human rights violations, mutual respect for differences, violence, and the topic of *barasanji*.

Table 6 Design the Project plan

Activity	
Activity 7	Students will work in groups to create a sentence in the form of a paragraph that contains cause, effect, and signal words. Students will be presented with four topics and then they will choose one of the topics, namely related to human rights violations, mutual respect for differences, violence, and the topic of <i>barasanji</i> .

f) Test Result

Students will work with their group to identify paragraphs they have created, things that will be identified including cause and effect and signal words. then present it in class.

Table 7 Test Result

Activity	
Activity 8	Students will work with their group to identify paragraphs they have created, things that will be identified including cause and effect and signal words. then present it in class

g) Evaluating Experience

Evaluating experiences is divided into two parts: evaluating student understanding and evaluating learning activities. In the student understanding evaluation section, students will be given a brief explanation of religious moderation, religious moderation indicators, and the activity in which these indicators are addressed.

Table 8 Evaluating Experience

Activity	
Activity 9	Students carry out peer assessments to assess the behaviour of each group member during the project implementation process
Activity 10	Students reflect on the project-based learning model towards their understanding of cause and effect.

Time allotment

The duration specified in this lesson plan represents an estimated average time required for students to master the essential skills.

Table 9 Time Allotment

Meetings	Activity
Meeting 1:	Activity 1
Meeting 2:	Activity 2 ,3, and 4
Meeting 3:	Activity 5, 6, and 7
Meeting 4:	Activity 8,9

The Result of the Development Phase

The researchers developed textbooks based on the blueprint, ensuring all course materials were included. The textbook's design, including text, graphics, colour, and layout, was carefully considered. The development process resulted in a textbook structure that includes covers, standards and basic competencies, learning objectives, activities, vocabulary, summaries, and a cover.

The image below is part of the module that has been developed, one of the characteristics of the module that has been developed is religious moderation. In the development of the module, the researchers always tried to integrate religious moderation indicators in it, starting from learning outcomes, material explanations, example sentences, assignments, module design, and also elements in the module.

Here are some of the sections in the Module that were designed:

- Standard Competences, Basic Competences, Language focus and skill, Learning Outcomes

Standard Competences

- Standard Competence 1&2: Respect and live the teachings of the religion they profess and appreciate and live honest, disciplined, polite, confident, caring, and responsible behaviour in interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding natural environment, nation, country, and regional region.
- Standard Competence 3: Understand and apply factual, conceptual, procedural, and metacognitive knowledge at simple technical and specific levels based on curiosity about science, technology, art, culture with humanitarian, national, and state insights related to visible phenomena and events.
- Standard Competence 4: Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, in the concrete realm and abstract realm in accordance with those learned in school and other similar sources in a theoretical point of view.

Basic Competences

3.7 Apply social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to cause and effect relationships, according to the context in which they are used. (Note the linguistic element because of... due to... thanks to...)

4.7 Compile oral and written transactional interaction texts involving giving and asking instruments for information related to cause and effect relationships, taking into account social functions, text structure, and language elements that are correct and appropriate to context.

Language Focus and Skill

- Definition of cause and effect
- Signal words cause: Because, due to, etc.
- Signal word effect as a result, there for, etc
- Structure of cause and effect.
- Reading
- Listening
- Speaking
- Writing.

Learning Outcomes

Students are able to:

- Identify the structure and linguistic elements of spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships based on religious moderation.
- Utilize the social function of spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships based on religious moderation.
- Implement the social function, text structure, and linguistic elements of spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships based on Religious Moderation.
- Produce the structure and linguistic elements of spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships Based on Religious Moderation.
- design spoken and written transactional interaction texts involving the act of giving and requesting information related to cause-effect relationships, adhering to the appropriate social function, text structure, and linguistic elements based on religious Moderation.
- Created a dialogue involving the act of giving and requesting information related to cause-effect relationships based on Religious Moderation.

- An example of material sections

Signal words
When we talk about cause, we use the following signal word

- Because
- The reason for
- On account of
- Bring about
- Give rise to
- Created by
- Contributed to
- Led to
- Due to
- For this reason
- Unless

Signal words
When we talk about cause, we use the following signal word

- As a result
- Then
- Hence
- For this Reason
- Therefore
- Outcome
- So
- Consequently
- Finally
- Therefore

Some examples of Cause and Effect relationships

Sentence	Cause and Effect Relationship
This environment is safe and peaceful because the people here respect each other's differences	Cause - the people here respect each other's differences Effect - This environment is safe and peaceful
Prevent acts of violence, the school conducted socialization for its students.	Cause - Prevent acts of violence Effect - the school conducted socialization for its students.
Raised in a proper household, the child's behavior reflects that of a well-mannered individual.	Cause - Raised in a proper household Effect - the child's behavior reflects that of a well-mannered individual.
People will treat you well if you treat them well	Cause - if you treat them well Effect - People will treat you well

Let's take a look at the sentence structure of cause and effect

a. **Due to, because of, owing to and thanks to** are followed by a noun.

Due to	+ Noun
Because of	
Owing to	
Thanks to	

b. **Because, since, as, for** are followed by a verb.

Because	Subject + Verb
Since	
As	
For	
As a result of	

Examples:

- Leo did not attend the Pancasila Day ceremony **therefore** he was punished by the teacher.
- Ia likes to act arbitrarily with her classmates, **so** she doesn't have many friends
- Tina speaks many regional languages, **because** she has many friends from various regions
- Thanks to** peacefulness, we would attend the spiritual party tomorrow
- We could help each other **owing to** sympathy

To get further explanation regarding the cause and effect material, scan the barcode below!

https://youtu.be/ID92ebFn4gD?list=ES6sRR_vE_duW7gU

- An example of practice sections



The Result of the Evaluation Phase

Module validation is carried out by 2 experts, the Results of the validation can be seen in the following explanation.

The results of validation			
Blueprint Validation	Course Content	4.25	Valid
	Learning Outcomes	4	Valid
	Indicator	4	Valid
	Skill	3	Enough Valid
	Activity	4.25	Valid
	Evaluation	3.5	Enough Valid
Modul Validation	Content Feasibility	4	Valid
	Presentation Feasibility	4	Valid
	Language Feasibility	4.1	Valid
	Graphic Feasibility	4	Valid

4. DISCUSSION

In the analysis phase, the main activities carried out by the researchers are analysing related to student needs and analysed textbooks used in the learning process. To find out what students need, researchers distributed questionnaires. The things analysed ranged from the type of assignment they wanted, the content of the teaching materials, and the student's learning style. In the analysis of the textbook, the researchers rearranged the material developed, there was also a section that was added, namely in the explanation of the material and tasks. Then there is the assignment section of the old book that the researchers included in the developed module but the researchers modified it. This is in line with what Ana (2010) said (in Amir 2023) that in material adaptation there are four things, namely: adding, deleting, simplifying, reordering, and replacing. Meanwhile, in the need analysis of students, the results of the need analysis showed high interest of students to include learning topics related to religious moderation indicators into the teaching module. The analysis phase is very important as it is said Yassi & Kaharuddin (2018) needs analysis plays a critical part in creating the syllabus for a language course. A needs analysis is conducted to determine the skills or abilities that students need to learn to improve their learning outcomes (Kartika Sari, 2017).

At the design phase, the basis for researchers in making blueprints/syllabus is the students' needs. In line with that, Irawan (2021) the results of the needs analysis phase are very concerned because the result of need analysis used as a basis for designing materials that are considered effective. Additionally, Howard & Major (2004) said that every syllabus and material design should begin with a needs analysis. as said by Aldoobie (2015) this phase is an important phase where the researchers think about how the material that has been designed can be effective for students. The syllabus developed by the researchers at the design phase contains several components, including unit title, basic competence, indicator, religious moderation, input, learning activity, and time allotment. In line with that Moradmand et al. (2014) said that the design phase must contain certain goals, learning activities, and pedagogical strategies.

Development module is adjusted to the blueprint that has been designed in the previous phase. In the development of this module, the researchers had integrated religious moderation indicators into the material. Rohmah (2012) (in Nurpahmi et al., 2023) states that the integration of certain values into textbooks can be done in two ways, namely explicitly (direct) and implicit (inclusive). Explicit integration involves directly mentioning the topic of the value you want to inculcate, while inclusive integration is done by inserting value messages indirectly through elements such as images, names, and language. In the development of this module, the researchers integrated religious moderation indicators into the module using explicit and implicit approaches. The researchers did not directly mention religious moderation, but the researchers looked for topics and examples related to religious moderation indicators. On the other hand, the researchers also used an explicit approach by directly mentioning religious moderation but only in the evaluation part. Integrating religious moderation into the material is very important in shaping the character of students effectively and efficiently (Masturin, 2023). In line with what Muhaemin et al. (2023) argue, religious moderation must be integrated into all subjects.

After developing the module, the researchers submit the module to the validator for validation related to the module. Feedback in the form of module improvement comments provided by the validator, has been improved by the researchers and outlines the improvements in before and after revision. Karim & Ciptaningrum (2019) argue in their research that the evaluation is carried out to determine the quality of the material developed. In this research, to determine the quality of the material that has been developed, the researchers used a validation checklist and submitted to two experts. The researchers made revisions to the teaching materials that had been developed in accordance with the inputs obtained from the validators. Martatiana et al. (2023) said that the evaluation was carried out so that the teaching materials developed were appropriate and could be used in the learning process.

After looking at the results of the validation of the blueprint and module, the validation results of both are valid. This indicates that the modules that have been developed are feasible and eligible to be used as supplementary material for the eleventh grade students at school. Similar to the previous researchers Rahayu (2022) who also employed the RnD method, this researcher obtained similarly valid results.

The results reported in this research show a lack of researchers. In the process of developing the material, the researchers used the ADDIE Model which is applied systematically. However, the researchers did not complete the implementation phase due to time limitations which resulted in the researchers not being able to explain the efficiency of the module in the learning process. In addition, the barcodes contained in the textbook only contain general material that has not been integrated with religious moderation. The researchers were only able to explain the feasibility of the module before entering implementation.

5. CONCLUSION

The researchers conducted this research to develop a module on "Cause and Effect unit" that integrates religious moderation. This research involved several phases: analysis, which consists of preliminary research by interviewing teacher and students, distributing two questionnaires

namely questionnaire need analysis and questionnaire for preliminary research, Blueprint design, module development, and evaluation. In the preliminary research, the researchers found that students needed to understand religious moderation better and students agreed to integrate values of religious moderation into the module titled "Cause and Effect". In designing the syllabus, the researchers design the syllabus using several components consisting of unit titles, basic competencies, learning outcomes, indicators, inputs, language focus, skills, religious moderation, and learning activities. While, the module was developed based on project-based learning and integrated religious moderation indicators into the topics. The module was validated by two experts and found to be feasible in terms of content, presentation, language, and graphics.

After passing the evaluation stage, the module was deemed suitable because it has met the criteria set by BNSP (National Education Standards Agency) and the developed module is ready to be used as supplementary material for teachers related to the topic of cause and effect. The researchers suggest that future researchers continue to the implementation phase of the ELT materials that have been developed to evaluate the effectiveness of the module. The module can be applied in madrasah and public schools to help students understand about religious moderation and practice the value of religious moderation in their daily lives.

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