DEVELOPING SUGGESTED ELT MATERIAL BASED ON RELIGIOUS MODERATION FOR THE ELEVENTH GRADE STUDENTS AT MAS MADANI ALAUDDIN PAO-PAO: GIVING ADVICE AND MAKING OFFERS UNIT

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ABSTRACT

The aim of this research is to find out the student needs regarding the ELT Material, to know the design of the ELT Material, to know the development of the ELT Material and to know out the evaluation of the ELT Material based on religious moderation for the eleventh grade students at MAS Madani Alauddin Pao-Pao. This research is a research and development using the ADDIE Model. At the analysis stage, the researcher conducted a needs analysis. at the design stage, namely developing a syllabus based on need analysis. At the development stage, the researcher made modules based on the syllabus/blueprint. At the implementation stage, the researcher did not do it because of limited time and cost. In the last stage of evaluation, the researcher used a validation checklist given to experts/lecturers. The results of this study include, the need analysis section says that most students prefer dialog creation tasks, visual and auditory learning, most students prefer learning topics that are integrated with religious moderation. In the module section, the researcher made the module as the students wanted. The topics used were topics related to religious moderation, pictures related to religious moderation, and word lists that relate to the topics contained in the module. And in the evaluation section, the researcher used validation checklists based on four aspects of suitability that have been determined by BNSP (National Education Standards Agency) which were given to experts/lecturers to provide validation. The module that has been developed can be used as supplementary teaching material, especially on the topic of "Giving Advice and Making Offers" because this module has been through the evaluation stage and has a valid score.

Keywords: *ELT Material, Religious Moderation, Research and Development (R&D), ADDIE Model*

1. INTRODUCTION

According to the Ministry of Religious of the Republic Indonesia Ri & A, (2019), religious moderation means understanding and practicing religious teachings wisely, avoiding extreme and excessive attitudes, and always upholding the values of justice and balance.

With the meaning of religious moderation, it is not only intended for religious people or religious leaders in Indonesia. Religious moderation is a balanced attitude, not leaning towards one extreme in understanding and in understanding and practicing religion.

In Indonesia, the management of education is divided into two ministries. The Ministry of Education, Culture, Research and Technology manages public schools that focus on academic education and general character development. Meanwhile, the Ministry of Religious Affairs manages madrasahs, which focus more on Islamic religious education, while also following the general curriculum. Although they have different focuses, both public schools and madrasahs have the same goal, which is to educate the nation's life and produce a quality generation The Ministry of

Religious Affairs of the Republic of Indonesia (Ri & A, 2019).

The researcher chose MAS Madani Alauddin Pao-Pao school as the research site because through preliminary research, the researcher found that the teaching materials used in learning English in madrasah have not been integrated with religious moderation and it was found that students' understanding of interfaith tolerance and violence was still relatively low. This is the main reason for choosing MAS Madani Alauddin Pao-Pao as the research location.

The purpose of this study is to improve students' understanding of religious moderation through the integration of these values in English learning materials. Umaemah, (2022) argues that with the integration of religious moderation in English learning, it is expected to help students to realize that English is not only a global communication tool, but also acts as a bridge to understand diversity, the meaning of mutual respect, and respect for individual beliefs, both at home and abroad. Therefore, researchers developed English teaching materials by integrating the value of Religious moderation which focuses on the unit "Giving Advice and Making Offers".

In addition, this study is a research and development (Research and Development) with the ADDIE approach (analysis, design, development, implementation, evaluation) as the stage carried out in this research and development.

2. METHOD

In this study, researchers used the R&D (research and development) method as the method used in the development of this research product. Sugiyono (2009) in Haryati, (2012) argues that the R&D (research and development) is a systematic method that involves in-depth research and product development, as well as comprehensive testing to ensure product quality and effectiveness. Furthermore, according to (Rabiah, 2018), in the context of research and development, this method is very relevant to the fulfillment of educational needs. This methodology is an attempt to reconcile the disparity between the results of primary research and teaching practice.

In the field of Research and Development (R&D), various models can be used. To design and develop English teaching materials, researchers used the ADDIE model. Nur et al., (2022) suggested that the ADDIE method involves several aspects, namely observing the current situation, what students need, problems in the classroom, studying the latest development theories and conducting product validation to experts so that the objectives to be achieved are in accordance with the development product. In addition, the ADDIE model is a systematic method to ensure the quality and relevance of learning materials (Sugihartini & Yudiana, 2018).

In this study using 4 instruments namely, questionnaire, interview, documents and validation checklist. The questionnaire was given to students to find out what students need in learning in line with this Yassi & Kaharuddin, (2018), says that the student needs analysis began with the development of a questionnaire to collect relevant data. Furthermore, interviews, the researcher conducted interviews to obtain information about English teaching materials used by teachers during classroom teaching, besides that the researcher conducted interviews and asked whether the teaching materials used had been developed into religious moderation values. Furthermore, documents, the documents referred to in this study, are the syllabus and books used in learning. Then validation checklist, this evaluation checklist is used to determine whether the syllabus and prototype are suitable to meet the learners' needs. Two lecturers from the Department of English Education as validators in this study and used as an evaluation checklist in the validation of the product, in this case, the content of the English module and the syllabus, which was submitted to the validators. And the document was the result of the needs analysis conducted by the previous researcher.

In this study, researchers used four stages in collecting data which are steps of the ADDIE model (analysis, design, development, and evaluation). In the analysis stage, researchers reviewed and analyzed the results of the needs analysis as well as documents such as the syllabus and textbooks used. Then at the design stage, researchers used information from documents and analysis results and made a planned syllabus. The third stage is development where researchers make modules based

on the syllabus that has been made. In the evaluation stage, the syllabus and module were evaluated by validators using an evaluation checklist to evaluate product validation.

3. RESULTS

The Result of the Analysis Phase

As a result of the document analysis, this lesson focuses on "giving suggestions and offers". The goal is for students to understand and use correct language structures in everyday situations. This material covers various aspects, from sentence structure to how to respond to suggestions. Learning uses the project-based learning method. Students engage in real projects, such as determining topics, planning, and evaluating results. The learning activities range from paired discussions to summarizing.

The results of the analysis based on the questionnaire show the percentage of student needs in learning, the explanation is as follows.

Table 1. Result of The Organization Material

	The Organization Material	
Number	**Questions**	**Answers**
1.	Do you think learning objectives should be included in the "Giving Advice and Making Offers" materials?	o Yes = 96,7% o No = 3.3%
2.	In relation to the unit "Giving Advice and Making Offers", what kind of practice activity would you like?	○ Individual = 20% ○ In pairs = 26.7% ○ Discussions = 50% ○ Project = 3.3%
3.	In relation to the unit "Giving Advice and Making Offers", what kind of task activities would you like?	○ Make a dialogue with friend =60% ○ Practicing dialogue with friend = 40%
4.	Should a summary be included in the "Giving Advice and Making Offers" unit?	o Yes = 83.3% o No = 16,7%
5.	What kind of reflection do you want from learning "Giving Advice and Making Offers"?	○ Note-Taking = 40% ○ Practice conversation = 60%
6.	Should a glossary be included in the "Giving Advice and Making Offers" unit?	○ Yes = 90% ○ No = 10%

Table 2. The Result of the Content of The Material

	Content of the Material	
8.	Do you agree that "Giving Advice and Making Offers" is related to the topic of Independence Day?	o Yes = 73.3% o No = 26.7 %
9.	Do you agree that "Giving Advice and Making Offers" is related to the topic of attending a religious event (Christmas celebration)?	○ Yes = 50% ○ No = 50%
10.	Do you agree that the "Giving Advice and Making Offers" material is related to the topic of handling anti-violence (group bullying)?	○ Yes = 90% ○ No = 10%
11.	Do you agree that the material "Giving Advice and Making Offers" is related to	○ Yes = 60% ○ No = 40%

	the topic of *barzanji and mappacci?*	

Table 3. The Result of Students Characteristics

	Learners Characteristics	
12.	Regarding learning style, do you like to learn by using?	○ Visual (pictures, graphs, charts, etc.) = 66.7% ○ auditory (video, discussion, etc.) = 66.7% ○ kinesthetic (games, experiments, etc.) = 63.3%
13.	In what ways do you like to learn "Giving Advice and Making Offers"?	○ By practicing directly = 63.3% ○ Through listening to the material = 36.7%
14.	In studying the "Giving Advice and Making Offers" unit, what kind of learning materials are you interested in?	○ Text = 6.7% ○ Image = 23.3% ○ Dialogue = 13.3% ○ Everything is correct = 56.7%
15.	What problems do you think you often face especially in the unit "Giving Advice and Making Offers"?	○ Lack of vocabulary knowledge = 50% ○ Uninteresting topic/material boring material = 10% ○ Context that is rarely encountered = 13.3% ○ Uncommon word combinations = 6.7% ○ Too many words that have the same meaning same meaning = 20%

Based on the results of the student needs questionnaire, it is known that students want learning to focus more on skills on Giving Advice and Making Offers. They prefer learning activities such as discussions and creating dialogs. In addition, students also hope that English language materials (ELT) can be integrated with religious moderation values. This integration is proposed through the addition of conversation topics related to religious moderation, as well as the use of names and pictures that reflect moderation values in various contexts.

The Result of the Design Phase

The results of the analysis stage provide information in the syllabus development process. The syllabus is prepared based on needs analysis, basic competencies, and learning indicators. This syllabus is based on previous research by Rahayu, (2022) that embedded Islamic values, but with some adjustments. In addition to standard components such as unit title, basic competencies, and indicators, this syllabus also includes indicators of religious moderation. In addition, the types of tasks in the original syllabus were changed to learning activities to be more in line with the project approach, four indicators of religious moderation, input, learning activities, and time allocation.

The Result of the Development Phase

At this stage, researchers have created a module with a blueprint layout as a guide. The module has been successfully developed with all appropriate materials and has been integrated with 4 indicators of religious moderation values including national commitment, tolerance, non- violence and accommodating local culture. The development results outline the sequence of components of each unit from the cover to the last page, which consists of the cover, Competency Standards and Basic Competencies page, Learning Objectives, Main Part of the Book (Activities), Vocabulary List Page. The following are the results of the development of teaching materials.
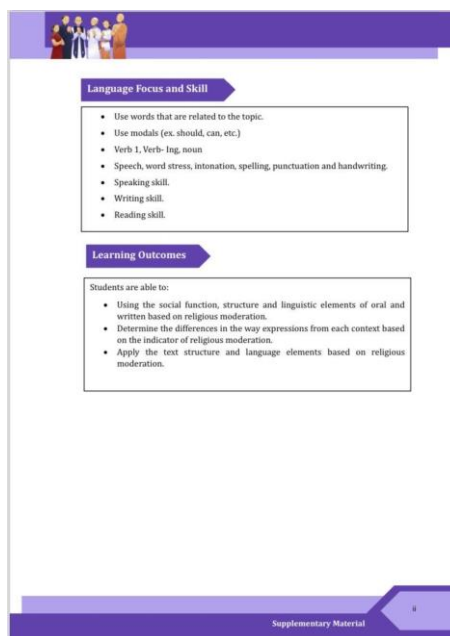

Figure 1. learning Outcomes

On this page, the researcher added 2 components, namely the focus of language and skills and learning objectives. the focus of language and skills was added so that students have an overview of the skills and skills that need to be achieved in learning the unit. as well as learning objectives, the researcher added a learning objective component so that students know the learning objectives that need to be achieved by students so that students study the unit material carefully.
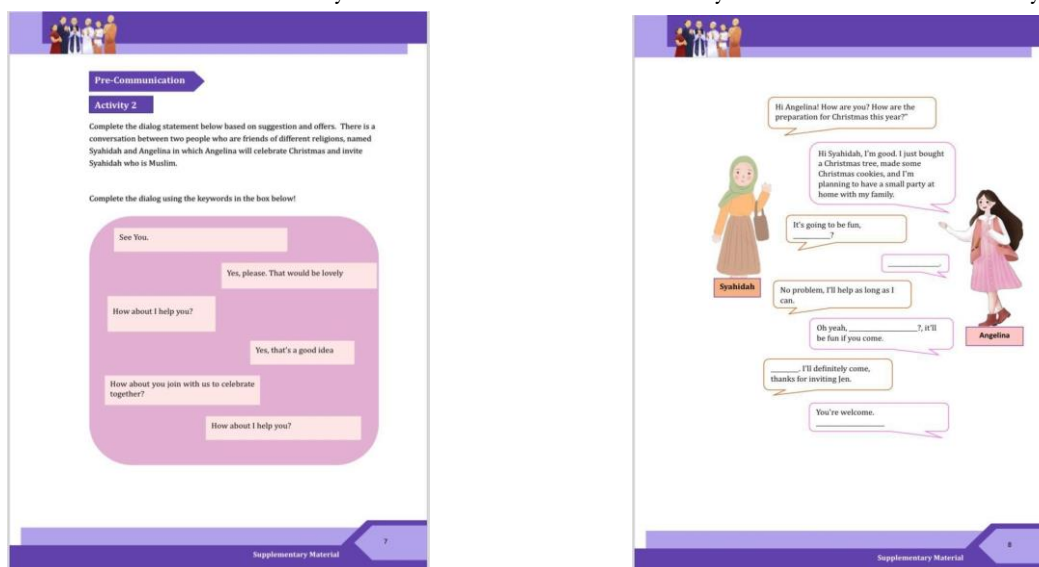

Figure 2. Pre-communication

In the pre-communication section, there is one activity, namely completing the dialog contained in the module. There is a conversation related to the material of giving suggestions and making offers by considering several variables that may be relevant to the topic and also the value of religious moderation. For example, in the module there are names of characters and topics that are relevant to the value of religious moderation, there are also pictures of 2 girls who are different in terms of clothing so that this aims to make students build more tolerance and respect for differences between others.
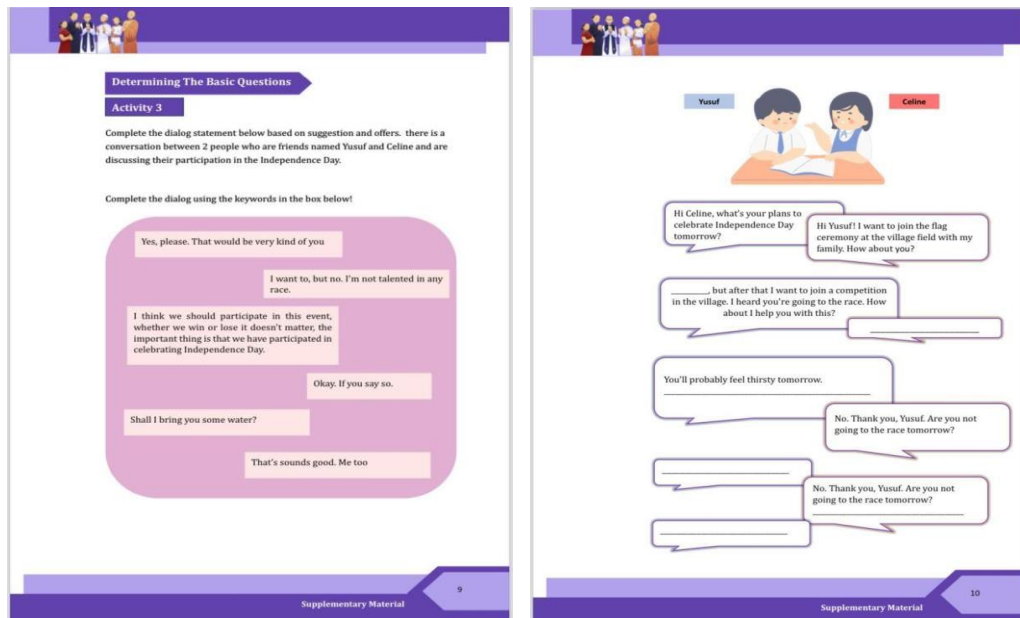

Figure 3. Determining the Basic Questions

In the determining basic question section, there is 1 activity, namely completing the dialog contained in the module. there is a conversation related to the material of giving advice and making offers by considering several variables that may be relevant to the topic and also the value of religious moderation. For example, in the module there are names of figures and topics that are relevant to the value of religious moderation, there are also pictures of 2 students who plan to participate in the implementation of Independence Day so that this aims to make students more build an attitude of love for the country and give appropriate suggestions to other students.
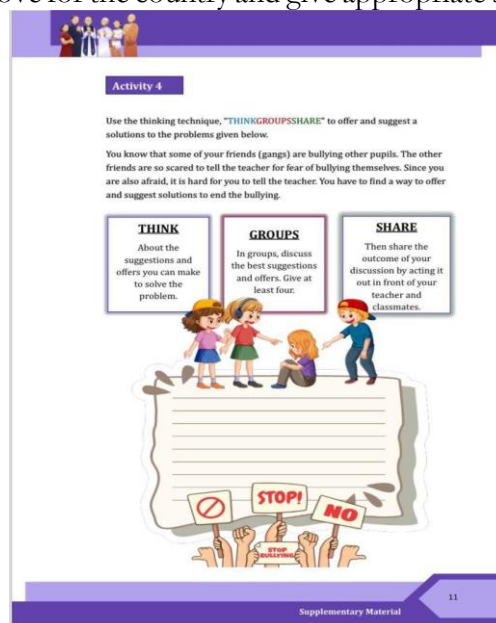

Figure 4. Activity 4

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In activity 4, there are tasks contained in the module arranged using think group share, then students will read and analyze the tasks contained in the module. The form of the task contained is, there is a case of group bullying against other students, in this case no one dares to reveal this case to the teacher for fear of experiencing the same thing, then the task of students is to find suggestions or offers in solving the problem, then present the results of their group work in front of the class. Activity 4 contains the topic of anti-violence because this topic is part of the value of religious moderation. By giving this task, researchers hope that students will know how bad acts of violence that occur both at school and outside school.
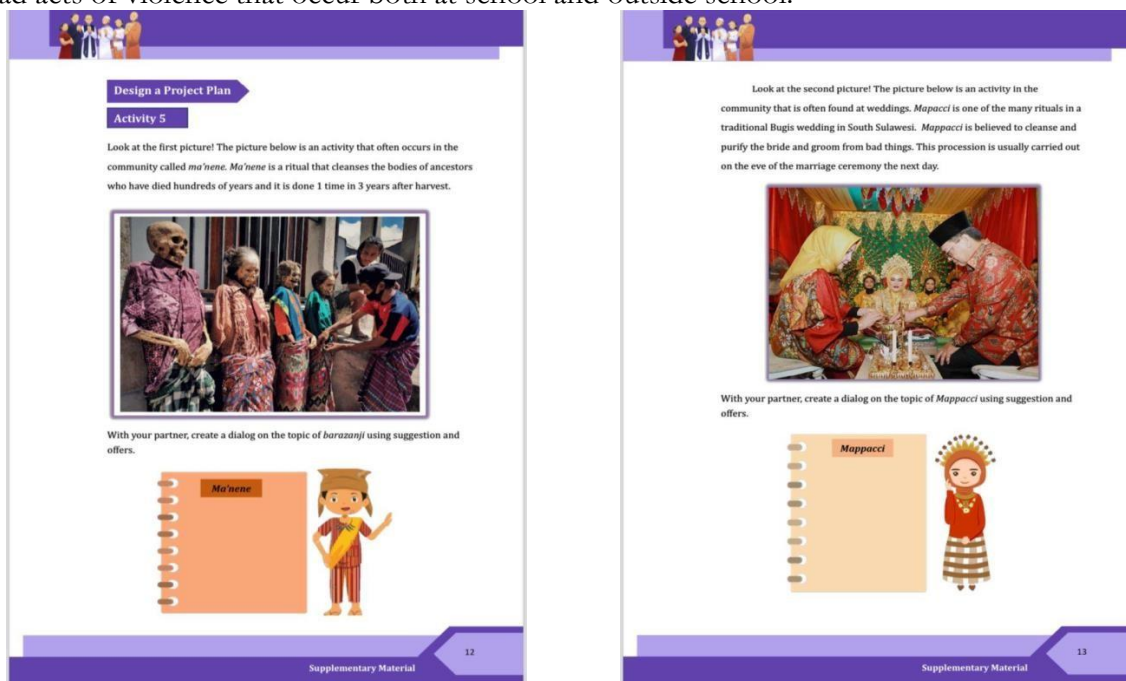

Figure 5. Design a Project Plan

In activity 5, the researcher took examples of activities that often occur in the community, especially the Bugis-Makassar community, namely *ma'nene* and *mappacci*. This topic is included in the value of religious moderation which is found in one of the indicators, namely accommodating local culture. This indicator teaches us to always preserve local culture without hampering or reducing our faith. Therefore, researcher hope that with this material students can learn and know more about local culture and preserve it.

The Results of Validation

Tabel 4. The Result of Blue Print Validation

No.	Blue Print Validation		Result
1.	Blue Print	Course content	Valid
		Learning Outcomes	Valid
		Indicator	Valid
		Skills	Enough Valid
		Activity	Enough Valid
		Evaluation	Valid
Total = 4.05 (Valid)			

Tabel 5. The Result of Textbook Validation

No.	Textbook Validation		Result
1.	Textbook Validation	Content Feasibility	3.67 (Valid)
		Presentation feasibility	3.83 (Valid)
		Language Feasibility	4 (Valid)

Graphic Feasibility	3.75 (Valid)

4. DISCUSSION

Analysis Phase

The analysis stage is very important to carry out in the process of making teaching materials. Before designing a product, the researcher carried out an analysis stage first with the aim that the product created can suit the students' needs, as stated by Yassi & Kaharuddin, (2018), needs analysis has the most important role in the process of designing English subject syllabi because making the syllabus must be preceded by needs analysis to determine goals and objectives. get the appropriate results.

Need analysis is really needed in terms of making teaching material products because with need analysis, this can make the product developed according to students' needs. This is in line with the opinion of Hermawati, (2015) said that Needs analysis is the foundation of English curriculum development. TSA focuses on determining the ideal student profile to be achieved, while PSA aims to identify students' current conditions and needs through various instruments, such as questionnaires and interviews.

Textbooks used in the learning process in the classroom only contain general materials and do not contain religious moderation values. 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.

Design Phase

The design of the syllabus in this research is the result of the needs analysis which was carried out at the initial stage. Syllabus Design development contains things that are outlined before creating a product. Besides that, the development of a printed syllabus is very important in Research and Development model research, this is because the blue print becomes a benchmark so that a good product can be created, this is in line with the explanation of Hutchinson and Water in Mandasari, (2020) stated that the syllabus serves as the highlight of the knowledge into an organized unit which ensures the proficiency through teaching materials and will be evaluated at the end of the term. Meanwhile, Hutchinson and Water in Mandasari (2020) also states that syllabus delivers its main purpose as a source of students' formal information in an array of policies, procedures, content of the course, and equipment in the language program.

The researcher carried out several activities before designing this syllabus, including conducting a need analysis by providing a questionnaire that contains what needs are desired by students such as how to study, types of evaluations, exercises and so on, this is in line with research conducted by Subari, (2022) who carried out several activities before designing the learning syllabus, including: analyze the goals and characteristics of English subjects for tenth graders, analyzing learning resources (constraints), analyzing the characteristics of high school students, setting learning goals and learning content/materials, establish a strategy for organizing learning materials.

Development Phase

In a Development Phase, researchers focus development on topics that are relevant to indicators of religious moderation. In addition, the development stage is carried out by integrating the value of religious moderation by determining the topic of discussion in teaching materials that are in accordance with the indicators of religious moderation, with this the researcher chooses religious moderation as a reference in making teaching materials with the hope that students will be able to balance science in English, especially on the topic of giving advice and making offers with the value of religious moderation into daily life, this is also in line with the opinion of Nirwana et. al (2021) who say that the concept of moderation is very important in religion, as it teaches us to respect different religions, cultures and ethnicities.

With integrated learning about the values of religious moderation, it is hoped that students will be able to understand religious moderation and be able to implement it in their daily lives. This is in line with the results of research from the previous study was conducted by Umaemah (2022), with the The study indicated that the application of religious moderation principles in English language teaching is positively correlated with increased student motivation, participation, as well as better academic achievement.

Evaluation Phase

The overall validation results are valid, so the products that have been developed are suitable for use in learning at school as supplementary material. According to Branch (2009), Evaluation is an important step in any research or product development. Through evaluation, we can identify the strengths and weaknesses of a product or program, so that continuous improvement and enhancement can be made. In the context of this research, evaluation was conducted both before and after implementation to ensure that the results obtained were in line with the research objectives.

Therefore, Evaluation as a systematic investigation of the truth or success of a goal. Therefore, the validation checklist is an option in the evaluation stage, the validation checklist is given to the expert / lecturer to assess the feasibility of the product that has been developed. The validation checklist used in this study is a validation with a national standard of education, this is in line with research conducted by Rahayu (2022) which uses a validation checklist with a national standard of education (BSNP), this national standard of education assessment instrument consists of four elements, namely content feasibility, presentation feasibility, language feasibility, and graphic feasibility.

This research has limitations, namely the researcher was unable to complete the implementation stage. while the model used in this research is the ADDIE model (analysis, design, development, implementation and evaluation). This is due to time constraints. As a result, the researcher can only explain the feasibility of the module being developed, without being able to demonstrate the effectiveness of the module in the learning process.

5. CONCLUSION

Based on the research questions formulated, the following are several conclusions that can be drawn based on the systematic research process.

1. In the initial stages of preliminary research, information regarding student needs is collected through interviews and document analysis. Initial research findings show that students need the values of religious moderation to be included in the module with the theme Giving Advice and Making Offers in the form of adding picture, name or case elements that are appropriate to the learning topic by paying attention to the values contained in religious moderation. Create basic conversations on indicators of religious moderation, tasks that contain religious moderation values by paying attention to indicators of religious moderation.
2. In the design phase, the researcher developed a detailed blueprint to serve as the main guide for material development. This was a refinement of the blueprint from previous research that produced ELT materials infused with Islamic values. The previous researcher only modified and adapted the materials to the research subject, while this researcher developed ELT materials that instilled values of religious moderation. This detailed blueprint included various components, such as unit titles, time allotment, basic competences, learning objectives, indicators, input, language focus and skill, religious moderation, and learning activity. The implementation of Project-Based Learning (PJBL) principles became the core of this module, with an emphasis on varied activities within one unit to help students achieve learning objectives.
3. The researcher then determined the method for integrating values of religious moderation

into the module. This method included four indicators of religious moderation, the use of appropriate images and names, and the insertion of verses from the Al-Quran. The selection of topics and their relevance to the content of the textbook were the main considerations in choosing the format for conveying values of religious moderation.

4. After formulating all the components of the detailed blueprint, the researcher began to compile them into a textbook. This process involved selecting, rejecting, and determining the most appropriate elements to include. In addition, factors such as color, style, font type, and others also influenced the appearance of the text in the book.

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