

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

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ABSTRACT

This research aims are: 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, and d) to evaluate English teaching materials (ELT) that have been designed for eleventh grade at MAS Madani Alauddin Pao-Pao. The module is developed based on the values of religious moderation in the learning materials with four indicators of religious moderation, namely national commitment, tolerance, non-violence, and accommodating to local culture. Researcher used Research and development (R&D) method with the ADDIE model as an instructional design framework. At the analysis stage, students' learning needs are determined through interviews with teachers and analyzing the needs of 30 students at the eleventh grade MAS Madani Alauddin Pao-Pao. Then create a syllabus design at the design stage that integrates the essential elements of the module created. Then the development stage, The module was developed by incorporating the 4 indicators of religious moderation through pictures, names, and examples relevant to the teaching material. The modules were validated based on the four aspect by BNSP (*Badan Standar Nasional Pendidikan*). The validation results shows that this module is declared valid and suitable to be taught in class with content feasibility (3.86), presentation feasibility (3.88), language feasibility (4.00) and graphic feasibility (4.08). The researcher hopes this study can be a valuable reference for other researchers conducting similar research. The systematic and objective procedure of developing teaching materials based on religious moderation into ELT materials and its practical results make it a valuable source of information for future research. The researcher also hopes that the ELT materials developed in this study can be widely used in schools. This reflects a deep aspiration to develop students' language skills and character.

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

1. INTRODUCTION

School bullying is not a new incident. However, it has not yet received the special attention and serious handling it deserves. Violence between students in schools is a incident that is deeply concerning to psychologists, teachers, and families in many countries (Gini, et.al., 2007). Violence in schools can create an environment that is threatening and emotionally stressful that can impede the learning process and academic achievement of students.

After researcher conducting preliminary research, researcher can conclude with the data obtained. The level of violence is still worrying in MAS Madani Alauddin Pao-Pao. Still a lot of students are being oppressed and choosing a band to report the incident to the teacher. And there's still a lot of students fight. Therefore, students need to be given a broader understanding

of anti-violence. Because the students have the awareness and knowledge of the fundamental human right not to be discriminated against, whether ethnic, gender, economic or religious.

Aware of the importance of creating peaceful and harmonious societies, the Ministry of Religion applies the principle of religious moderation in various aspects of life, including to reduce the level of violence between individuals and groups. Religious moderation has existed since the time of the Prophet Muhammad SAW, but at that time it was known as Islamic Moderation. In its structure, Islamic moderation always balances two opposing extreme poles.

The teaching of Islam not only discusses God's unity in depth, but also touches on various aspects of humanity with their implications in everyday life. Like actualizing religious and cultural values of dignity in personal life, family, community, nation, and state through formal, and informal education. This thing is done to prevent injustice, abuse of authority, and discomfort (Siregar, 2020). This is the same as the teaching structure in religious moderation issued by the Ministry of Religious Affairs of the Republic of Indonesia. With the abundance of cultural and religious diversity in Indonesia, there are often religious conflicts that potentially trigger social divisions and acts of violence (Muklasin, 2023).

This statement is reinforced by the principle of *Bhinneka Tunggal Ika*, a national motto that means "*Berbeda-beda tetapi tetap satu*". This principle emphasizes the importance of tolerance and harmony between religious communities, and upholds diversity in Indonesia, especially in schools. Therefore, the implementation of religious moderation in schools is very important. Teachers have an important role to play in providing a broad understanding of non-violence and appreciating differences. This can form togetherness and association of students, so as to build the character and morals of students who do not discriminate against other people.

The implementation of religious moderation in schools can begin by integrating its values into all subjects, not only in religious education subjects. The values of religious moderation can be applied to subjects such as science, sociology, and languages, particularly English. Hasyim(2020) said the values of religious moderation can help students understand differences is an important principle in social life. The application of religious moderation values in English language learning can help students create a conducive learning environment for students from different backgrounds, as well as increase students' social awareness of global issues.

Based on the results of preliminary research, it is known that the English teaching materials used by eleventh grade students of MAS Madani Alauddin Pao-Pao do not contain aspects of Religious Moderation. The materials used contain vocabulary, expressions, and contexts that are not relevant to the real situation at school. As a result, students cannot apply what they have learned in their daily lives. This hinders the direct understanding of English materials and the effective application of religious moderation.

This research aims to develop an English module based on religious moderation for the eleventh grade students of MAS Madani Alauddin Pao-Pao. This module is expected to assist teachers in integrating religious moderation values in English learning and improve students' ability in reading, writing, listening, and speaking English. In particular, this module is expected to help students in writing invitations by prioritizing religious moderation values. Thus, students are expected to understand the meaning of religious and cultural diversity in Indonesia, appreciate differences, and create a harmonious and inclusive learning environment.

2. METHOD

This research used a quantitative and qualitative approach. Sugiyono (2012) stated that quantitative and qualitative methods to obtain more complete, accurate, and reliable data. In field research, these two approaches are difficult to separate. The quantitative approach is more related to data collection, while the qualitative approach is more related to the understanding and interpretation of the meaning of the data by the research subject.

This research is included in the research and development (R&D) design. According to Sugiyono (2012) R&D is a research method used to validate and develop products. Sukmadinata & Syaodih (2008) said that R&D conducted in designing the project aims to produce or improve learning products. The ADDIE Model was chosen as the main framework in this study due to its systematic and learning theory-based nature. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate was designed to ensure that the learners achieved the goals and objectives of the learning purposes. ADDIE is a structured model with clear steps, designed to overcome problems in the learning process. There are five stages of the ADDIE model. First, Analyzing the learning situation or it can also be considered as the need analysis. Second, Designing the objectives and the principles of the learning situation. Third, Developing the resources to suit the objectives. Fourth, Implementing the resources in the learning situation. Finally, evaluating how the resources met the needs. In this research, The ADDIE model served as the foundation for this study's research on creating effective teaching modules.

The population of this research was 116 students which consists of four classes with 28-30 students in one class. The researcher took one class which consists of 30 students as the sample at MAS Madani Alauddin Pao-Pao. The data of this research of collecting by using four instruments. First, Questionnaire was determined the needs of students later. Second, Interview was used as a preliminary data collection method to identify important issues worthy of further research. Third, Document was collected to record of events that have passed in the past. And last is validation checklist is used to measure the level of validity of each items.

3. RESULTS

The Result of The Analysis Phase

The results of Content Materials Based on the Documents

The results of the need analysis based on the curriculum 2013 consists of basic competencies 3.3, 4.3, 4.3.1, and 4.3.2 with invitation material that is expected to be understood by students. Comparing social functions, text structure, and linguistic elements of text oral and written, capturing meaning and designing invitation becomes a topic in this material. Then in each lesson, there are main skills that are integrated into a systematically organized flow of skill. So the learning activities using the project based learning (Pjbl) approach include Determining the topic, pre-communication, determining the basic question, design the project plan, the result, and evaluating experiences.

The instructional instruction refers to prelearning; the type of activity consists of individual, pair, and group activities; the number of activities; and the glossary. In other words, the results of this analysis, the textbook used by eleventh grade MAS Madani Alauddin Pao-Pao is a book from the Ministry of Education and Culture of the Republic of Indonesia based on the K13 with the title "Bahasa Inggris". The book consists of eight parts which include four chapters in the first semester and four chapters in the second semester. However, the researcher focused on Chapter three of the first semester with the title "Party Time" related to Invitation.

The results of Need Analysis Based on the Students' Questionnaires

The questionnaire consists of three parts, namely the organization of material, content of material, and students' characteristics. After the questionnaires were distributed to students, the results of the questionnaire were summarized in the table below:

Table 1. The Result of Organization Material

| Organization of material | |
|---|---|
| Question | Answer |
| In your opinion, do the instructional objectives need to be put in Invitation unit? | a. Yes = 96.7% b. No = 3.3% |
| Related to the Invitation unit, what kind of exercises activities do you want? | a. Individual = 26.7% b. Pair = 23.3% c. Discussion (small group) = 43.3% |

| | |
|---|-------------------------------|
| Related to the Invitation unit, what kinds of tasks activities do you want? | d. Project (big group) = 6.7% |
| Does the summary need to be put on the Invitation unit? | a. Making Invitation = 73.3% |
| | b. Writing Invitation = 26.7% |
| | a. Yes = 90% |
| | b. No = 10% |
| What kinds of reflection do you want about the learning Invitation unit? | a. Note = 56.7% |
| | b. Presentation = 43.3% |
| Does the glossary (words list) need to be put on the Invitation unit? | a. Yes = 96.7% |
| | b. No = 3.3% |

Based on the data above, the majority of students expressed their interest in instructional objectives related to Invitation with the percentage showing the number 96.7% votes. As for the training material desired by students is discussion with the percentage reaching 43.3% votes. Then related to assignments, students want assignments in the form making invitation with a vote percentage reaching 73.3% votes. As for the summary, 90% of students desired the inclusion of summary in the Invitation material. Then in the reflection section, 56.7% of students' votes wanted reflection in the form of notes. Finally, in the glossary section, the majority of students want to be included in the material with a percentage of 96.7% votes.

Table 2. The Result of Content Material

| Question | Answer |
|--|--|
| For the material "Invitation" that will be developed based on Religious Moderation, which areas are you interested in? | a. School Environment = 10% b. Community Environment = 16.7% c. Family Environment = 13.3% d. All of them = 60% |
| For the material Invitation that will be developed based on Religious Moderation, do you agree that the topic of independence celebrations is included in the Invitation unit? | a. Yes = 70% b. No = 30% |
| For the material Invitation that will be developed based on Religious Moderation, do you agree that the topic of religious celebrations is included in the Invitation unit? | a. Yes = 86.7% b. No = 13.3% |
| For the material Invitation that will be developed based on Religious Moderation, do you agree that the topic of bullying prevention seminar is included in the Invitation unit? | a. Yes = 53.3% b. No = 46.7% |
| For the material Invitation that will be developed based on Religious Moderation, do you agree that the topic of thanksgiving new house activities is included in the Invitation unit? | a. Yes = 63.3% b. No = 36.7% |

Based on the results of the questionnaire above, the majority of students with a total percentage of 60% of student votes wanted all the fields of the existing choices to be develop into the ELT material based on Religious Moderation. In addition, The material developed contains the fourth indicators of religious moderation, namely national commitment with the result percentage 70% votes, tolerance with the result percentage 86.7% votes, non violence with the result percentage 53.3% votes, and accomodating to local culture with the result 63.3% votes.

Table 3. The Result of Students' Characteristics

| Question | Answer |
|--|--|
| About the learning style, do you like learning by using? | a. Visual = 80% b. Auditory = 73.3% c. Kinesthetic = 63.3% |
| In what way do you like to learn Invitation? | a. Through playing games = 23.3% b. Through practicing directly = 23.3% c. Through listening materials = 26.7% d. All of them = 26.7% |
| About learning Invitation, what kinds of learning material form do you want as your learning preference? | a. Texts = 6.7% b. Pictures = 26.7% c. Dialogues = 13.3% d. All of them = 53.3% |

| | |
|--|--|
| In your mind, do you experience the following problems in learning English, especially Invitation? | a. Lack of vocabulary knowledge = 43.3% |
| | b. Uninteresting topics/bored material = 10% |
| | c. Unfamiliar context = 23.3% |
| | d. Uncommon word combination = 20% |
| | e. Too many have the same meaning = 3.3% |

Based on the result of the students' characteristics above, there were 80% vote results for students who liked the Visual learning style. Furthermore, in the section on the way students like to teach English especially invitation unit, the majority of students chose all of the with a total percentage 26.7% votes. Then in the learning preferences section that students want in learning the majority of students also choose everything with a total percentage of votes of 53.3% votes. In the last section, in the section on the problems faced by students in learning English, there is a 43,3% votes of students having a lack of knowledge in vocabulary.

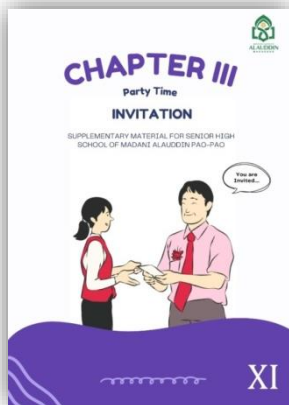
The result of Design Phase

The result of the analysis stage provides information about the process of designing the syllabus. The syllabus is used as a guideline in designing the implementation of learning based on religious moderation values. The preparation of the syllabus is very important to provide careful thought so that the material taught is contextual. In this study, researchers adapted the syllabus components used by Rahayu, (2022) in developing textbook integrated with Islamic values. The components include unit title, basic competencies, indicators, inputs, learning activity, and time allocation. The researchers only changed Islamic values to religious moderation values and added learning outcomes components to the syllabus. So, the syllabus components that the researcher has used include unit title, basic competence, learning outcomes, indicator, input, language focus and skill, religious moderation, learning activity, and time allotment.

The Result of Development Phase

The researcher have created a module with a blueprint layout as a guide at this stage. The module has been successfully integrated with all of the course materials. Aside from that, the contents of the book, such as the text, the format of the graphics, the color, the image, and the font are carefully chosen. The researcher focuses on the preparation of learning materials and their arrangement in a systematic and structured manner, taking into consideration the continuity and interrelation between learning units. At this stage, the researcher took responsibility for directing each element of the syllabus design to produce original learning materials. The development findings describe the systematic organization of each component in the book, starting from the cover to the last page, is carefully designed by the researcher. The components include the cover page, the page detailing standar competencies and basic competencies, the page presenting the language focus and skill and learning outcomes, the main part of the book (which consists of activities), the summary page, and the vocabulary list page. Here are some of the sections in the modul developed:

1. The cover of the modul



2. The examples of material section



3. The examples of practice section



The Result of Evaluation Phase

2 validators have validated the blueprint and module based on the validation checklist, here are the results:

| | | Course content | 4 | Valid |
|----------------------|-------------------|--------------------------|---------------------|-------|
| Blueprint validation | Learning outcomes | 4 | Valid | |
| | Indicator | 4 | Valid | |
| | Skill | 3 | Enough valid | |
| | Activity | 4 | Valid | |
| | Evaluation | 3.5 | Enough valid | |
| | Modul validation | | Content feasibility | 3.86 |
| | | Presentation feasibility | 3.88 | Valid |
| | | Language feasibility | 4 | Valid |
| | | Graphic feasibility | 4.08 | Valid |

4. DISCUSSION

Analysis

This research highlights the importance of needs analysis in understanding students' learning needs. According to Aldoobie (2015), that It is necessary to know the characteristics of students based on their knowledge, skills and development. Information about these three things must be known so that it can be adapted to student needs. The results of student analysis must be in accordance with critical and creative thinking skills so that they can be used as an illustration in developing learning teaching materials. This step has been proven in previous research, namely

Rahayu (2022) with the title "Integrating Islamic Values Into ELT Materials Unit of "National Disaster-an Exposition" for the Eleventh Grade Students of Mahyajatul Qurra' Islamic Boarding School Takalar". The study shows the validity of the teaching materials developed, thanks to a thorough needs analysis. This allows teaching materials to accommodate student needs well. The success of this research is clear evidence that needs analysis is an important foundation in developing effective teaching materials.

The results of this needs analysis have opened up opportunities to design more comprehensive English teaching materials. Guided by the principles of religious moderation, the resulting teaching materials are expected to meet students' learning needs more effectively.

Design

The design stage in learning design plays a crucial role in realizing effective and meaningful learning for students. It involves systematic planning, alignment with clear learning objectives, continuous measurement and evaluation, flexibility to adapt to different situations, and a deep understanding of students' needs and characteristics. Cahyadi (2019) argued that some important components in the design stage are preparation of teaching materials, time allocation, indicators and assessment instruments. Based on the results of the research design stage, the researcher managed to develop a syllabus that will be the main guide in the process and implementation of learning based on religious moderation. This syllabus is an important and strategic step in directing the process of developing effective learning. This syllabus is like a solid foundation for planning every aspect of learning that will be implemented. It functions as a detailed guide that provides direction in ensuring that the materials taught are highly relevant to religious moderation and appropriate to the students' context at school. The syllabus also enables researcher to systematically evaluate and monitor learning progress and outcomes.

Development

This development stage is very important, as emphasized by Magdalena et al., (2020), the development of teaching materials is an important step that teachers should ideally master well. However, in reality there are still many teachers who have not mastered it. This causes the learning process to still often be trapped in conventional patterns, where teachers dominate the class and students are passive because they are mostly listening. This conventional method has a negative impact, such as less interesting learning and minimal variation in teaching methods. This certainly hinders an effective teaching and learning process. Therefore, it is necessary to develop English teaching materials. English language materials development provides significant benefits for both students and teachers. For students, material development can drastically improve the quality of their learning. The material that was previously general in nature, after being developed, became closely integrated with the values of religious moderation. This has an impact on improving the quality of knowledge gained by students. Students not only understand English more deeply, but also gain a richer understanding of how the values of religious moderation can be applied in daily life. While for teachers, according to Wahyudi (2022), the development of English teaching materials contributes significantly to improving teachers' pedagogical competence. Through the development process, teachers gain valuable new knowledge and experience. This allows teachers to enrich their knowledge and improve their ability to design effective learning activities. In addition, quality teaching materials can be a bridge for better communication between teachers and students. With structured and easy-to-understand teaching materials, teachers can deliver learning materials more efficiently, so that the available time can be optimally utilized for direct interaction with students in the teaching and learning process.

Evaluation

The evaluation stage is very important in the development of English teaching materials. As stated by Aldoobie (2015), the evaluation stage in the development of English teaching materials holds an important role to ensure that learning objectives and student needs can be achieved properly through the learning design that has been designed. This evaluation not only aims to measure the achievement of learning objectives, but also to identify aspects that require

improvement in the learning system that has been made before the final version is implemented. The researcher adapted the validation checklist from Rahayu (2022), by including instrument points such as content feasibility, presentation feasibility, language feasibility, and graphical feasibility, which were derived from the textbook feasibility instrument proposed by BNSP. Cahyadi (2019), explains that it is important to understand the results of the evaluation process, not only useful for measuring the extent to which the blueprints and modules that have been developed are in accordance with learning standards and objectives. The feedback from these evaluations provides much-needed insights and information to improve and refine the blueprints and modules to suit the needs of the students and the learning process as a whole. Thus, evaluation not only serves as a measuring tool to assess the achievement of learning objectives, but also as an instrument that assists in the process of continuous refinement and improvement in the development of teaching materials.

Research Limitation

The data results that have been obtained from the research presented here are about the limitations of researcher. The researcher used the ADDIE model in developing the materials, but the implementation stage could not be carried out due to time constraints. Therefore, the research report only includes the results of the module development before implementation, without any evaluation regarding the effectiveness of the module in the learning process. This limits the presentation of the module to English teachers only. The researcher hopes that future studies can implement the developed module to assess its effectiveness directly. In addition, the material content contained in the teaching module contains a barcode that leads to a learning video of invitation unit material found on the YouTube application but has not been integrated with the value of religious moderation, only general material explained by native speakers.

5. CONCLUSION

In the analysis stage, the researcher figured out what students needed to learn by interviewing the teachers, looking at class materials, and distributing a questionnaire to students. The questionnaire includes student identity data, identifying specific needs that need to be met based on the existing syllabus and learning materials, as well as exploring more in-depth learning needs. The questions in this questionnaire focused on the aspects of material organization, material content, and the unique characteristics of each student. This information helped the researcher to design the teaching materials.

The researcher made a syllabus design at the design stage, which also produced ELT materials that integrated the values of religious moderation. The components of the syllabus design include the unit title, basic competencies, learning outcomes, indicators, inputs, language focus and skill, learning activities, and religious moderation. The principles of project-based learning (PJBL) are mostly applied in this module, with the aims of consolidating several tasks into one unit that will assist students in achieving their educational goals.

After creating the materials, the researcher turned them into a module. During the development procedure, the researcher focused on the scope of the development English Teaching Material based on religious moderation by interpreting the fourth indicators of it, the module development process involves organizing learning materials by paying attention to visual aspects such as graphics, design, and layout, and refers to the principles of writing quality textbooks. After the module was completed, researcher conducted a validity assessment of the content, language, presentation, and visual elements to ensure the quality.

The researcher conducted a formative evaluation at each stage of the evaluation process. Before proceeding to the next stage, the researcher submitted the results of the data analysis at the analysis stage to the supervisor for review. The results of the blueprint design submitted by the researcher to be validated at the design stage obtained a validity level score of (3.86) after several adjustments were made. The resulting textbook was evaluated at the development stage, and the

results showed that the textbook was enough valid in terms of content feasibility (3.86), valid in terms of presentation feasibility (3.88), valid in terms of language feasibility (4.00), and valid in terms of graphic feasibility (4.08). Finally, through a systematic process of development and revision the developing ELT material based on religious moderation reaches the level of feasibility that has been validated by the validators.

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