



The Implementation of English material integrated with Islamic values for the eighth-grade students at MTs Madani Pao-Pao

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ABSTRACT

The implementation of English material is a learning media in the form of a module that contains material about obligation, prohibition, and warning, daily routine, and announcements and notice. The material contained in this module has been integrated with Islamic values. The implementation phase in this research aims to determine both of the implementation outcomes of the product that have been developed, therefore the implementation phase is very necessary to do to find out whether the product being developed is feasible to be used in helping the learning process. In this research, the researcher conducted an explanatory mixed method design. The use of this method is to find out how is the implementation outcomes of using the English Material. The subject of this research is the eighth-grade student of MTs Madani Pao-pao. Besides, there are four types of instrument that were used by the researcher i.e. test, observational checklist, practicality checklist, as well as interview. Based on the instrument, the result of the test that given to the students is very good. In addition, for the observational checklist all aspects are filled with yes. For the practicality and interview, the module that has been implemented can be categorized as practical. The researcher ascertained that the module that has been made by the previous researcher can be recommended to use by the English teacher to be taught and the students of MTs Madani Pao-pao can use the module to improve their understanding of the English material that contains Islamic values.

Keywords: Implementation; English material; Islamic values; implementation outcomes

1. INTRODUCTION

The goal of the ideal education is to help people reach their full potential and become valuable human beings. The reality of Islamic education at present time is constrained by the secularization dichotomy of education. When it comes to worship, religion is defined as anything that disregards science and technology. Value is a person's culture and way of thinking. Beliefs and cultures can be compared, however they may vary from one person to another. Additionally, cultural values refer to society's ideals, even if they may differ from personal values, which can evolve and change with time (Alfaruq & Hasyim, 2017).

Wijayanto (2020) states that the quality of a religion and piety in the sense that must be prioritized by other characteristics, is the most important in developing the entire quality in Indonesia as human being. Within the context of the educational environment that includes families, schools, and communities, this is need to be done concurrently and comprehensively. Demanding that Islamic education specialists attempt to restructure a high-quality educational system that is intact and can affect all facets of student competency is one of the actions that need to be taken. For instance, efforts must be made to include all scientific disciplines within an Islamic value framework in the context of Indonesian education.

Learning to integrate spiritual, social, emotional, moral, and intellectual values as well as imtak values (iman and takwa) with science and technology is crucial to incorporate into student learning activities since it is not just the responsibility of religious education teachers to improve the value of religion and piety. This is in conformity with Law Number 20 of 2003 concerning the National Education System Article 3, which states that the goal of national education is to develop students' ability to become morally upright, physically healthy people who believe in and fear God Almighty.

Likewise, English learning materials are one of the very necessary thing and at the same time one of the most important elements that can help students in the process of learning. Jamilah et.al., (2019) states that learning material is placed as a tool or means to achieve basic and standard competencies. According to Saputri & Kamsinah (2018) the effectiveness of learning process is supported by several elements, namely; teachers, students, and materials. Teaching materials are one of the important elements that can support students in learning, therefore it is necessary to develop teaching materials that can help the effectiveness of the learning process.

In the other hand, based on early conducted on March 10, 2020, among eighth-graders at MTs Madani Pao Pao, the school's English curriculum had not been blended with Islamic values. Teachers only have a finite amount of time and a limited number of resources to create curriculum with Islamic values. In this instance, the researcher aimed

to integrates Islamic values into development materials for the eighth grade students at MTs Madani Pao-Pao based on the 2013 curriculum.

Previous researcher conducted research to design textbooks using Research and Development (R&D) research methods. There are some models in research and Development such as the Kemp model, the Sugiyono model, the ADDIE model, the Brog and Gall model, the Dick and Carey model, and many others. Finally, the ADDIE model was used in the earlier research because it has clearly defined stages that enable the successful implementation of instructions. (Nahar et al., 2022). ADDIE is an acronym for Analysis, Design, Development, Implementation, and Evaluation. The procedures in the development deal with the ADDIE model which provides five phases, but previous researcher did not carry out the implementation phase due to the covid-19 pandemic conditions.

Therefore, based on the aforementioned issue, the researcher plans to carry out a research to implement Islamic Values into the development of English Materials. The implementation phase in this research aims to determine both of the implementation outcomes of the product that have been developed, therefore the implementation phase is very necessary to do to determine whether it is possible to use the module being developed to aid the learning process. The researcher conducted this research in order to continue the earlier research because of the urgency.

REVIEW OF LITERATURE

Implementation Stage of ADDIE Model

ADDIE model is a learning development paradigm used by programmers and trainers. The ADDIE method states that the development of training support tools goes through five phases or stages: analysis, design, development, implementation, and assessment. The technique' original intent was to improve the effectiveness and efficiency of education and training by tailoring instruction to specific job requirements and focusing instruction in the areas most important to job performance. (Allen, 2006).

According to Peterson (2003) Teachers must play a more active than passive role throughout the implementation phase. As this phase begins, the teaching instructor's job becomes more important. The product must continue to be evaluated, redesigned, and improved by developers in order to be delivered efficiently. If the product or course is allowed to operate in its natural nature, it may be detrimental to the implementation of the program. Without doing an evaluation and making the required adjustments during the implementation phase, no product, course, or program can be effective. The course or program can be immediately modified to ensure efficacy when the students and instructor are active participants in the execution.

English Material; Obligation, Prohibition and Warning, Daily Routine, and Announcement and Notice

Obligation is an activity or course of action to which a person is ethically or legally obligated. Prohibition is the act of forbidding anything, particularly by legal means. Warning is a phrase or occurrence that foreshadows a potential or approaching risk, issue, or other undesirable circumstance. Daily routine vocabulary exercise to help learn words to talk about what you do every day. An announcement is a statement (official notification) in oral or written form that contains something for everyone to know. While notice is a formal, written, or printed announcement for a group of people. It is written in a very precise language avoiding any extra details.

Integrating Islamic Values

According to Sumantri (2007) Muspiroh (2013) integration of values in learning/education is a process of leadership through education oriented towards the cultivation of life values, which include religious values, cultural values, ethical and aesthetic values. formation of students. he has a religious-spiritual intellect, self-control, a perfect personality with a noble nature and the skills necessary for him, society and the country. Although the idea of integrated Islamic education has gained widespread acceptance in society, instructors struggle to implement its principles in their classrooms (Aqsha et al., 2009).

According to Sunarto (2014), it should be emphasized that Islamic beliefs and lesson plans were first included into learning objectives and instructional materials. Second, Islamic principles and material advancement were combined in a variety of ways, including (a) adding an activity that reflected Islamic principles to the issue at hand, (b) changing the names of persons, places, and things to reflect Islamic principles, and (c) consolidating. Al-Quran verses are incorporated into the pertinent material(s), together with appropriate English and Islamic terminology.

Implementation Outcomes

According to the definition, implementation outcomes are "the results of intentional and purposeful actions to implement new and different treatments, practices, and services from the outcomes of services and clients (patients)" (Proctor et.al., 2011). Outcomes are not activities or decisions, but outcomes are changes that arise from an activity or decision. This includes changes whether in knowledge, behavior, decision-making, policies, or systems. So, the outcomes of the implementation are changes related to the implementation process.

Approximately there are eight indicators that are used to measure the success of the implementation outcomes i.e. *acceptability, adoption, appropriateness, cost, feasibility, faithfulness, penetration, and sustainability* (Proctor et. al., 2011). The following are the justifications for each indicator:

1. *Acceptability* refers to the belief among those involved in implementation that a specific treatment, service, practice, or invention is agreeable, palatable, or satisfactory.
2. *Adoption* is defined as "the intention, initial decision, or action to try or implement an innovation or evidence-based approach".
3. *Appropriateness* is defined as the perceived relevance, compatibility, or suitability of an innovation or evidence-based approach for a certain practice context, provider, or customer; and/or the perceived suitability of an invention to address a specific issue or problem.
4. *Cost* is defined as implementation of a project's financial impact.
5. *Feasibility* is defined as how successfully a novel treatment or innovation can be implemented inside a specific organization or environment.
6. *Fidelity* is defined as the degree to which an intervention was implemented as it was prescribed in the original protocol or as it was intended by the program developers.
7. *Penetration* is the process of integrating a practice into a service environment and the systems that support it.
8. *Sustainability* is defined as a measure of how well a newly implemented treatment is kept up or institutionalized within a service setting's continuous, reliable operations.

2. METHODS

The research design that applied in this study is mix of a quantitative and qualitative research with an explanatory mixed method design. Mixed methods usually involve many forms, such as: convergent parallel design, explanatory sequential design, and exploratory sequential design. At this stage, the researcher used a sequential explanatory design, in which the research is carried out at different times and sequentially, starting with quantitative research first, then qualitative research (Subedi 2016). So, a researcher first collects and analyzes quantitative data. Qualitative data were collected in the second phase of the study and linked to the outcomes from the first, quantitative phase. This type of research was conducted to find out the outcomes of the implementation and practicality of teaching materials that have taught by researcher.

Gay (2019) stated that the collection, analysis, and "blending" of quantitative and qualitative designs are necessary to understand the research problem (Lakshmi, 2019). In the same study, this method combines quantitative and qualitative data collection strategies. The main goal of mixed methods research is to gain a broader understanding of the phenomenon than can be achieved with only quantitative or qualitative designs.

3. RESULTS AND DISCUSSION

Researcher answer and explain the implementation outcomes of using modules that have been integrated with Islamic values for Announcement and notice material using observational checklists. Because in this research using sequential mix method, the data are quantitative data supported by qualitative data obtained from the results of interviews with students.

Observational checklist

The quantitative data is obtained by researcher from observational checklists that have previously been filled in by observers who observe students during the learning process that takes place using Announcement and notice modules that have been integrated with Islamic values. In the observational checklist there are 6 indicators for implementation outcomes, the observer is tasked with adjusting the results of his observations based on these indicators, including assessing the content of the module, the feedback given by students during learning using the module and how the influence of student understanding of the material provided and also the way researchers teach using the module.

The whole answer on the observational checklist was answered with a yes, Can see the category of the observational checklist that has been filled out, can be strengthened with data of interviews from all six students. In the table below there are the results of the observational checklist as well as the results of interviews from each material.

a. In the aspect of *acceptability*

Indicators	Activities	Yes	No
	The material on the module contains Announcement and notice unit material	✓	
	The materials on the module contains many aspects such as learning objectives, activity, and summary.	✓	
	Students look comfortable using the module	✓	
	Students seem to enjoy using the module	✓	
Acceptability	Students are interested in the material	✓	
	Students are engaged in the material	✓	
	Students are participating in the discussions/activities	✓	

Based on the observer's observations regarding the acceptance of the module by student. It is stated by respondents in the followings:

Daily Routine	Announcement and Notice	Obligation, Prohibition, and Warning
I feel better using this module (student 1) I feel this module is good (student 2) I like learning the language with this module (student 6)	"The module is easy to use, because the language is easy to understand and the explanation of the material is quite clear."(Student 1) "I'm more interested because there are a lot of religious teachings in it and it's different from books where the lessons are more complicated." (Student 2)	"It's easy to understand" (Student 1) "It's not hard, I can understand it easily" (Student 2) "It's easy for me" (Student 5)

b. In the aspect of *Adoption*

Adoption	Adapted and not contradicted with another textbooks.		
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Adoption is about students adapted and not contradicted with another textbooks. It is stated by respondents in the followings:

Daily Routine	Announcement and Notice	Obligation, Prohibition, and Warning
I have never learned daily routine using a module like this before (student 1).	Never (Student 1) Yes Never (Student 2) The student never use module like this.	"Yes, we have used it in the last semester" (Student 1) "Yes, we used it" (Student 3) "Yes" (Student 4)

c. In the aspect of *Appropriateness*

Appropriateness	Integrating Islamic values into development of Announcement and notice materials have been designed in accordance with need analysis	✓	
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Appropriateness is about how suitable the module. It is stated by student in the following:

Daily Routine	Announcement and Notice	Obligation, Prohibition and Warning
I think this is in accordance with what students need in learning the language (student 3). I also feel that it is in accordance with what we need in learning (student 4). The material is good and appropriate (student 6)	"appropriate, because it is easy to understand, not complicated and many teachings are applied to daily life." (Sudent 1) "It is more or less the same answer as the previous one." (Student 4)	"Yes" (Student 4) "Yes" (Student 5) "Yes" (Student 6)

Daily Routine	Announcement and Notice	Obligation, Prohibition and Warning
Inshaa Allah I can interpret it in the future. (student 3) All students interviewed agreed and said that they will use this module in the future and will interpret it.	"Yes, because there are many good things about the module and so that those who are taught understand easily" (student 1). "I want to, because it's good" (Student 2)	"Yes, I think I will use this module to study obligation, prohibition, and warning" (Student 1) "Yes, the module is related to our school" (Student 2) "Yes" (Student 3)

d. In the aspect of *Feasibility*

Feasibility	The module can be used as a learning resource for the student to learn the materials of Announcement and notice	✓	
	The students can use the module in learning process	✓	

Feasibility is about the module can be used as a learning resource for the student and the students can use the module in learning process. It is stated by respondents in the followings.

e. In the aspect of *Fidelity*

Fidelity	During this session, the materials are delivered as specified in the meeting plan	✓	
	During this session, are any activities or resources added to the class as supplemental/additional materials?	✓	
	During this session, all materials that are indicated in the module are available	✓	
	During this session, the researcher appeared to be prepared with the skills/knowledge to facilitate the session	✓	
	During this session, the researcher provided a welcoming greeting when entered the class	✓	
	During this session, the researcher clearly explained topics and activities	✓	
	The activities in this session are delivered in the sequence intended by the researcher	✓	
	The delivery of this session took the amount of time as intended by the researcher	✓	

Fidelity is focus on how the learning process and the process of implementing the material in the module by researchers. The students stated that:

Daily Routine	Announcement and Notice	Obligation, Prohibition and Warning
<p>I can understand the concept of daily routine better with this module (student 3).</p> <p>I can understand this material better using this module after it is explained again (student 4).</p> <p>I feel I understand the daily routine material better with the explanation in this module (student 6).</p>	<p>"I can because previously I did not understand what notice was after learning with the module now I understand." (Student 2)</p> <p>"I can, because the explanation inside is concise so that it is easy for the brain to understand." (Student 4)</p>	<p>"Yes, it is quite simple and I can understand the contents" (Student 1)</p> <p>"Yes" (Student 4)</p> <p>"Yes" (Student 5)</p>

f. In the aspect of *Sustainability*

Sustainability	The module can be an alternative for students to use the module to study English material, especially in understanding the material.	✓	
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Sustainability s about regarding the sustainability of this module and whether it can be an alternative for students, especially in understanding the material, the students stated:

Daily Routine	Announcement and Notice	Obligation, Prohibition and Warning
I feel happy learning using this module (student 1)		"Yes, I enjoyed it" (Students 1) "Yes" (Student 2) "Yes, it is also related to my daily life so I enjoy it" (Student 6)
I enjoy learning the language while learning about daily life as a Muslim (student 3).	"enjoy" (student 1) "enjoy learning with this module" (student 3)	
I enjoy learning English while learning about religion (student 4).	"enjoy learning with this module" (student 4)	
I enjoyed learning this material with Islamic values (student 6).		

Based on the findings and student test results, this relates to the opinion of Wijayanto (2020) outlined the need that every instructor from Nurul Jadid University's in Est Java especially in Faculty of Islamic Studies be able to incorporate Islamic ideals into all aspects of education, including English instruction. In this study, researchers looked at how a religious approach may be used in the classroom to include Islamic principles into English language instruction. The findings demonstrated that students in Islamic Religious Education had a strong understanding of how to incorporate Islamic principles into the teaching and learning of English, as evidenced by the 14 students (potential instructors) who can incorporate Islamic principles into the learning materials they use.

Related to Qaniah (2021) regarding Daily Routine material that has been integrated with Islamic values. There are eight indicators to assess the implementation outcomes of this product, namely acceptability, adoption, suitability, feasibility, loyalty, and sustainability. Based on the results of interviews with students, researcher found that students said that it was a new thing to learn a language that was integrated with Islam, even so some students thought that learning English integrated with Islamic values was a good thing and they were happy to learn language as well as religion. Judging from the learning process from the beginning of the meeting to the end, researcher and observers who saw the behavior of students in the classroom found that they were happy and enjoyed the presence of an Islamic atmosphere in learning which according to students Daily Routine material is easy to understand because it relates to their lives as a Muslim.

Stated from Wijayanto (2020) on his research "The Integration of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective". The study's findings support the following conclusion: Students in the Islamic Education Study Program at the Faculty of Islamic Studies Nurul Jadid were able to incorporate Islamic values into English learning throughout the 2018–19 academic year.

CONCLUSION

Based on the results of the study, the module integrated with Islamic values is considered feasible to use in learning because based on the results of the practicality checklist and observation checklist get good results. In addition, educators get positive responses from their students, which can be shown from the results of an interview with one of their classmates, as well as the fact that the majority of students believe that the module they use has a positive impact in their daily lives. Students feel happy and enthusiastic in learning because they learn language with materials that are integrated with Islamic values through learning using this module, especially in the daily routine, announcement and notice, and obligation, prohibition and warning materials. Students stated that the explanations were accompanied by good pictures because the explanations were accompanied by good pictures. Despite the fact that some students believe that using a module integrated with Islamic teachings is a natural thing to do because the language and materials are similar to what they are used to learning, they still feel frustrated. Moreover, they believe that this is a new development by combining two types of learning: language and religion.

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