



Development of english learning modules integrated with Islamic values

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Abstract

Based on the results of this study conducted by researchers at SMA IT Al Mawar Kolaka. Teachers taught students and the teachers still have problems in the teaching and learning process specially in English lessons. The main problem that English teachers still difficulty to found teaching materials that integrate Islamic values. Learning Language English integrated Islamic values expected capable bridge failure implementation integration knowledge and religious with presence materials that integrated with Islamic values. One of the teaching material Which used is module. Based on the results of the analysis of the researchers, to solve existing problems it is necessary to do research and development. The results of this study were English teaching material module products in the form of modules that have been taught which include student participation and evaluation, besides that in the final stage, this teaching material module has been validated stage 3 experts.

Keywords: Teaching Materials; Teaching; Integration of Islamic Values

1. INTRODUCTION

Education is a human need for when and wherever he is. Education also has a very important role, because without human education it will be difficult to develop. Thus education must really be directed to produce quality human beings who are able to compete, and have good character and morals. Improving the quality of learning is one of the pillars of efforts to improve the quality of education as a whole.

Efforts to improve the quality of education are an integral part of efforts to improve human quality, both aspects of ability, personality, and responsibility as citizens.¹

Education has an important role in the development of a civilization, including Islamic civilization. In the Islamic context, the notion of education refers to the terms commonly used, namely, ta'lim, tarbiyah, and ta'dib. The term ta'lim with the word 'allama implies telling or giving knowledge. So, this term can be interpreted as teaching, as in Arabic the term tarbiyah wata'lim is often used which means education and teaching. The word 'allama gives the meaning of merely informing or giving knowledge, it does not contain the meaning of personality development because there is very little possibility for the formation of personality due to the provision of knowledge.

Education is the main focus in statehood and religion, because with education humans can know Allah and obey worship, and that is a believer. Allah SWT. elevates the degree of those who believe and those who have knowledge above the level of human beings in general. This is emphasized in QS. Al-Mujadilah/58:11

يَرْفَعُ ۙ ۙ اللَّهُ ۙ ۙ الَّذِينَ ۙ ۙ ءَامَنُوا ۙ ۙ مِنْكُمْ ۙ ۙ وَ الَّذِينَ ۙ ۙ أُوتُوا ۙ ۙ ٱلْعِلْمَ ۙ ۙ ۙ دَرَجٰتٍ ۙ ۙ

Translated:

ii " ... Allah will exalt those who believe among you and those who are given knowledge by degrees²"

The content of the verse is in line with the formal and operational formulation of education. Which is implementation require the participation of educators (teachers) who are competent and professional in their fields. This is not only intended so the educational process can be carried out as mandated by the constitution, but more than so that the functions and objectives of national education, whose main objective is to humanize humans, it can be achieved optimally.. Making teaching materials is part of the process of developing innov

Making teaching materials is part of the process of developing innovation in education. The teaching materials used it do not have to be conventional, the teacher must take several actions to improve paradigms, perspectives, thoughts, attitudes, habits, professionalism, and behavior in teaching. Thus teachers must provide innovation in making teaching materials because it will have an impact of student learning activities so they do not feel bored.

¹Siti Fatimah Development of a Literacy Skills-Based Learning Module, Journal Volume VI, Number 2, July-December 2017. h . 316

² Ministry of Religion, Al-Qur'an and Its Translation, (Jakarta: Pustaka Agung Harapan, 2012, p. 793.

Modules are teaching materials that are designed systematically based on the curriculum and are packaged in the smallest learning units and allow them to be studied independently in a certain unit so that students master the competencies being taught. Modules are considered as effective and efficient teaching materials considering the increasing number of things that students have to learn, while the hours of lessons school do not increase. Modules are a set of subject matter arranged systematically with easy to understand sentences, so that students can study independently. The module has several advantages, namely students can carry out learning independently without having to meet face to face with the teacher, students can learn according to the time and pace of student learning themselves, students can also find out the strengths and weaknesses in achieving the competencies already in the module.

2. METHODS

The type of research used in this research is Research Development or R&D (Research Development) is to products. Research development is method research which is used product, and tests effectiveness product. Process development can be the form of a new product or perfecting product which can be held accountable.

Method of collecting data

The data collection method is the most strategic step in research, because the main goal of research is to obtain data. Without knowing the data collection method, the research will not get data that meets the established data standards.

Research and Development research is based on the assumption that data can be supplemented and refined throughout the research process.³In connection with that, to collect data that can meet the required data standards according to the problems in this study, researchers used several methods, namely the method of observation, questionnaires, interviews, and documentation. In this study, several research instruments were used, namely:

1. Validation Sheet.

The validation sheet is used to obtain information about the quality of teaching materials and equipment based on expert judgment. On the teaching material validation sheet, the validator writes an assessment of each teaching material.

³ Nana Syaodih Sukmadinata, *Educational Research Methods*, (Cet. III; Bandung: Rosdakarya Youth, 2007), h . 109

2. Questionnaire sheet.

The questionnaire sheet is used to obtain information from students in a one evaluation of the developed English module to assess clarity, impact, and feasibility. This data is used for practicality test.

3. Question sheet

The question sheet is used to measure the level of cognitive abilities of students. This question sheet is used twice, namely used before learning using the developed English module teaching materials (*pretest*), and used after learning using module teaching materials. English development results (*post test*). The results of *the pretest* and *posttest* are then compared to determine the level of effectiveness by category; 1) implementation, 2) implementation with revisions, 3) It will not be implemented.

Data Processing and Analysis Techniques

The technique of analyzing data from formative evaluation results in the development of teaching materials used descriptive statistical analysis techniques. The data analyzed are; data from the validation results of module teaching materials , questionnaire result data, and analysis of the data obtained are grouped into three, namely; (1) validity data analysis (data validation of teaching materials and tools), (2) practicality data analysis (one evaluation questionnaire results data), and (3) effectiveness data analysis (data in the form of *pretest* and *posttest* results) .

1. module teaching materials

module teaching materials and tools were analyzed by considering the validator's input, comments, and suggestions. The results of the analysis serve as a guideline for revising teaching materials. The activities carried out in the data analysis process for the validity of the module teaching materials are as follows:

- a. Recapitulate the validation results by the validator team into a table which includes (1) aspects (A_i), (2) criteria (K_i), (3) total validation average (X_i).⁴
- b. Find the average validator team validation results for each criterion with the formula:

$$K_i = \sum_{j=1}^n \frac{V_{ij}}{n}$$

⁴Nuridin, A Mathematical Learning Model that fosters metacognitive abilities to master teaching materials, (Dissertation, Surabaya, PPS Unesa, 2007).

with

K_i = the mean of the 1st criterion

V_{ij} = the average result of the assessment of the criteria - I by the assessor - j

n = the number of raters.⁵

- c. Find the average of each aspect with the formula

$$A_i = \frac{\sum_{j=1}^n K_{ij}}{n}$$

with

A_i = average aspect - i

K_{ij} = average of the i aspects of the j criteria

n = number of criteria in aspect i.⁶

- d. Find the total average (X) with a formula

$$X_i = \frac{\sum_{i=1}^n A_i}{n}$$

with

X = total average

A_i = average aspect - i

n = number of aspects.⁷

Determine the validity of each criterion K_i or aspect plan A_i or total plan X_i with a predetermined validity category.

The validity category quoted in Nurdin is as follows:

$3.5 \leq M \leq 4.0$ = very valid

$3.0 \leq M \leq 3.49$ = valid

$2.5 \leq M < 3.0$ = quite valid

$1.5 \leq M < 2.5$ = less valid

$M < 1.5$ = Invalid

⁵Nurdin, A Mathematical Learning Model that fosters metacognitive abilities to master teaching materials, (Dissertation, Surabaya, PPS Unesa, 2007).

⁶Nurdin, A Mathematical Learning Model that fosters metacognitive abilities to master teaching materials, (Dissertation, Surabaya, PPS Unesa, 2007).

⁷Nurdin, A Mathematical Learning Model that fosters metacognitive abilities to master teaching materials, (Dissertation, Surabaya, PPS Unesa, 2007).

Information

$M = K_i$ to find the validity of each criterion

$M = A_i$ to find the validity of each aspect

$M = X$ to find the validity of all aspects.⁸

The criteria used to determine that the module teaching materials have an adequate degree of validity are the X scores for all aspects at least in the moderately valid category, and the A i scores for all aspects at least in the valid category. If it is not valid, revisions will be made based on suggestions from the validator or by looking back at the aspects that are considered lacking. Then re-validation was held and then re-analyzed. And so on until it meets the minimum value in the valid category.

2. module teaching materials

the module teaching materials data was obtained from the results of a questionnaire by 3 students in a one-on-one evaluation as follows:

- a. module teaching materials to students as respondents to examine the level of practicality according to their position as students.
- b. Respondents filled out a questionnaire by selecting the category of each indicator according to their observations.⁹
- c. The results of the assessment in the questionnaire were then examined for each indicator and declared practical if the average questionnaire results for each indicator were at least good.

3. Data Analysis of the Effectiveness of Teaching Materials modules .

module teaching materials The developed English is carried out in the following stages:

- a. Students are given a *pretest question sheet* to then answer.
- b. Students are given module teaching materials English as a result of development then they learn it in their own way.
- c. Students are given a test sheet .¹⁰

⁸Nurdin, A Mathematical Learning Model that fosters metacognitive abilities to master teaching materials, (Dissertation, Surabaya, PPS Unesa, 2007).

⁹ Muhammad Yaumi, *Learning Design Principles*, (Jakarta: Kencana, 2013), h. 305

¹⁰ Muhammad Yaumi, *Learning Design Principles*, h. 305

- d. Calculating the score of each item obtained by each student
- e. Calculating the final score of each student using the formula
Final score = $\frac{\text{score obtained by students}}{\text{Maximum score}} \times 100\%$
- f. Determine the level of effectiveness of the developed English module teaching materials using the N-Gain formula

3. RESULTS AND DISCUSSION

RESULTS

Description of the Design of the English Learning Module integrated Islamic values

English learning design is a learning process that is carried out using the results of the development of English learning modules starting from the preparation stage of learning, implementation of learning to evaluation. Therefore, matters relating to the process of implementing learning need to be prepared in such a way that learning English, practically and efficiently.

In giving material Language lessons English, Teacher give material Which related with reading Islam, Islamic history. Which is adjusted to the high school material itself. Integration of values Islamic into the material learning done with a number of method, between other:

(1) add exercises Which reflect values Islamic into the topics taught; (2) include the name of Islamic person, place or incident into the exercises; (3) there are Islamic history readings in the module.

According to Gagne every teacher or designer learning Certain want to get certainty that activity Study teach them during period certain mark to use for process learning.¹¹ At least Teacher want to know is design the lesson succeed and achieve learning goals. Learning Language English student capable use Language English Good in a manner written nor oral in understand reading in text and answer the exercise of module .

Islamic values contained in learning English is realized of the material that has been given to the teacher class X high school students. Implementation from Islamic writing has been given by reviewing from Islamic material Which can be applied daily activity.

¹¹Gagne, Robert. (1979). principle of Instructional design, Hoit: Rinehart and winton, 1979. p. 82

Meanwhile that, integration Islamic value in activity evaluation done through evaluation informal in form gift yes questions verbal, teacher observation, giving assignments, and read aloud the material covered values Islamic Which integrated. Beside That, integration values Islamic in activity evaluation Also done through students do the exercises on the module in test written.

In activity learning, integration of Islamic values is done by how to study the material in the module and then work on the problems in the module Basically, the learning stages are contained in the module. The learning stage is divided into 3 stages, namely opening activities, core activities, and closing activities.

Modules are teaching materials that are designed systematically based on the curriculum and are packaged in the form of the learning process units and allow them to be studied independently in a certain unit so the students master the competencies being taught.

Evaluation is a process for describing students in terms of value and meaning. The evaluation is structured referring to the learning objectives to be achieved. In the early learning activities, a pretest was carried out to see how far students understood the material to be taught from module. At the end of the core activities, a post test is carried out to find out how far students have understood the teaching material that has been taught or how the learning objectives have been achieved about the module material. KKM (Minimum Completeness Criteria) is a basic reference or guideline in determining the achievement of student learning outcomes criterion for declaring students to achieve learning mastery.

The implementation of this development research was carried out in 3 stages, namely starting from definition, design and development.

1. Defining/Define Stage

The results of this study indicate that in SMA IT Al Mawar High School environment in learning English subjects already have teaching materials, the researchers add teaching materials to the English language learning module integrated with Islamic values. English subjects given to Islamic-based students are still very limited. This is indicated by several things, including:

1. Students are given assignments from English subjects according to their textbooks
2. Students are not given a guidebook/teaching materials according to their class
3. Students are given materials and assignments according to the context of teaching English globally

Efforts of character are to bring students closer to religious knowledge, while the teaching materials for general subjects that are used do not contain much religious knowledge, let alone Islam. This statement is in line with the results of Yofita's research which shows that there is not much religious content found in English textbooks in schools. There is a little religious applied in material but it is still general and insignificant. This condition is due to the fact that ¹²the English teaching materials currently used are used on a national scale with various religious backgrounds. The result of this is that the model of learning English that is carried out is a *fragmented model*, which is a model that is carried out by sorting out the subjects separately and not related to each other. General lessons and separate religious lessons.¹³

In the analysis of students, from the results of interviews conducted by researchers with several students before learning using this module, it was found that on average they wanted to know how learning English was integrated with Islamic values. Usually learning English only uses 1 textbook and also focusly global material and that it is not owned by each student so they have difficulty repeating English learning at home. They were very interested when researchers conveyed that this module integrated Islamic values. It is their hope that by learning using this module, they can understand better by doing questions at home so they can improve their learning and they can get islamic value from the module.

2. Design Stage

- a. Establishing a module framework for learning English in class X SMA IT Al Mawar which is contained in a module divided into 3 parts, namely: Introduction section, core section and exercise section.
- b. Developing learning objectives in the English module, in compiling the learning objectives the researcher refers to the core competencies, basic competencies and indicators that have been defined.
- c. Integration of Islamic values in the module
 - i) Integration of the spiritual dimension, namely faith in the material studied in the reading topic about the Isra' Mi'raj.

¹²Yofita, Integration of Learning English Based on an Islamic Approach. *Research Results* 04. No. 1 (2012), p. 247. <https://journal.uny.ac.id/index.php/jipi/article/view/13677>. (Accessed 8 March 2020).

¹³Nurul Ashri, Lilik Hasanah, Development of Integrated Science Teaching Materials on the Theme of Energy and Environment, Proceedings of the National Symposium on Science Innovation and Learning 2015 (SNIPS 2015) 8 and 9 June 2015, Bandung, Indonesia.

- ii) The integration of Islamic values into *historical material*, one of the materials in the Recount text chapter of historical events, is an example of the reading material entitled Gua Hira.
- iii) The integration of Islamic values in the affective domain (attitude) consists of spiritual and social attitudes. For the spiritual attitude, it is contained in the 1st core competence, namely respecting and living the teachings of the religion he adheres to, then for the competence of social attitudes, it is contained in the 2nd competency. The social competence in this module is manifested in material imitating the Apostles.
- iv) Determine the content and sequence of learning materials and arrange assignments, formative tests and feedback. The final step in compiling the draft of the English learning module is determining the content and sequence of learning materials and compiling formative assignments.

3. Development/Develop Stage

Module Validation

From the results of the first and second stages of validation of the English learning module, revisions were then made according to the suggestions from the validator team as follows:

- i. The module cover, before the revision of the module cover did not contain the name of the school, then it was suggested to add an object so that the module was right on target
- ii. There are no pages in the module section, so it is recommended to add pages on each page.
- iii. Sources in modules before revision, sources have not been stated in module parts. Then it is suggested to add sources in each discussion.

Validation Test

The validation test is intended to see how far the developed learning module is feasible to use. The validation test for this learning module is linguists, design materials. Based on the test results, where the results of the validation, design and materials, both the appearance and the learning aspects were in very good category. Likewise, when viewed from the validator's assessment, the assessment given is almost the same. This means that the learning module developed is valid, even

though there are slight improvements and these improvements have been made. For the learning materials used there are also suggestions for improvement, and these suggestions have been perfected so that in terms of the material in this learning media it is feasible to use.

The improvements in question are suggestions from experts, what is suggested is a combination of SMA IT Al Mawar with English on the cover, the module instructions are added instructions for teachers and student instructions. This suggestion has been corrected.

Trial results

As previously stated, the trial was carried out in class X at SMA IT Al Mawar Kolaka. The test results include teacher and student activities as well as student learning outcomes. Based on these results, it can be explained in more detail as follows:

a. Student and teacher activities

Student and teacher activities basically refer to the lesson plan, but there are several additional activities that are adapted to the classroom conditions when learning takes place. Student and teacher activities are connected or in pairs, the teacher instructs and students carry out the teacher's instructions. The observed student activity is the extent to which students actively participate in learning English with modules that integrate Islamic values, while in teacher activity, what is observed is the extent to which the teacher's activity teaches the material for this module.

Based on the results of the observations as stated in the previous section, it can be seen that in the trials, students were generally active, then the learning aspects carried out by the teacher, namely the learning modules used by the teacher.

For teacher activities, generally they have followed the learning steps as stated in the lesson plans. In the initial activity, the teacher carried out student attendance to check student attendance. In the core activities, teachers generally master the subject matter, approaches and strategies. Utilization of learning tools by students is not yet optimal, adapted to school conditions. In the final activity, the involvement of students in reflecting is not fully optimal, considering that the concentration of students has decreased, but the role of a teacher is needed so that students' attention at the end of learning can be focused on doing reflection.

b. Student learning outcomes

Completeness of student learning outcomes by doing pre-test and post-test. In the pre test there are still students who have not reached the completeness score. After carrying out the post test, in the Obedience to the Rules material test it was already visible that the results of the student's completeness. It had not been

completed. Furthermore, the material for competence in goodness and work ethic for student learning outcomes has reached a completeness value.

Based on the description above both from teacher and student activities as well as learning outcomes, that the use of English learning modules integrates values in SMA IT very helpful. Given that this module can be owned by every student, it is different from the books used previously, only the teacher had the material. Teachers have limited ability in delivering material, it is hoped that with the help of this English learning module all obstacles and deficiencies in teaching materials can be overcome and the overall delivery of material can be conveyed to students.

In general, the results of the analysis of student activity data show that all activities at each meeting are within the range of tolerance limits, thus it can be said that student activity has been achieved as expected.

4. DISCUSSION

The development of learning modules requires a validation test to find out to what extent validity product that developed. Developed product has been tried out in class and involve a number of expert become a validator. Result from validation test in this study shows that all the products that have been developed proved to be very valid based on the assessment of the three validators. Assessment aspects in validation usually varied, like as adequacy, coherence, suitability, and use product development is considered practical If he fulfil That follow aspect:

- (a) user ratings state that the module can be implemented with minor revisions and
- (b) the module can be implemented because it is in accordance with the applicable curriculum, time location, And school conditions.

As for results from the practicality of Class X SMA IT High School as user from that product and easy because of their activities developed in teaching manuals very practical and operational. In addition, this module is easy to understand for students, and based on Islamic education that is developed relevant to needs students .

5. CONCLUSION

Based on the research that has been done, it is concluded that the English language learning module that has been developed is feasible to use in learning activities after going through trials with 2 stages, namely expert testing and small group testing expert validation, consisting of material design experts and language experts and testing small groups were conducted on students in class X SMA IT as module user practitioners.

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