



INTEGRATING ISLAMIC VALUES INTO THE SUGGESTED SYLLABUS AT MTS MADANI ALAUDDIN PAO-PAO

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ABSTRACT

Islamic schools used common ELT material in teaching English. Therefore, designing suggested syllabi is considered necessary to facilitate students with their needs to both learn English and develop Islamic character. This research aims to create a suggested syllabus integrated with Islamic values at MTs Madani Alauddin Pao-Pao. The researcher implemented the RnD method with the ADDIE model as the instructional design framework. In the analysis stage, the researcher determined students' target and learning needs by conducting interviews with teachers and analyzing the needs of 30 students in class IX at MTs Madani Alauddin Pao-Pao. The researchers created a syllabus design that integrated Islamic values. The syllabus contains the unit title, basic competence and indicator, language focus, input, learning activity, Time allotment, and integrating Islamic values. Integrating Islamic values into the syllabus can be done by adding exercises that contain Islamic values in related topics, including names of Muslims, places or events, attaching verses or the Al-Qur'an or hadith, and using Islamic expressions related to the material. This research is expected to help teachers increase students' passion for learning, direct students to meaningful learning, and improve their Islamic character. The textbook must be developed based on the suggested syllabus to achieve the desired goals.

Keywords: Islamic value; syllabus

1. INTRODUCTION

The nucleus of producing instructional material is to facilitate the teaching and learning process (Amadioha W, 2009). According to Fuller & Clarke (1994), Instructional materials have a high degree of interest for the students, for they offer a reality of experiences, which stimulates the activity of students. So it is essential to choose and provide instructional material suitable for students (Rahayu, 2022). According to Akker et al. (1993), teaching and instructional material must be appropriate to students' characteristics, settings, and needs. These components are inextricably linked to students' features, circumstances, and requirements, particularly in Islamic boarding schools. Related to students' characteristics, settings, and needs, especially in Madrasah schools, these components cannot be separated from Islamic values. This means that students, both in public schools and schools with Islamic backgrounds, cannot be separated from Islamic values, especially in learning English with learning materials.

The Researchers conducted preliminary research related to the use of English teaching materials for class IX students at MTs Madani Alauddin Pao-pao on August 22, 2022. Based on observations, the Researchers founded that the teacher used a book entitled "English Think Globally Act Locally for class IX" which was inappropriate for a student's background. Based on the interviews with the teacher and giving questionnaires to students, the Researcher can describe some of the difficulties students and teachers face. Based on the student's statements, their book contains vocabulary, expressions, and contexts irrelevant to their real-life situations in Madrasah, so they cannot apply what they have learned daily. Based on the teacher's statement, the teacher strongly supports this research because the product produced will be very useful for students at MTs Madani Alauddin Pao-pao. They were not confused about finding relevant material.

Therefore, additional ELT materials are needed. The Researcher proposes supplementary ELT material as a module because of their practicality. Therefore, it is important to integrate Islamic values into all subjects, including English, to form a good character for students (Nafiah, 2020).

In designing ELT material, the syllabus plays a pivotal role in guiding teaching and learning activities within a course. A well-designed syllabus serves as a roadmap, outlining the goals, content, and assessments that shape the educational experience. However, the process of designing an effective syllabus requires careful consideration of various factors, including the integration of current research findings and insights from experts in the field. By incorporating these elements, educators can create syllabi that are better aligned with the needs and expectations of learners, ultimately enhancing the overall educational experience. Therefore, this research aims at designing a suggested syllabus that integrates Islamic values as a guide to developing integrated Islamic values material.

2. METHODS

This research is classified as research and development (R&D). Gall et al. (2003), described R&D in education as an industry-based development model. The Researcher used mixed methods to collect and analyze data. Qualitative and quantitative data were collected to strengthen the research result. In research, the product to be produced is an English module integrated with Islamic values for class IX students of MTs Madani Alauddin Pao-Pao. The learning development model to be used is the ADDIE model, which stands for analysis, design, development, and evaluation. The subjects of this research are classified into three namely, 30 students, all teachers, and two validators.

A questionnaire is a collection of questions asked to individuals to obtain necessary information on a particular topic (Roopa & Menta Satya, 2012). It is very important to structure the questionnaire appropriately because the results will describe the feelings and opinions of the participants. In this research, the questionnaire was used to determine the needs of students. The researcher adapted and selected questionnaire by Rahayu (2022).

Interview guidelines: It is a technique of gathering data through verbal communication between the researcher and the subject (Gall et al., 2003). The interview was conducted in the preliminary research. The researcher interviewed to find out information: what teaching and learning materials the teacher uses in English class? Is there any integration of Islamic values in the materials? what are the difficulties faced by the teacher and students toward using the materials? What is the teacher's opinion regarding integrating Islamic values into English teaching and learning materials? The questions above were adapted by the Researcher from (Rahayu, 2022) in conducting interviews with teachers as Preliminary research. The Researcher analyzes documents such as the existing materials and syllabus. The purpose of the analysis is to find out some important information that will be necessary for the development process, such as the topic of the book, the learning goals, time allotment, and so on.

The data collection procedure in this study was governed by the ADDIE model, which includes the stages of analysis, design, development, implementation and Evaluation. Data analyzed qualitatively and quantitatively.

3. RESULTS AND DISCUSSION

Analysis of Need Inventory and Learning Outcomes

Need analysis is important step in designing syllabus (Naftari et al., 2021), (Yusmiyati et al., 2021)(Amir et al., 2019). From the result of need analysis, the researcher arranged the need inventory based on the most frequent data that the students chose. The need

inventory is considered to formulate the learning outcomes and indicators, beside considering the basic competency as well. Learning outcomes and indicators should be observable and measurable thus the verbs are based on Bloom Taxonomy by considering the balance of the cognitive level. From the learning outcomes and indicators, the researcher designed the type of the task. The tasks are designed to help the students achieving the learning goals effectively.

Table 1. Need Inventory, Outcomes, Indicator

Need Inventory	OUTCOMES	INDICATORS
<p>Listening input:</p> <ul style="list-style-type: none"> Viewing original film (60%) <p>Length of listening input:</p> <ul style="list-style-type: none"> More then 3 minutes (70%) <p>Listening Procedure</p> <ul style="list-style-type: none"> Identifying/matching listened words with provided words (60%) 	<p>Listening: Discover the information in a video (more than 3 minutes spoken by native speaker) about information material</p>	<ol style="list-style-type: none"> Examine the true and false statements from a video with information component Determine the plan to making assigment
<p>Writing input:</p> <ul style="list-style-type: none"> New vocabulary related to text (50%) <p>Length of writing input:</p> <ul style="list-style-type: none"> 50-100 words (70%) <p>Writing procedure:</p> <ul style="list-style-type: none"> Writing a text using own topic and idea or based on the model given in the previous time (60%) <p>Grammar procedure:</p> <ul style="list-style-type: none"> Making sentences using sentence structure or model which was learned before (60%) 	<p>Writing: Construct a paragraph (more than 100 words) with asking and giving information component grammatically and meaningfully by using the words and structure that have been learned.</p>	<ol style="list-style-type: none"> Summarize the important information from a result of interview with information component Create an information text by applying the generic structure, social function, and language features. Detect the behavior of an individual in a group in the process of doing assignment
<p>Input in speaking:</p> <ul style="list-style-type: none"> Some models of monolog/dialog texts complete by picture (60%) <p>Length in speaking input:</p> <ul style="list-style-type: none"> More than three minutes (60%) <p>Procedure in speaking:</p> <ul style="list-style-type: none"> Practicing a presentation individually, in pair or in group (50%) <p>Procedure in pronunciation:</p> <ul style="list-style-type: none"> Listening how to pronounce from the teacher (65%) 	<p>Speaking:</p> <ul style="list-style-type: none"> Present assignment by picture (more than 3 minutes) with the result of project. Discuss one topic by conversation 	<ol style="list-style-type: none"> Explain an argument (Information component) by answering question Apply a dialogue about Orphans by applying the expression, generic structure, and language components of asking and giving

<p>Input in reading</p> <ul style="list-style-type: none"> • Simple text complete with picture (65%) <p>Length in reading input:</p> <ul style="list-style-type: none"> • 50 words-100 words (70%) <p>Procedure in reading:</p> <ul style="list-style-type: none"> • Reading text, comprehending texts and answering provided question (60%) <p>Procedure in vocabulary: Completing cart/table of vocabulary (60%)</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Identify the information from asking and giving information dialogue (with more than 100 words completed with picture) • Determine past participle (V2) from some word on the previous reading text 	<p>information about present perfect activity</p> <p>8. Product the information about Orphans by applying the expression, generic structure, and language components of asking and giving information about present perfect activity</p> <p>9. Explain some important information from asking and giving information about present perfect dialogue.</p> <p>10. Choose the appropriate words asking and giving information about present perfect dialogue to fill in the blank of chart.</p>
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Table 2. Teacher' role and student' role

Need Analysis	Implementation
Teacher's Role (60%)	The teacher supervises the learning process by moving around the classroom to help students to learn.
Student's Rule (70%)	The students will active to discuss the material that they are learning

Table 3. Setting

Need Analysis	Implementation
Learning outside of the class (65%)	<ul style="list-style-type: none"> • The students are given a place to do several activities outside the classroom
Learning in a large group (more than 4 students) (60%)	<ul style="list-style-type: none"> • The students will do several activities in large group

Designing Suggested Syllabus

The results of the analysis stage provide information about the process of designing the syllabus. According to Cheung (2016), a blueprint (design syllabus) is created at the design stage. The syllabus provides essential components in developing teaching materials. In the blueprint, there are several components, namely unit title, basic competence, indicator, skill, input, learning activities using the Project-based learning method (Determining topic, pre-communication, Determining Basic question, Creating Schedule, Design the project, test result, and evaluating experiences), and Time allotment. Syllabus Provides the essential components that the researcher needs to develop materials. The syllabus is prepared based on needs analysis, basic competencies, and learning indicators.

In this research, the researchers adapted the components of the syllabus that had been used by Nurpahmi.S, (2022) in developing a textbook integrated with Islamic values. These components include *Unit title, Basic Competence, indicator, input, Type of task, and time allotment*. The researcher only changed the type of task to a Learning activity. Project-based learning does involve not only tasks but also activities. So, the syllabus components that the researcher has used include *Unit title, Basic Competence, indicator, input, learning activity, and time allotment*.

Unit Title represents the Course Description, and *Basic Competency* represents the Goal of the Course, *Indicators* represent the course objectives, *Input* represents the Teaching Materials or Content Focus, *Learning Activity* represents the type of activity, and *Time Allotment* represents the number of meetings in a unit. Assessment of course evaluation is eliminated from the syllabus because it is already represented in the Learning activities as a form of formative assessment.

1. Unit Title

The title of the unit is *"Asking and Giving Information about Present Perfect Activity"*. This title is taken from the material in chapter 6, titled SMP/MTs class IX (2018) based on Curriculum 2013 (K13). The book has been used by teachers to teach English at school. The topic was adopted from the existing textbook because it was interesting and important. The topic is related to one of the important skills students should have in communicating: "Speaking," Giving and Requesting Information. Moreover, the *theme "We have been to an orphan home. We went there last Sunday"* is interesting to discuss, given its relevance to social functions and religious values that cannot be separated from the lives of students in schools with Islamic backgrounds. The topic is important for the researcher in considering and determining the focus of language and learning activities.

2. Basic Competence and Indicator

The unit "Asking and giving information about Present Perfect Activity" is based on Basic Competencies 3.6. and 4.6. Basic competencies are a form of students' mastery of knowledge, behavior, skills, and attitudes after receiving learning materials, so basic competencies are vital in developing materials. These basic competencies are derived from the existing syllabus used by the teacher. Since the government formulated the Basic Competencies to assess student achievement nationally, the researcher decided not to change them.

In developing indicators, the researcher considered basic competencies and indicators were determined based on cognitive levels in Bloom's taxonomy proposed. The levels are very important to determine the appropriate level of tasks for students. In the table below, you can see a description of the basic competencies and indicators.

Table 4. Basic Competency, Indicator

Basic Competency	Indicators
<p>3.6 applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding conditions, actions, activities, and events that have been or have been carried out or occurred in the past and are associated with the present situation, without mentioning the time of occurrence specifically, according to the context of its use (pay attention to the linguistic elements of the present perfect tense).</p>	<p>Students are expected to be able to :</p> <ul style="list-style-type: none"> ▪ Examine the true and false statements from a video with information component ▪ Determine the plan in making assignment ▪ Summarize the important information from a result of interview with information component ▪ Explain an argument (Information component) by answering question ▪ Explain some important information from asking and giving information about present perfect dialogue. ▪ Apply a dialogue about Orphans by applying the expression, generic structure, and language components of asking and giving information about present perfect activity
<p>4.6 Compile very short and simple oral and written transactional interaction texts involving the act of giving and asking for information regarding conditions, actions, activities, and events that have been or have been carried out or occurred in the past related to the present situation, without mentioning the specific time of</p>	<p>Students are expected to be able to :</p> <ul style="list-style-type: none"> ▪ Create an information text by applying the generic structure, social function, and language features. ▪ Detect the behavior of an individual in a group in the process of doing assignment

occurrence, taking into account social functions, text structures, and linguistic elements that are correct and in context.	<ul style="list-style-type: none">▪ Choose the appropriate words asking and giving information about present perfect dialogue to fill in the blank of chart.▪ Product the information about Orphans by applying the expression, generic structure, and language components of asking and giving information about present perfect activity.
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3. Language Focus

The language focus is related to the language components used in constructing, asking and giving information in present perfect activity sentences as the topic of this research. This language component is very important to be taught because it can help students make appropriate present-perfect activity sentences both in writing and orally. The language components in the present perfect activity used by teachers consist of the *present perfect tense, declarative and interrogative words, time signals, conjunctions, singular and plural words, speech, word stress, intonation, spelling, punctuation, and handwriting*. In the syllabus design, the researcher adapted these components to be more concise while covering the most important aspects. The *present perfect tense* is the focus of this mater, which is used to find information related to activities in the past. Other components that need to be considered are *declarative and interrogative words*. This is used to ask for and give information to match the linguistic elements. Next, a *time signal*, which is a time indicator used in sentences. Its function is to provide more specific information. It is used to develop the text in a cohesive and coherent manner. Another component to consider is conjunctions. These are used to develop the text in a cohesive and coherent manner. The *singular and plural* are used to determine the use of the verbs have and has, where have is for the plural and has is for the singular. Finally, in *speech, word stress, intonation, spelling, punctuation, and handwriting* are added because, basically, the focus on the material of asking and giving information is "speaking skills," and other skills such as reading, listening, and writing are the flow of skills; in other words, these skills are present during the lesson (Asyrah, 2017).

4. Input

The input of the developed module relates to important concepts that students should pay attention to. In addition, the Input is also related to supporting content that will help students to understand what will they learn. In Blue Print, the Input component consists of Learning Objectives, "We have been an orphan home, we went there last Sunday" topic, dialogue text, Pictures, a Word list and a Summary. At the needs analysis

stage, 90% of students agreed that Learning Objectives should be added. The topic explanation was intentionally added to build students' understanding of Asking And Giving Information about the Present Perfect Activity. Dialogue text was added as examples or as part of the tasks to be completed, dialogue text about asking and giving information were added intentionally to make students more familiar and able to learn and analyze events/occurrences that occurred in the past with attention to the linguistic elements of the present perfect tense. Picture are included as a supporting element to understand the concepts in the material, as a tool to enhance the appeal, or as a component to complete the task. List of vocabulary relates to the key vocabulary in the topic "We have been to an orphan home. We went there last Sunday" The vocabulary list is provided to build a better understanding of the topic and help students do the assignment. The summary is included to introduce and model for students the present perfect tense and time signal formulas that focus on achieving the Basic Competencies, the summary is added because it is useful for students to speaking or writing the sentence of Asking And Giving Information about Present Perfect Activity material.

5. Learning Activity

The learning materials developed are based on the Project-Based Learning (PJBL) Approach (Wasimin, 2022). In PJBL, some activities that students should do are Determining topic, Pre-communication, Determining Basic question, Creating Schedule, Designing the project plan, Test results and Evaluating Experiences. The researcher designed and developed learning materials by adapting the Project-Based Learning (PJBL) approach and formulating activities to help students achieve learning objectives efficiently and effectively. In designing the types of activities, the researcher considered several important aspects, namely the needs analysis results, Basic Competencies and Indicators, and the principles of PJBL, including the types of activities and the sequence of activities.

The researcher adapted the components in PJBL to organize the activities systematically based on students' learning development. In the section below, we explain the types of activity in Unit 6 based on the seven-step procedure proposed by Wasimin (2022) and Stoller (2006). The components of the project-based learning model in language broadly consist of three main stages, namely planning, implementation, and reporting (Stoller, 2006). The details and technicalities of the three main learning stages result in eight activities. Meanwhile, according to Wasimin (2022), six components can be used in the Project-based learning method. So the Researcher adapted, selected and determined important components and came out with new components; Determining topic, pre-communication, basic question, Creating Schedule, designing the project plan, test result, evaluating experiences.

a. Determining Topic

The first thing to do is to Determining topic. Determining topic directs students to know the topic and learning objectives. The topic can be determined by analyzing the Basic Competencies (KD). Determine whether the topic is expected to be related or related to daily activity of students. Examples of topics that can be used include travel, vacation, hygiene, school, teenage life, entertainment (music, movies, and concerts), technology, and sports. In this research, the researcher still use the topic that became the focus of the material, namely, "We have been to an orphan home. We went there last Sunday". The topic is closely related to the present perfect activity.

Table 5. Activity in Determining topic

Activity
<ul style="list-style-type: none">• Activity 1: Students look at a picture of orphans and convey their opinion by answering several questions

The first activity, a question-and-answer task, leads students to express their opinions orally. This activity will introduce students to the topic, help them recall their prior knowledge, and increase their confidence in speaking. In addition, this task will indirectly teach students about the general structure of the present perfect tense. This activity happened in the past but still has relevance in the present. According to Sugar et al. (2010), question-and-answer tasks can inform students of their current knowledge and the necessary information.

b. Pre-communication

In this stage, learning activities include the introduction of new vocabulary and the linguistic focus students need in doing the project. The pre-communication activity step proposes is to enable students to communicate in the target language and make it easier to complete the project. Here are the activities.

Table 6. Activity in Pre-Communication

Activity
<ul style="list-style-type: none">• Activity 2: Students look at a dialogue text of an orphan home and convey their opinion by answering several questions• Activity 3: Students change bare infinitives to past participles and practice saying some vocabulary with the teacher through repetition• Activity 4: Students work in groups to create a dialogue according to the situation. After that, students will act it out in front of the class.

The second activity is a reading assignment. This task proposes to improve students' reading skills by having them answer related questions. Because the assigned reading is a dialogue text, students will learn about the structure and language components of requesting and providing information indirectly. Furthermore, the reading questions will require students to use their skimming and scanning skills and reasoning abilities. According to Fauzi (2018), skimming has several advantages, including guiding students to read a passage to get ideas quickly, recognizing text organization, and determining the meaning of tone or intonation in the text. In addition to skimming, scanning is helpful in directing students to specific information and assisting them in finding it.

The third task was the task of converting V1 to V3. This task was deliberately conceived based on several reasons: to introduce vocabulary related to the topic, engage students to be active in finding meaning and learning sentence structure, and provide opportunities to improve their speaking comprehension. These activities can be translation exercises, and if used correctly, translation can facilitate students in improving their macro skills on par with language accuracy, clarity and flexibility.

The fourth task is to create a dialogue based on the situation provided and Role Play. In the task, the students will do a role-play task to act as an informant and interviewer talking about Orphans. According to Siliwangi (2019), role play is not only intended for interactive teaching but also for students to communicate in real situations. Her study draws the positive sides of roleplay: it can improve students' speaking skills, enhance students' confidence, and lead them to be an enthusiast in learning.

c. Determining Basic Question

Guiding questions are the core questions that students need to solve and answer through a project. Guiding questions are prepared before the learning process. Preparing leading questions purposes to let students know the focus of the project, determine the type of project chosen, and direct the inquiry process that will be planned.

Table 7. Activity in Determining Basic question

Activity
<ul style="list-style-type: none">• Activity 5: Students watch the video by scanning the barcode and answering true/false questions based on what they have seen in the video

In this stage, students are expected to listen to native speakers. The input will teach the student how to use the target language. The tasks in this unit are centred on listening tasks for students. After doing the following listening activities, students are given a True/False question challenge that requires students to decide and analyze the

information in the audio. This task will help them improve their listening sensitivity as well as their capacity to synthesize information.

d. Creating Schedule

The activity of preparing a project implementation schedule purposes for students to have skills in time management, self-management, and working together.

Table 8. Activity in Creating Schedule

Activity
• Activity 6: Students create a timeline from the planning process to project reporting.

In this activity, group students create a timeline from the planning process to project reporting. Then the schedule must contain activities, completion deadlines, and responsible persons. After all, groups have finished preparing the schedule, and the teacher can collect each group's project implementation schedule sheet. The project implementation schedule sheet can be used by the teacher to monitor the project work.

e. Designing the Project Plan

Project design activities include selecting the type of project based on the directive question and determining the activities in completing the investigation. Project planning design activities purpose for students to have critical thinking skills by determining the type of project, solving problems, and planning skills for activities in the investigation process. The activity at this stage is that students in groups determine the type of project they will carry out.

Table 9. Activity in Designing the project plan

Activity
• Activity 7: Students work in groups to conduct interviews with orphans to extract some information and write a summary of the information they find in paragraphs.

The seventh task is Writing a Summary. After conducting an interview, students are required to write a summary of the interview, the purpose of which is to draft a project. According to Tuncer & Altunay (2006), writing summaries can help students improve their listening comprehension. In addition, summarizing can cause students to change the physicality of information by shortening and simplifying it without changing the content or paraphrasing (Chien et al, 2014). Due to the process of condensing thoughts,

summarizing can be more difficult than taking notes. This task is intended to give students the opportunity to implement their current knowledge, work in groups, and work on real-world tasks. Writing integrates students' understanding of grammatical structures, idioms, and vocabulary, Writing gives students the opportunity to be adventurous and take risks beyond what they have learned. According to Chappell (2011), writing is very important to help students express their ideas, build communication, develop thinking skills, organize arguments logically, reflect and revise an outcome, and so on.

f. Test Result

Test results with teacher facilitation and monitoring are the core of project implementation. Students carry out the process of doing projects from the investigation until the project is completed. Here is the activity

Table 10. Activity in Test result

Activity
<ul style="list-style-type: none">• Activity 8: Students work in groups to design a poster concept and perform the infographic poster in front of friends.

According to Wiyarsi et al. (2018), one of the appropriate methods to train and improve students' speaking skills is presented. This activity purposes to improve students' speaking skills by presenting the results of their products. Besides focusing on students' speaking skills, it will also focus on student creativity by creating tasks that can stimulate students to increase their thinking power in making a poster. According to Cahyani et al. (2023), Poster is one of the most visible graphic media as a messaging medium and are very well used in learning media. This activity purposes to improve students' speaking skills and creativity and apply the social functions listed in KD.

g. Evaluating Experiences

Evaluating project results is a teacher reflection activity by advising on project results, and students reflect on learning activities. Activities that can be done in evaluating project results and learning activities are to reflect on the learning activities as a whole.

Table 11. Activity in Evaluating experiences

Activity
<ul style="list-style-type: none">• Activity 9: Students conduct peer assessment to assess the behaviour of each group member during the project implementation process.

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- **Activity 10:** Students express their opinions regarding the effectiveness of the project-based learning model on their understanding of the concept of the *present perfect tense*.
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In the ninth activity, students will assess their friends as evaluation material. This task can help teachers in conducting individual assessments. Students assess each of their groupmates by writing a description of their friend during the product work.

In the last activity, students will focus on evaluating their learning by providing opportunities for them to assess their learning and then present it in front of the class. According to Yoon (2008), writing integrates students' understanding of grammatical structures, idioms, and vocabulary. The reflection activity is presented based on an analysis of student needs, and students choose to do reflection activities by making presentations. By providing presentation activities, students' speaking ability is expected to increase.

6. Time Allotment

The time allotment refers to the total teaching time for Unit 6. The time allotment comes from the existing syllabus, which explains that units must be delivered in 12jp, namely 6 meetings with 40 minutes for each meeting. Activities in each meeting are considered based on time allocation for pre-activity, main activity, and post-activity in one meeting. In addition, the possibility of connectivity of each activity is also considered in uniting or separating tasks in each meeting.

Table 12. Time allotment

Meeting	Activity
Meeting 1	Activity 1-2
Meeting 2	Activity 3-4
Meeting 3	Activity 5-6
Meeting 4	Activity 7
Meeting 5	Activity 8
Meeting 6	Activity 9-10

The developed suggested syllabus is integrated with Islamic values. In integrating Islamic values into suggested syllabus, the researcher applies several theories from previous research findings. According to Rohmah (2012), integrating Islamic values in English textbooks can be done directly or inclusively. The direct way means explicitly mentioning Islamic Topics, e.g., 'How to Perform Wudhu' or 'Daily Muslim Activities'. In comparison, the exclusive way indirectly injects Islamic messages through pictures of Islamic nuances, Islamic names, buildings such as mosques, activities with Islamic values, language, and messages. In this study, the integration of Islamic values is carried out in an exclusive manner.

Moreover, according to Ekowijayanto (2020), integrating Islamic values into learning materials can be in the form of adding exercises that contain Islamic values in related topics, including names of Muslims, places or events, attaching verses or the Al-Qur'an or hadith, and use Islamic expressions related to the material. In the module, the researcher added several forms of integration of Islamic values, namely Islamic names, pictures with Islamic nuances, verses from the Al- Qur'an, Islamic messages in dialogue, hadith, and Islamic values in assignments. This form of integration is incorporated, considering compatibility and balance with all materials.

CONCLUSION

The researcher created a syllabus design throughout the design stage to use as a guide in creating materials that were modified from the syllabus by previous research that also produced ELT materials that integrated Islamic values. The components of the syllabus design include the unit title component, basic competencies, indicators, language focus, input, activity type, and time allocation. This module essentially applies the PJBL concepts, where the emphasis is on developing a number of activities within a unit that will help students successfully complete their learning objectives. The researcher also chose the method for integrating Islamic values into the module at this stage, including Islamic messages, general moral principles, images, names, verses from the Qur'an and hadith, and Islamic values in assignments. The application of Islamic values was decided after taking the topic's importance.

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