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THE IMPLEMENTATION OF AN ELT MODULES INTEGRATING ISLAMIC VALUES IN THE SONG UNIT FOR NINTH-GRADE STUDENTS AT MTS MADANI ALAUDDIN PAO-PAO

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Abstract

This study aimed to implement an ELT module integrating Islamic values in the Song unit for ninth-grade students at MTs Madani Alauddin Pao-Pao. The objectives were to examine the effect of the implementation, identify the implementation outcomes, and analyze the practicality of the module. This study employed a mixed-methods approach by combining quantitative and qualitative data. Quantitative data were obtained through pre-test and post-test scores to measure students' learning improvement, while qualitative data were collected through semi-structured interviews to explore students' perceptions of the module. The participants consisted of 36 ninth-grade students who completed both tests, and six students representing high, average, and low achievement levels were selected for interviews. The analysis revealed a gain score of 0.7637, which falls into the high category (g > 0.7), indicating a significant improvement in students' learning outcomes after the implementation. Interview findings showed that students perceived the module as practical, engaging, and suitable for classroom use. Based on Proctor et al.'s implementation outcome indicators, the ELT module met all eight criteria. These findings suggest that song-based ELT instruction integrating Islamic values can effectively enhance students' English proficiency while supporting character education.

Keywords: *Implementation, Islamic Values, ELT Module, Song*

INTRODUCTION

Character education is an important foundation in the 2013 Curriculum in Indonesia, aiming to shape individuals with noble character, faith, and responsibility. Along with the rapid development of technology and the influx of Western culture, challenges in maintaining cultural and moral values among students are increasing. This phenomenon underscores the urgency of strengthening character education in schools, particularly in learning contexts that are influenced by global cultural exposure, in line with Islamic teachings that emphasize the importance of morality and obedience.

In the context of English Language Teaching (ELT), ELT Module plays a crucial role. However, the integration of Islamic values into English lessons, especially song materials, has not yet been effectively implemented in many schools. Yet, songs can be an interesting and informative medium for conveying moral values. Previous research by Hajar H. (2023) developed an ELT Module that integrates Islamic values in song materials, but it had not reached the trial stage.

This study aims to continue that research by implementing an ELT module containing Islamic values in the song unit for ninth-grade students at MTs Madani Alauddin Pao-Pao. This approach is expected to contribute significantly to the development of English language learning methods relevant to students' cultural and religious contexts. This research focuses on evaluating the impact of the ELT module's implementation, the results of the implementation, and the practicality of the ELT module, with the hope of equipping students not only with English proficiency but also with strong Islamic character that can be applied in daily life.

Several relevant studies have been conducted regarding the integration of Islamic values in education and language teaching:

Nurdyansyah and Arifin (2018): The research "Integration of Islamic Values in Elementary Schools" explains that education aims to develop students' potential to become individuals who are faithful, moral, healthy, capable, creative, independent, democratic, and responsible. This study used a modified Brog and Gall Research and Development (R&D) method with nine steps, and a qualitative approach with statistically analyzed questionnaires. The goal was to produce a new textbook that holistically integrates general science and religion.

Asmawati and Ahmad Riadi (2022): In their study "Integrating Islamic Values into Language Learning," they investigated the needs of students for English ELT Module that integrate Islamic values in Islamic Junior High Schools in Makassar. This quantitative research involved 29 ninth-grade students, using a closed questionnaire divided into three parts: learning material organization, learning content, and learner characteristics. The results showed that students need learning objectives in English materials, content relevant to their environment and parental support, and prefer a visual learning style.

Safitri, Jabu, and Samtidar (2023): The research titled "Integration of Islamic Values in English Language Learning in Madrasah Tsanawiyah based on Teachers' Beliefs and Practices" explains the importance of integrating Islamic values into non-religious subjects in madrasahs. This qualitative study involved English teachers in Surabaya, Malang, and Pasuruan. Data from classroom observations and interviews indicated that teachers' beliefs about the importance of integrating Islamic values (in accordance with KI 1 and KI 2 of the 2013 Curriculum) influenced their teaching practices, although integration in English language learning was still not fully implemented due to teachers' limitations in integrating these values into subject matter and limited models.

This research shares similarities with previous studies in terms of integrating Islamic values into subjects to shape students' character and apply them in daily life. However, the difference lies in this research's focus on integrating Islamic values into existing ninth-grade song materials at MTs Madani. A new innovation in this research is the effort to implement an ELT Module design that was previously developed by a prior researcher (Hajar H., 2023), by adding easily singable religious songs.

However, previous studies mainly focused on material development or teachers' beliefs, while empirical studies examining the actual implementation and learning outcomes of ELT Module integrating Islamic values—particularly in song-based instruction—remain limited. Therefore, this study addresses this gap by implementing and evaluating an Islamic values-based ELT module in the Song unit at the junior secondary level.

ELT Module

English Language Teaching (ELT) material refers to the activities of teaching and learning English. English Language Teaching (ELT) modules refer to structured instructional packages designed to support the teaching and learning of English in a systematic manner. An ELT module consists of organized learning objectives, materials, activities, and assessments intended to achieve specific learning outcomes. This includes ideas, facts, concepts, rules, and theories covered in the subject matter. Rajendran et al. opine that teaching materials are the most important instrument in most languages, and language learning worldwide would not be successful without extensive use of commercial materials. Gunther McGrath (2013) further emphasizes the importance of materials as content that serves as a stimulus in communicative interactions and as a guide with carefully selected information about the use of the target language.

English Material: Song

Song is English material taught to understand meaning contextually related to the social function and linguistic elements of song lyrics concerning adolescent life. Songs are a fun way to express feelings and emotions. Moral values are usually implied in the lyrics created by songwriters. According to Tamaela (2016), in the application of song materials, the song content must be interesting and informative, and allow students to experience and engage with the content of each song. Additionally, activities should aim to make students think, visualize, and connect what they have learned with their lives and environment.

Islamic Values

Value according to Suherman (2018), is an empirical quality that is difficult to define but can be understood in substance. Oles and Hermans (2010), explain value as a belief that makes a person do something based on their choices. Seewann and Verwiebe (2020), argue that value is a concept or idea about "what is important" to a person in their life. The truth of a value does not require empirical proof because value is more concerned with the self and what is desired or undesired.

Islamic values are essentially a collection of life principles, as guidance on how humans should live in the world. The teachings on how humans should behave in this world, one principle and another are inseparable, forming a complete unity Harahap (2021). From the definition of value explained previously, it can be concluded that value is an abstract thing that serves as a reference and belief held by a person in acting and behaving. The integration of Islamic values in education is very important because in addition to intelligence in learning, students must also have character.

The Effect of ELT Module Implementation

According to Cholilalah and Rois Arifin (1967), the impact of implementation occurs when the application of a concept, policy, or innovation can produce an impact in the form of changes in knowledge, skills, or attitudes. Implementation is important to test whether the product that has been created (in the form of a module) can be applied in student learning and whether the product produces changes. The success of a product is determined after the implementation process takes place, with changes experienced by the implementation target.

METHOD

Research Design

This study employed a mixed-methods research design to examine the implementation of ELT module integrating Islamic values in the Song unit. Mixed-methods research allows researchers to obtain both measurable learning outcomes and in-depth participant perspectives within a single study (Miles, Huberman, & Saldaña, 2014). The quantitative approach was used to measure students' learning improvement through pre-test and post-test scores, while the qualitative approach explored students' perceptions regarding the implementation outcomes and practicality of the ELT module.

Participants

The participants consisted of 36 ninth-grade students of MTs Madani Alauddin Pao-Pao. All participants were involved in the quantitative phase of the study. For the qualitative phase, six students were selected purposively to represent high, average, and low levels of achievement, enabling a more comprehensive understanding of students' experiences across performance levels (Miles et al., 2014).

Instruments

Achievement tests were used as the quantitative instrument to measure students' understanding of song materials, including song definition, structure, language features, and meaning. The use of pre-tests and post-tests is a common approach for identifying changes in students' learning outcomes following an instructional intervention (Cholilalah & Arifin, 1967).

Qualitative data were collected through semi-structured interviews, which allow flexibility while maintaining focus on predetermined themes relevant to research objectives (Miles et al., 2014). The interview guide addressed students' experiences, learning benefits, and perceptions of the ELT module's usability.

Data Analysis

Quantitative data were analyzed using descriptive statistical analysis with SPSS software. Gain score analysis was applied to determine the degree of improvement in students' learning outcomes after the implementation of the ELT module.

Qualitative data analysis followed the interactive model consisting of data condensation, data display, and conclusion drawing, as proposed by Miles et al. (2014). This approach enables systematic interpretation of qualitative data through iterative analysis and verification.

RESULTS AND DISCUSSION

This research demonstrated a significant improvement in students' English learning outcomes after the implementation of the ELT module integrating Islamic values. The gain score analysis produced a value of 0.7637, which falls into the high category ($g > 0.7$), indicating a strong implementation effect. According to Cholilalah and Arifin (1967), an implementation is considered effective when it produces measurable changes in knowledge and skills. The improvement observed in this study confirms that the ELT Module positively influenced students' understanding of song materials.

Implementation Outcomes

This research revealed that the ELT module met the eight implementation outcome indicators proposed by Proctor et al. (2011), including acceptability, adoption, appropriateness, feasibility, fidelity, cost, penetration, and sustainability. Students reported that the ELT module was relevant, easy to understand, and suitable for classroom use. These findings support Proctor et al.'s (2011) assertion that successful implementation is not only determined by effectiveness but also by users' acceptance and continued use of an intervention.

The integration of Islamic values within the Song unit was perceived as meaningful and aligned with students' cultural and religious context, which strengthens the appropriateness of the ELT Module (Harahap, 2021).

Practicality of the ELT Module

The practicality of the ELT module was confirmed through students' perceptions, which align with the concept of practicality in curriculum and instructional design. Akker (2006) defines practicality as the extent to which an intervention is usable and appealing under normal classroom conditions. Students stated that the ELT module was easy to use, visually attractive, and flexible in terms of learning time and place.

Furthermore, the use of modules supports students' independent learning and time management, as emphasized by Sungkono (2009). Therefore, the findings indicate that the ELT module integrating Islamic values fulfills the criteria of practical learning material for ninth-grade students.

Discussion

The results of this study provide empirical support for previous research on the integration of Islamic values in English language teaching. While earlier studies focused on material development or teachers' beliefs (Asmawati & Riadi, 2022; Safitri et al., 2023), this study contributes by demonstrating the actual implementation and measurable learning outcomes of an ELT module integrating Islamic values. The combination of song-based learning and value integration not only enhanced students' English proficiency but also supported character education, reinforcing the dual goals of language learning and moral development.

The findings of this study contribute theoretically to the field of English Language Teaching by reinforcing the role of value-integrated instructional materials in supporting both language development and character education. The significant learning improvement observed through the implementation of ELT Module integrating Islamic values supports the implementation theory that instructional innovations can generate meaningful changes in learners' knowledge and skills when they are contextually appropriate (Cholilalah & Arifin, 1967). Furthermore, the alignment of the ELT module with all eight implementation outcome indicators proposed by Proctor et al. (2011) strengthens the theoretical understanding that effectiveness alone is insufficient to explain successful implementation; acceptability, feasibility, and sustainability are equally critical. In addition, the practicality of the ELT module, as reflected in students' perceptions, supports Akker's (2006) notion that instructional interventions must be usable and appealing under real classroom conditions to achieve their intended impact. Overall, this study provides empirical support for theories of ELT Module development that emphasize contextual relevance, cultural

integration, and learner-centered design as essential components of effective English language instruction.

CONCLUSION

This study concludes that the implementation of ELT Module integrating Islamic values in the Song unit effectively improved ninth-grade students' English learning outcomes, as evidenced by the high gain score obtained from the pre-test and post-test results. Beyond learning improvement, the ELT module successfully met key implementation outcome indicators, including acceptability, feasibility, and sustainability, indicating that it was well received and appropriately applied in the classroom context. The findings also demonstrate that the ELT module possesses good practicality, as students perceived it as easy to use, engaging, and suitable for independent as well as guided learning. These results suggest that integrating Islamic values into ELT Module, particularly through song-based instruction, can simultaneously support language development and character education. Therefore, this approach has the potential to be adopted as a meaningful alternative for English teaching in Islamic secondary schools.

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