THE IMPLEMENTATION OF ELT MATERIAL CONTAINING ISLAMIC VALUES FOR THE NINTH GRADE STUDENTS AT MTS MADANI ALAUDDIN PAO-PAO: EXPRESSING HOPES, WISHES, AND CONGRATULATION UNIT

Andi Maryam[1]*, Sitti Nurpahmi[2], Indah Fadhilah Rahman[3]
[1] *English Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Alauddin Makassar*
*Email: andimrym16@gmail.com

Abstract

This research aims to implement a module that uses the ELT Material containing Islamic values for the ninth grade students at MTs Madani Alauddin Pao-Pao. This research was conducted to determine the implementation effects, implementation outcomes, and the practicality of the module. This research used a mixed method, which used quantitative and qualitative data. The instrument used for quantitative data was a test which was divided into pre-test and post-test. The test was conducted to determine the effect of module implementation. While the instrument used for qualitative data is an interview guide. Semi-structured interviews were conducted to determine the effects of implementation, implementation outcomes, and module practicality. This research demonstrated the impact on students following the module's adoption. The results of the pre-test and post-test of students showed that the gain value test obtained 0.364, meaning that the gain value is in the medium category (0.3<g<0.7), which mean that there is an effect of the implementation. Then, for based on the findings which are guided by indicators of the implementation outcomes, namely: acceptability, adoption, appropriateness, cost, feasibility, fidelity, penetration, and sustainability. The students also assessed that this module is practical as teaching material at school and can be used as one of the English learning materials. This is in accordance with the indicators of practicality, namely: usage, time, attractiveness, presentation, and equivalent. Based on the results of the study, the implication of this study is that there is an increase after implementation, this is because the results of the six student interviews have met the indicators of implementation outcomes and practicality. However, the results are in the medium category because there are many activities in the module and only a little material. Therefore, this module can be used to teach English as supplementary materials because of its usefulness and its ability to increase students' knowledge about expressing hopes, wishes and congratulation.

Keywords: Implementation of ELT Material Containing Islamic Values

INTRODUCTION

Indonesia is a country with a majority of the population adhering to Islam. Based on data from the central statistics agency, which recorded 270.20 million people and of the total Indonesian population, 87.02% or 241.7 million Indonesians are Muslims. This is of course also evidenced by the large number of Islamic religious schools in this country such as madrasas and modern Islamic boarding schools. Recognizing the deep integration of Islamic values in Indonesian society, particularly within educational settings like madrasahs, the development of English Language Teaching (ELT) materials presents a unique opportunity.

Imagine ELT materials infused with Islamic values, where lessons on vocabulary expansion incorporate verses from the Quran, or where grammar exercises draw inspiration from Islamic parables. Such an approach can foster a sense of cultural relevance and engagement for Indonesian students, while simultaneously reinforcing the importance of Islamic values in their daily lives.

By thoughtfully incorporating Islamic values into ELT materials, educators can empower students to not only excel in their English language skills but also become well-rounded individuals who navigate the world with both linguistic fluency and moral grounding. Therefore, education is very important for both children and adults all need education, so that there is no such thing as ignorance and incomprehension of something and education helps humans become better human beings and can develop themselves to be useful to many people around them by following the teachings and Islamic values given in education.

"Children's character (inner strength and character), mind, and body are all being developed through education." said Ki Hadjar Dewantara, according to the book Management written by Usman (2012). Thus, to realize a complete human being through the field of education, however, is not something easy. In fact, phenomena that show negative traits are increasing in this country, and the most worrying is the students involved (Sauri, 2010). Education is designed to enable each student to develop all their potential. Schools, as formal educational institutions, have an important role in building students' characters in this case by incorporating Islamic values into the subject matter. Education integrated with Islamic values is a type of education that directs students to behave in accordance with Islamic teachings. After receiving this education, students can use Islamic values as a life guideline and benchmark in their daily lives.

The researcher continued the research previously conducted by Amir (2023). Previously, she developed ELT materials that contained Islamic values in it but the previous researcher had not carried out the implementation, so on this occasion, The researcher continued the part that was not carried out by the previous researcher, namely the implementation part. In this section, the implementation was used to see whether the ELT materials that had been developed met the needs of students and could be applied in the classroom. According to Setiawan (2004) implementation is a collection of activities that organize the process of interaction between goals and the means to achieve them. It requires an effective network of implementers and functionaries. By implementing learning modules in schools, we can ensure that the modules are effective and appropriate to the needs of students. This can help improve students motivation and learning outcomes, as well as develop students creativity and independence.

This research aims to continue the previous research entitled "Integrating Islamic Values into Expressing Hopes, Wishes, and Congratulation Unit for Students of the Ninth Grade at Mts Madani Pao Pao" conducted by Amir (2023). In this study, Amir (2023) conducted RnD (Research and Development) and applied the ADDIE model in her research. According to Aldoobie (2015) ADDIE itself stands for important components in the process of making learning designs, namely Analysis, Design, Development, Implementation, and Evaluation. Amir (2023) developed ELT materials containing Islamic values into expressing hope, wish, and congratulation materials but unfortunately, she has not been able to implement the ELT materials that had been made. Whereas in RnD (ADDIE model),

implementation needs to be done to find out whether the product developed is in accordance with the needs of students and can be used effectively.

Amir (2023) as the previous researcher who conducted research and development to develop ELT material that interprets Islamic values, but this material has not been tested yet, therefore this research is conducted to continue previous research to the implementation stage. In the module that has been developed by previous researcher in an effort to get results from how effective and practical the material is applied to Mts Madani Alauddin Pao-pao. In addition to implementing ELT materials, the researcher must continue to present Islamic values and culture into the ELT materials to be implementation. Therefore, based on the problem, the researcher intends to conduct a study by Implementing Integrating Islamic Values into Expressing Hopes, Wishes, and Congratulations Unit for the Ninth Grade Students at MTs Madani Alauddin Pao-Pao to determine the implementation effect of the material, the implementation outcomes, and its practicality.

METHOD

Researcher used mixed methods to conduct this research. According to Iskandar et al. 2021 (Cresswell and Clark, 2007), the focus of mixed methods is to collect, evaluate, and combine quantitative and qualitative data in one study or session.

The study as a method guides the researcher directly in collecting, analysing, and combining quantitative and qualitative processes (Iskandar et al. 2021). Compared to other research methods, the mixed research method is considered the most recent. Therefore, researcher should know what this method means, the design used, and how to collect data. They should also know how the process of analysing and interpreting the data is done. Mixed methods research usually combines both quantitative and qualitative approaches. Schoonenboom & Johnson (2017) say that mixed methods research is a type of research in which qualitative and quantitative approaches (such as the use of quantitative and qualitative viewpoints, data collection, broad understanding and evidence.

RESULTS AND DISCUSSION

Results

The results and discussion are presented in this chapter. The results section contains all the information collected during the study, including the analysis of test and interview data. During the discussion, the researcher offers theories related to the investigation and its findings. This section presents the test findings that demonstrate how using printed instructional materials as an implementation in the classroom affected the learning outcomes of MTs Madani Alauddin Pao-Pao class IX students. Additionally, the findings of the implementation outcomes, and lowest scores. implementation effect, and the practicality of the module are presented based on interviews with six students who receive the highest, medium, and lowest scores.

a. Scoring Classification of Students Pre-Test and Post-Test

Table 1. Scoring Classification

Interpretation	Score	Pre-Test		Post-Test	
		Frequency Percentage	Percentage (%)	Frequency	(%)
Very Good	81-100	18	48.6%	21	56.8%
Good	61-80	15	40.5%	14	37.8%
Enough	41-60	3	8.2%	2	5.4%
Less	21-40	1	2.7%	0	0
Very Less	0-20	0	0	0	0
Total		37	100	37	100

Table 1. shows the precentage of grades and frequencies in students' pre-test and post-test. The table show that out of 37 students in class IX of Mts Madani Alauuddin Pao-Pao, there were 18 (48.6%) students who scored Very Good in the pre-test and 0 (0%) students who scored Very Less. Meanwhile, in the post-test, it shows that out of 37 students, there are 21 (56.8%) students who get an A grade and 0 (0%) students who get an D grade. This shows that students' knowledge increased after the implementation of the English module

b. Analysis of Pre-Test and Post-Test

The following table displays the examination of the students' pre-test and post-test results:

Table 2. Analysis Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	37	36	92	77.95	12.423
Post-Test	37	52	96	80.97	8.454

The average findings in the aforementioned table show that students' mean scores have increased between pre- and post-testing. The average student score increased from 77.95 on the post-test to 80.97. Implemented modules might be considered successful.

The pre-test scores in this data set have a standard deviation of 12.423, meaning that they are not higher than the mean score of 77.95. The post-test scores

c. **Gain Value Test**

As per Heaton's (1988) findings, data exhibit less variance from one another when the standard deviation value is lower than the mean value, and vice verse. The n-gain value of the data may be calculated after the average score and standard deviation of the students' test results are known. The t-test is calculated using Excel, and the results are shown below:

Table 3. N-Gain

	Gain Value
Minimum	-1.00
Maximum	67
Mean	0.364
Std. Deviation	35426

The gain value test resulted in 0.364, placing it in the medium group $(0.3<g<0.7)$, indicating that the module impacts student learning outcomes.

Discussion

According to the interviews with the six students, the module included teaching about expressing hope, wishes and congratulation. Their English learning outcomes improved as a result of this module. This is in line with the test results of students who have increased. Student 1 scored 92 on the pre-test and improved on the post-test by getting a score 96. Student 2 scored 88 on the pre-test and improved on the post-test by getting a score 92. Student 3 scored 68 on the pre-test and improved on the post-test 80. Student 4 got the same score in the pre-test and post-test which was 80. Student 5 scored 36 on the pre-test and 52 on the post-test. Last, student 6 scored 56 on the pre-test and 64 on the post-test. As for the reason for student 5 and student 6 in their post-test scores only increased slightly was because they were not focused when taking the test and during the learning process.

In comparison with previous studies integrating Islamic values into English language teaching, such as Rohmah et al. (2019) and Rohmana (2020), this study differs in that it does not explicitly embed religious themes. However, the purpose of the study remains the same: to make English learning meaningful, contextually relevant, and build character. Even without explicitly incorporating Islam, the module was well received. This is because it is in line with the K-13 curriculum, which emphasizes character development in addition to academic ability.

According to Proctor et al. (2011), the results of interviews conducted with six students showed that the English learning module on Hopes, Wishes, and Congratulations material showed positive achievements. This module shows positive achievements based on eight indicators of implementation results. On the acceptability indicator, all students agree that this module can be well received as a learning medium because of its attractive design and easy-to-understand content. The adoption indicator, most students agreed that the module was appropriate and accessible at their learning level in ninth grade . In addition, the module is considered appropriate as the content is in line with the students' ability and language development. With respect to cost, the students provided relatively affordable price estimates, ranging from IDR 8,000 to IDR 30,000, indicating that the module is financially feasible. For feasibility, all students stated that the module meets their expectations in understanding the learning materials, which makes it reasonable. In terms of fidelity, students said that the use of the module was compatible with school facilities such as LCDs and projectors. Overall, the results of the penetration indicator show that the researcher has implemented learning activities that are in line with the activities in the module. Finally, from the sustainability indicator, students said that the learning process took place in accordance with the structure and sequence in the module, which indicates that the module has the potential to continue to be used in the long term. In addition, from the interview results, it was concluded that students considered the module could be used as one of the teaching materials at school.

Then, based on the practicality criteria reviewed from the indicators by Revita (2019), namely usage, time, attractiveness, presentation, and equivalence.

CONCLUSION

This study explored English teachers' perseptions regarding the utilization of different educational applications—Wordwall, Kahoot!, and Quizlet—for vocabulary instruction in junior high school students. The results indicate that these digital tools were predominantly regarded as beneficial in improving students' motivation, engagement, and vocabulary retention. Teachers highlighted that the interactive and gamified elements of the programs cater to many learning styles, rendering language education more engaging and pleasurable.

Nonetheless, other obstacles were discovered, including limited school infrastructure, unreliable internet connectivity, and teacher lack of formal digital training. Despite these obstacles, educators exhibited an outstanding commitment to persist in incorporating technology into their pedagogical methods, utilizing peer support and self-direct learning.

The research highlights the urgent necessity for enhanced technology infrastructure and specialized digital literacy initiatives for educators, especially in rural areas. By tackling these challenges, schools can enhance the effective and fair implementation of instructional technology in language teaching.

REFERENCES

Almusharraf, N. (2020). Teachers' perspectives on promoting learner autonomy for vocabulary development: A case study. *Cogent Education*, *7*(1), 1823154.

Bueno-Alastuey, M. C., & Nemeth, K. (2022). Quizlet and podcasts: effects on vocabulary acquisition. Computer Assisted Language Learning, 35(7), 1407-1436.

Chounta, I. A., Bardone, E., Raudsep, A., & Pedaste, M. (2022). Exploring teachers' perceptions of artificial intelligence as a tool to support their practice in Estonian K-12 education. International journal of artificial intelligence in education, 32(3), 725-755.

Das, N. K., Sahoo, S., & Pati, L. (2021). Online learning: Challenges for education in rural and remote areas. suicide, 8(7).

Durgunoglu, A. Y., Sagar, A., Fagan, K. E., & Brueck, A. (2021). Improving the Comprehension and Vocabulary Skills of English Language Learners with Content Integrated Language Instruction for Adults. *Adult Literacy Education*, *3*(1), 34-48.

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. Sustainable operations and computers, 3, 275-285.

Jita, T., & Dhliwayo, A. (2024). Design-Based Approach to Technology Innovation: Teacher Educators' Experiences with Tablets as Instructional Tools in South Africa. Contemporary Educational Technology, 16(3).

Kaimara, P., Fokides, E., Oikonomou, A., & Deliyannis, I. (2021). Potential barriers to the implementation of digital game-based learning in the classroom: Pre-service teachers' views. Technology, Knowledge and Learning, 26(4), 825-844.

Kim, H. J., & Jang, H. Y. (2020). Sustainable technology integration in underserved area schools: The impact of perceived student change on teacher continuance intention. Sustainability, 12(12), 4802.

Li, M. (2024). Exploring the digital divide in primary education: A comparative study of urban and rural mathematics teachers' TPACK and attitudes towards technology integration in post-pandemic China. Education and Information Technologies, 1-33.

Machmud, M. T., Widiyan, A. P., & Ramadhani, N. R. (2021). The Development and Policies of ICT Supporting Educational Technology in Singapore, Thailand, Indonesia, and Myanmar. International Journal of Evaluation and Research in Education, 10(1), 78-85.

Martínez-Bravo, M. C., Sádaba Chalezquer, C., & Serrano-Puche, J. (2022). Dimensions of digital literacy in the 21st century competency frameworks. Sustainability, 14(3), 1867.

Mdlalose, N., Ramaila, S., & Ramnarain, U. (2022). Using Kahoot! as a formative assessment tool in science teacher education. International Journal of Higher Education, 11(2), 43-51.

Robiya, H., Feruzabonu, M., & Oʻgʻilxon, M. (2024). The Role of Vocabulary in Learning Language. *Western European Journal of Linguistics and Education*, *2*(5), 344-347.

Rodriguez-Escobar, C., Cuevas-Lepe, J., & Maluenda-Parraguez, L. (2023). Assessing the effectiveness of Wordwall. net as a vocabulary learning tool: Pre-service EFL teachers' perspectives. Journal of Education and Practice, 14(31), 41-51.

Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. Sustainability, 12(2), 524.

Silva, J. B., Silva, I. N., & Bilessimo, S. M. S. (2020). Technological structure for technology integration in the classroom, inspired by the maker culture. Journal of Information Technology Education: Research, 19, 167-204.

Wang, D. C., & Huang, Y. M. (2023). Exploring the influence of competition and collaboration on learning performance in digital game-based learning. Educational technology research and development, 71(4), 1547-1565.

Widhiatama, D. A., & Brameswari, C. (2024). The Effectiveness of Wordwall in Enhancing Students' Engagement and Motivation in Literature Classes. International Journal of Linguistics, Literature & Translation, 7(4).

Zou, D., Huang, Y., & Xie, H. (2021). Digital game-based vocabulary learning: where are we and where are we going?. Computer Assisted Language Learning, 34(5-6), 751-777.