

The Practicality of English Material Integrated with Islamic Values for the Eighth Grade Students of Islamic Junior High School

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ABSTRACT. This research intends to continue previous research that skipped the implementation stage of ADDIE model in developing teaching modules that are integrated with Islamic values, especially for English material. The implementation phase in this research aims to determine the practicality of the module that has been developed. This research used explanatory mixed method design, where the quantitative data are collected first and are more heavily weighted by the qualitative data. The sample of this research is the eighth-grade students (class 8B, 8C, 8D) at MTs Madani Pao-Pao with total are 89 students. The score results of the practicality checklist shows that the module is categorized as practical, which means the module can improve student's understanding of the material that has been taught, and the module can be used as a source in the learning process. Therefore, it implies that the module can be used as a learning media in learning process and can be useful for teachers, students, and other people who study English, especially for greeting card, recount text, and describing person and thing material.

Key words: Implementation, English Material, Islamic Values, Practicality

A. INTRODUCTION

The goal of the ideal education is to help pupils reach their full potential and become valuable human beings. The reality of Islamic education at the present time is constrained by the secularization dichotomy and sacralization of education. Religion is defined as a concept that guides religious practice while complementing science and technology. As a Muslim, we are obliged to seek knowledge because by studying we can get many things, such as we can know God better, can be more oriented to technological developments and many others.

Value is a person's culture and way of thinking. Beliefs and cultures can be compared but may vary between individuals and groups. Besides, personal values are those that may evolve and change through time, whereas cultural values refer to social norms, even though they may be different (Hasyim & Suhono, 2017) in Wijayanto (2020). Sauri (2006) in Wijayanto (2020) stated that to build up an educated and high-quality Indonesian populace, iman and taqwa qualities must be prioritized, then follow by other aspect. This must be done in a careful and thorough manner, whether it is in the context of family, school, or general public education. One of the action that has to be taken is to inform Islamic education professionals that it is time to return to a system of education that is robust, reliable, and capable of developing every

aspect of a learner's competency. For example, efforts must be made to include all subjects into the framework of Islamic principles in the setting of Indonesian education. Both in the Ministry of Religious Education and the Ministry of National Education, these efforts have become a continuing discourse. Such an effort is a brilliant and original technique to reconcile the dichotomous structure of science, which is hazardous to human civilization.

The integration of Islamic Values can be a method for understanding cultural and religious disparities better (Isa, 2017; Nihayatu, 2017; Rohmah, 2012; Umam, 2014). Integrating Islamic Values can be done through instruction if the teacher believes that the course material will lead to different raise cultural differences. This includes classroom activities (Madkur & Albantani, 2018). Studies on integrating Islamic values into English-language curriculum have been carried out; however, the majority of study focuses on methods to conceptually incorporate Islamic values as well as library research (Madkur & Albantani, 2018; Amelia 2021; Hasyim, & Suhono, 2017; Irwan, 202; Rohmah, 2012; Umam, 2014).

In a learning process, it will be more effective if learning can be centered on student's activities. Shinoda stated that the effectiveness of the learning process is supported by three elements, namely; students, teacher, and materials (Saputri&kamsina, 2018). This is a duty for teacher to create learning process that appropriate with students' need includes its learning material. As Annurrahman (2013) explained that learning material is one of problems in a learning process, as well as learning resources. Using material in a learning process should be created appropriate with students' need, so that the student will not get problem in learning. Nowadays, there are so many developed English Materials that are offered by researchers for teaching. The materials include printed material, internet, multimedia, visual, audio, etc. the teacher should know how to accommodate material based on student's need in order to make learning process more effective. The student will be easy to understand if the material based on their needs. Based on the previous explanation, the main objectives of this research is to see the practicality of the implementation of English material integrated with Islamic values for the eighth grade students at MTs Madani Pao-Pao.

B. REVIEW OF LITERATURE

Implementation Stage of ADDIE Model

The ADDIE model is named after the steps involved. ADDIE Learning Design, also known as A.D.D.I.E. The methodology is built on the stages of analysis, planning, development, implementation and evaluation. In other words, the ADDIE method is an instructional design model that aims to provide a framework for designing and evaluating instructional design. The

ADDIE training method is now widely used as a framework for creating all types of instructional materials, and the ADDIE training model is used worldwide in instructional design. According to Peterson (2003), in the implementation phase, the designer should take an active role instead of a passive one. When this phase arrives, the role of the designer or director becomes stronger. To effectively deliver a product, developers must continue to analyze, redesign, and improve the product. If the product or course is left to run in its natural state, it can be detrimental to the implementation of the program. No product, course or program can be effective without evaluation and necessary changes during the implementation phase. If the students and the teacher are active participants in the implementation, changes can be made to the course or program immediately to ensure effectiveness.

English Material; Recount Text, Describing Person and Thing, and Greeting Card

According to Anderson in Salsabila (2020), the recount is a writing that known to retells past events, usually in the chronological sequence in which they happened. Recount texts are written to give the audience a description of what happened and when it happened. Observer accounts, newspaper articles, letters, discussions, television interviews, and speeches are a few examples. Semi (1990) stated that within teaching material describing person and thing is some form of textual descriptive method. Beside that, greeting card is a piece of paper or thin cardboard having any of variety of shapes and format and bearing a greeting or message.

Integrating Islamic Values

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

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

Practicality

Practicality refers to design and usage that is simple for both teachers and students (Brown 2004). Practicality means that something is practical, that is, it is easy to use. In this context, practicality relates to the practicality of the learning material. Practicality refers to students' ease and progress in using learning materials. It is believed that the educational materials developed are practical if people can use these products easily and effectively. The practicality of the printed educational material is determined by a practicality test. The practical value is revealed by examining whether the product being developed meets the practical requirements. Sukardi asserts that a product is practical if it accomplishes a number of criteria (Revita 2019). A number of these criteria construct of:

- a. *Usage* includes It is simple to assemble, store, and use whenever you want.
- b. *Time* is required for implementation must to be succinct, quick, and exact.
- c. *The benefit* is provided must help and facilitate students in learning.

C. METHOD

In this study the researchers tried to implement English material integrated with Islamic values to see the practicality of the module at MT's Madani Pao-Pao. The researcher applied the Mixed method to do this research. According to Gay and Mills (2019) there are three mixed method research designs namely; Explanatory sequential, Exploratory sequential, and Convergent parallel. The researcher conducted Explanatory sequential design to test the practicality of the modules which have been integrated with Islamic values. Explanatory research design is research that collects two types of data, namely quantitative data and qualitative data. According to Creswell et al. (2006) explanatory research begins with a phase of quantitative data then followed by a phase of qualitative data to be connected with and to expand the results of the first quantitative data. This research consist of three meetings i.e. implementing the material, fill the practicality checklist and also interview. The researchers evaluate the practicality aspects of the modules that have been developed using data collected through a practicality checklist filled out by students. The data obtained is then assessed and grouped using the criteria from Purwanto in Lestari et al. (2018) as you can see on the table:

| Score | Criteria |
|------------|----------------|
| 86% - 100% | Very Practical |
| 76% - 85% | Practical |

| | |
|-----------|------------------|
| 60% - 75% | Practical Enough |
| ≤ 54% | Very Impractical |

The participants were the second grade students at MTs Madani Pao-Pao that consist of three classess (class 8B, 8C, and 8D) with total 89 students. The greeting card material will be applied at class 8B, recount text material at class 8C, and describing person and thing material at class 8D.

D. FINDINGS AND DISCUSSION

Practicality Checklist Result of Recount Text Material

The practicality data for the recount text material was obtained from a practicality checklist sheet filled in by students from class 8C which has a total of 30 students.

Table 1. Practicality checklist result of Recount Text Material

| Criteria | Frequency | % |
|---------------------------------|-----------|-------------|
| 86% - 100% (Very Practical) | 22 | 73.33% |
| 76% - 85% (Practical) | 7 | 23.33% |
| 60% - 75% (Practical Enough) | 1 | 3.33% |
| ≤ 54% (Very Impractical) | 0 | 0% |
| Total | 30 | 100% |

Based on the information in the table, the results obtained from the practicality checklist of 30 students were that 22 students rated the module as very practical, 7 students rated it as practical, and 1 student rated it as practical enough. This categorization is based on the criteria from Purwanto in Lestari et al (2018). From the data, the largest percentage was obtained, namely 73.33%, so it was concluded that more students rated the module as very practical.

Practicality Checklist Result of Describing Person and Thing Material

The practicality data for describing person dan thing material was obtained from a practicality checklist sheet filled in by students from class 8D which has a total of 28 students.

Table 2. Practicality checklist result of Describing Person and Thing Material

| Criteria | Frequency | % |
|---------------------------------|-----------|-------------|
| 86% - 100% (Very Practical) | 3 | 10.72 |
| 76% - 85% (Practical) | 15 | 53.57 |
| 60% - 75% (Practical Enough) | 10 | 35.71 |
| ≤ 54% (Very Impractical) | 0 | 0 |
| Total | 28 | 100% |

Based on the information in the table, the results obtained from the practicality checklist of 28 students were that 3 students rated the module as very practical, 15 students rated it as practical, and 10 student rated it as practical enough. This categorization is based on the criteria from Purwanto in Lestari et al (2018). From the data, the largest percentage was obtained, namely 53.57%, so it was concluded that more students rated the module as practical.

Practicality Checklist Result of Greeting Card Material

The practicality data for describing person dan thing material was obtained from a practicality checklist sheet filled in by students from class 8B which has a total of 31 students.

Table 3. Practicality checklist result of Greeting Card Material

| Criteria | Frequency | % |
|----------|-----------|---|
|----------|-----------|---|

| | | |
|---------------------------------|-----------|-------------|
| 86% - 100% (Very Practical) | 8 | 25.81 |
| 76% - 85% (Practical) | 15 | 48.38 |
| 60% - 75% (Practical Enough) | 8 | 25.81 |
| ≤ 54% (Very Impractical) | 0 | 0 |
| Total | 31 | 100% |

Based on the information in the table, the results obtained from the practicality checklist of 31 students were that 8 students rated the module as very practical, 15 students rated it as practical, and 8 student rated it as practical enough. This categorization is based on the criteria from Purwanto in Lestari et al (2018). From the data, the largest percentage was obtained, namely 83.33%, so it was concluded that more students rated the module as practical.

Practicality Analysis of The Implementation of English Material (Recount Text, Describing Person and Thing, and Greeting Card) Integrated with Islamic Values

| Indicators | Result |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Usage | This learning module is easy to use in accordance with the need analysis of students and can generates students interesting in learning. |
| Interview result: <i>"In my opinion it is easy to use, because the explanation in the module is easy to understand."</i> <i>"Interested, because in this module there are Islamic values that make us remember God"</i> <i>"The material is greatly helped by the module because it has Islamic values".</i> | |
| Time | The use of this education media learning module can save the time and energy of students in learning the material. |
| Interview result: | |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>"My answer is yes, because the explanation of the material in the module is solid and straight to the point." "It takes less time because I can easily understand what is in the module" "Yes, I think it's fast, apart from the concise explanation, we are also helped by the pictures presented in the module."</p> | |
| Benefit | <p>Learning by using this module can makes the students more quickly to understand the material, can be interpreted by the students, and can make learning more interesting.</p> |
| <p>Interview result: "Because the material is integrated with the Islamic religion so it is suitable for use in our school which is an Islamic school. Learning to use the module helped me get to know Islamic values better when I studied the contents of the module" "I understand quickly because there is an explanation too" "What I feel is I am interested in learning the contents of the module because there is something different from the module I have used before."</p> | |

E. CONCLUSION

Concerning with the result of the finding and the discussions of this study, it can be concluded that the module is practical to use in learning process because the module qualified the practical indicators of Sukardi (2011) namely usage, time and benefits. The module can improve students understanding, and can generate students interesting in learning English material.

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