# INTEGRATING ISLAMIC VALUES INTO THE DEVELOPMENT OF THE ANNOUNCEMENT AND NOTICE UNIT FOR THE EIGHTH GRADE IN MTS MADANI PAO-PAO

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## Abstract

*English material that is used in the school is too general. It is also already not reflecting Islam itself. To maintain student's identity as Muslims, this paper is aimed to integrate Islamic Values into English material, especially in basic competencies 3.12 and 4.12 about Announcements and Notice for the eighth grade students at MTs Madani Pao-Pao based on 2013 curriculum. The research design used in this study was Research and Development (R&D). The development model used was ADDIE model. It consists of need analysis, design, development, implementation, and evaluation. The procedures included analyzing materials needed by spreading questionnaire to the students and analyzing the basic competences used, designing a blueprint of materials, and developing the English materials through ADDIE model. In this research, the expert was involved in order to validate the product. There were two systematic aspects that they validated of the product: the aspect of the content/material and aspect of learning. Therefore, the result indicated that based on experts judgment as well as product development result, the developed basic competences 3.12 and 4.12 was applicable to be taught at the eighth grade students of Junior High School as topics in English.*
**Keywords:** *Development, Islamic Values, English Material*

## Abstrak

*Bahan bahasa Inggris yang digunakan di sekolah terlalu umum. Ini juga tidak mencerminkan Islam itu sendiri. Untuk mempertahankan identitas siswa sebagai Muslim, makalah ini bertujuan untuk mengintegrasikan Nilai-Nilai Islam ke dalam materi bahasa Inggris, terutama pada kompetensi dasar 3.12 dan 4.12 tentang Pengumuman dan Pemberitahuan untuk siswa kelas 8 di MTs Madani Pao-Pao berdasarkan kurikulum 2013. Desain penelitian yang digunakan dalam penelitian ini adalah Research and Development (R&D). Model pengembangan yang digunakan adalah model ADDIE. Ini terdiri dari analisis kebutuhan, desain, pengembangan,*

*implementasi, dan evaluasi. Prosedurnya termasuk menganalisis materi yang dibutuhkan dengan menyebarkan kuesioner kepada siswa dan menganalisis kompetensi dasar yang digunakan, merancang cetak biru materi, dan mengembangkan materi bahasa Inggris melalui model ADDIE. Dalam penelitian ini, ahli dilibatkan untuk memvalidasi produk. Ada dua aspek sistematis yang mereka validasi dari produk: aspek konten/materi dan aspek pembelajaran. Oleh karena itu, hasil menunjukkan bahwa berdasarkan penilaian para ahli serta hasil pengembangan produk, kompetensi dasar 3.12 dan 4.12 yang dikembangkan dapat diajarkan kepada siswa kelas 8 SMP sebagai topik dalam bahasa Inggris.*
**Kata kunci**: *Pengembangan, Nilai Nilai Islam, Materi Bahasa Inggris.*

## A. INTRODUCTION

Islam is the most trusted religion by people in the world, also in Indonesia. Islam appreciates everything that can provide benefits for people, especially education. Islam laid a great deal of stress on the educational aspect from the beginning, because of its importance in the life of human beings (Darwis, 2008:179). One of the best ways in acquiring knowledge is by reading. As Allah pronounced in (QS al-'Alaq/96:1-5):

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Translation:

*"(1) Read, in the name of the Lord. (2) Who created, created man from a cloth of congealed blood. (3) Read! And thy Lord is most bountiful. (4) He who taught the use of the pen. (5) Taught man that which he knew not"*

This surah guides us as Muslim to gain knowledge as much as we can. It means that Islam regards education as an important thing for our life. Jalaluddin (2016: 1) also stated that education is the most believed effort to be the most effective in realizing the values of Islamic teachings entirely and comprehensively. It can be said that the existence of education is very beneficial because it can be used as a means of conveying Islam itself.

## B. LITERATURE REVIEW

In education, curriculum plays a significant role. The curriculum according to Law Number 20 (2003) article 1 paragraph 19 is a set of plans and arrangements regarding the objectives, contents, and teaching materials as well as the methods used to guide the implementation of learning

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activities to achieve national education goals. However, before planning teaching material that will be given to students, it is necessary to do a need analysis first. As Yaumi (2016: 57) stated that before going far in the design process, the first step that needs to be considered by the designer or developer is to identify learning needs.

Besides, Curriculum development is also needed in education, it can be done by redesigning syllabi. As Yassi & Kaharuddin (2018: 14) stated that one of the efforts is to develop the existing curriculum by redesigning syllabi used in the institutions into well-designed courses syllabi for teaching English. Richards (2001:2) added that curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that result from these processes.

The product or result of the curriculum development then will be made in a textbook. We know that all subjects need a textbook or learning material to facilitate the learning process. One indicator of the success of the learning process is the availability of

learning materials (Yaumi, 2016: 273). As one of the subjects which are taught at school, English Language Teaching also needs a textbook in the teaching process. However, English material has brought Western cultures and impacted education. At this moment, cultural and religious values in education have decreased. According to Amri (2014: 1) Education in Islam is currently having a setback crisis, this is due to incomplete material aspects, social and cultural crises, as well as the loss of good role models, good faith, and Islamic values.

We cannot deny that Western culture has a different value from Indonesian culture, especially with Islamic values. Therefore, to make Islamic values still exist in English teaching, we have to integrate the lesson with Islamic values. Annisa and Hadija, S(2017) stated that language, culture, and local wisdom; religious values are inseparable so teaching English has to teach both language and local content. Integrating Islamic messages into English teaching may prevent students from feeling bewildered.

Nowadays, a lot of English textbooks have spread all over formal or non-formal educational institutions around the world and also in Indonesia, especially Madani Islamic Junior High School. Madani Islamic Junior High School is one of the schools that has

Islamic basic where there are several subjects integrated with Islamic values. This school is a subordinated school of UIN Alauddin Makassar and also a laboratory of Tarbiyah and the Teaching Faculty. As the vision of UIN Alauddin Makassar that the center for enlightening and trans-formatting science and technology based on Islamic civilization, the subjects in this school also have to be integrated with Islamic values.

Moreover, in Curriculum 2013, there are some character-building needs to do. One of them is a religious character. This competence refers to KI 1 about spiritual competence that reflects religious competence. In addition, based on preliminary research, the English subject is still far from the term integrated with Islamic values especially English material from basic competencies 3.12 and 4.12 about Announcement and Notice.

Announcement and Notice is a material that is taught in the eighth grade of Junior High School. As written in Cara Mudah (2009:2-7) an Announcement is information conveyed formally about something for the public to know, while a notice is a written or a sign to convey information, instructions, or warnings to the public. Both Announcements and notices can be in the form of written or oral. This material is one part of the short functional text

material. Short Functional Text is a short text that has a particular meaning and purpose and can be used in our daily life. By integrating Islamic values into this material, students will get both English knowledge and Islamic values.

## C. METHOD

### Respondent

The subject of this research was the students of the eighth grade of MTs Madani Pao-Pao, the total number of eighth-grade students is 217, and 8E class was the sample of this research which consists of 35 students; the English teacher of Mts Madani Pao-Pao; and two experts.

### Instruments

In this research, the researcher used three instruments. The document, Questioner and Evaluation checklist made by researcher and filled by the experts. Namely:

1. Document contained the syllabus of 2013 curriculum and basic competence.
2. Questioner was used to find out students' need. The organization

| No. | Aspects | Indicator |
|---|---|---|
| A | The organization of material | • Instructional objectives<br>• Activities<br>• Summary<br>• Reflection time<br>• Words list |
| B | Content of the material | • Topics |
| C | Learners' characteristic | • Learning style<br>• Learning preferences<br>• Learning problems |

of questionnaire is divided into three parts as follows:

a. Organization of the learning material.
b. Content of the learning material
c. Learners' Characteristics.

3. The validation Checklist was used as a tool used by experts in assessing and evaluating products that were produced/developed by researchers. The validation checklist was adapted from Anggraeni, Raden Roro Widya Puspita (2012). The organization of questionnaire is divided into four parts as follows:

a. Material aspect
b. Learning aspect
c. Graphics feasibility aspect
d. Notes of errors and recommendations
e. Comments and suggestions

**Procedure**

This data collection was carried out through the five phases of the ADDIE Model which are; the first phase namely analysis, the researcher distributed a questionnaire that had made by adopting Hakim Yassi & Kaharuddin's (2018) to find out the students' need for Announcement and Notice so that the material filtered according to students' needs; the second phase namely material

design, in this phase the results of the questionnaire collected as a reference in making the materials, then the research began to compile the material that had been selected. The researcher presented the filtered material in the previous phase. In the third phase namely developing material, the researcher collected all the material that had been compiled then developed the material into subject matter based on Islamic values and considered the results of the questionnaire answered by students, the fourth phase namely implementation and the last phase is evaluation. However, due to the limitation of time and the pandemic situation, both the implementation and evaluation phases were skipped, the development material was only given to the experts and the teacher to be validated.

**Data Analysis**

In this research, the researcher used qualitative and quantitative data analysis techniques to analyze the data. The data obtained from the students was analyzed quantitatively to know the average score for the rubric for experts and each question given to the students. Firstly, by gathering information from students and experts the researcher by analyzing the students' needs using questionnaires and validation checklists. The researcher then

used closed-ended questions in getting the students' needs.

The researcher used the formula below as the quantitative data technique:

Explanation:

$\overline{X}$        : Mean score

$\sum fx$      : Frequency

$\sum f$       : Number of respondents

All the data is then analyzed to recognize the needs inventory of students in English which is used as the basis for formulating the blueprint/the design of the materials.

Secondly, the data analysis technique used to find the level validity of the product developed is displayed

$$\overline{X} = \frac{y1 + y2}{n}$$

Where:

$\overline{X}$= The average of rating scale

y = The expert

n = Total number of expert

below:

## D.   FINDING AND DISCUSSION
### 1. Findings

The result of this research was based on the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) that had been conducted on the development. Moreover, in this section, it presented the result of the developing English Materials for Announcement and Notice Unit. It

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included the result of the need analysis from the questionnaire, the design of the content materials/the blueprint, the development of the content materials, and the result of the product design of the Announcement and Notice unit by Expert validation.

    a.   The result of the Needs Analysis Phase

1) The result of content materials based on the syllabus

The result of the need analysis is based on the syllabus of the 2013 curriculum covering the basic competencies 3.12 and 4.12 about Announcements and Notices that were expected to be able to understand by the students. Firstly, the topic was designed and divided into two subtopics which were suitable for the amount of meeting learning. In other words, Announcement and Notice materials were developed in two subtopics.

The first meeting shows Announcement material and the second meeting shows notice material. Secondly, every meeting had a core skill that was integrated with other inflows of skills that were arranged systematically. Then, learning activities dealt with the scientific approach including observing, questioning, collecting information, associating, and communicating. The last is the development of learning instruction referring to pre-study; the type of

activities consisted of individual, pair, and group activity; the number of activities; text structure and glossary. These materials were developed to provide suitable materials for the Eighth-grade students in MTs Madani Pao-Pao.

2) The result of the need analysis of Expert judgment suggestion

The questionnaire used by the researcher to analyze the students' needs was designed. It was designed by deciding the components that would be put on the questionnaire which had three parts. The first part related to the organization of materials that was consisted of six questions. The point of the questions was to know the target of the systematic materials. Furthermore, the second part consisted of two questions related to the content of the materials. These questions were pointed to the topics of the material that applied to the students. Then, the third part consisted of four questions related to the learners' characteristics, the point of these questions was to know students' styles, preferences, and problems.

Moreover, this questionnaire was not distributed directly to the students. It was given to the expert to correct and to give suggestions according to the questionnaire made. Then, the expert was suggesting to change and deleting some components that are not important to be put on the questionnaire. The result of the

final questionnaire was then distributed to the students. However, the questionnaire given to the students was in the Indonesian version to avoid students' misunderstanding. Hence, the result of this questionnaire was accepted and validated by the expert since it was relevant and applicable to the students.

*Table 2. Result of questionnaire part A*

| Part | Number | Question | Answer |
|---|---|---|---|
| A | 1 | In your opinion, do the instructional objectives need to be put in Announcement and Notice unit? | ☐ Yes= 94,3%<br>☐ No= 5,7% |
| | 2 | Related to *"Announcement and Notice"* unit, what kind of exercises activities do you want? | ☐ Individual=45%<br>☐ Pair=11,4%<br>☐ Discussion =37,1%<br>☐ Project=5,7% |
| | 3 | Related to *"Announcement and Notice"* unit, what kinds of tasks activities do you want? | ☐ Making Announcement and Notice =45,7%<br>☐ Reading Announcement and Notice=54,7% |
| | 4 | Does the summary need to be put on *"Announcement and Notice"* unit? | ☐ Yes=85,7%<br>☐ No=14,3% |

3) The result of the need analysis of developing learning materials based on the students' questionnaires.

The results of the analysis of the need for learning material development are based on the student questionnaires. The questionnaires consist of three parts. The first is the organization of the material, the second is the content of the material, and the third is the learner's characteristics. After distributing the questionnaires, then the findings were

concluded in this part into a table as shown below;

In part A, The students want instructional objectives to be put in Announcement and Notice unit, they like if the given individual activity, they like if asked to read Announcement and Notice, they want the summary to be put in Announcement and Notice unit, they like if they are asked to note taking as a reflection and they want glossary to be put in Announcement and Notice unit. Furthermore, part B concluded as shown in the table below;

**Table 3**. *Result of questionnaire part B*

| Part | Number | Question | Answer |
|---|---|---|---|
| B | 7 | If the material "*Announcement and Notice*" based on Islam has been created, so what topics do you want? | ☐ The Importance of Having Good Word=68,6% ☐ The Celebration of Mawlid Al-Nabi=28,6% ☐ The Celebration of Islamic New Year=2,9% |
| | 8 | What kind of "*Announcement and Notice*" based on Islam that you have heard or read? | ☐ Annoncement "Tabligh Akbar"=17,1% ☐ Annoncement "Festival Anak Saleh"=5,7% ☐ Notice "Kebersihan merupakan sebagian dari Iman"=57,1% ☐ Notice "Jangan ribut, sedang Sholat!"=20% |

This part consisted of two questions; the students want The Importance of Having Good Word as a topic in Announcement and Notice unit and they heard more about Notice "Kebersihan merupakan sebagian dari Iman".

Part C consisted of 4 questions, as a conclusion found that the students want stories as material presentation in Announcement and Notice unit, they like to learn through practicing directly and through listening materials., they also like to learn by Text and Pictures, and the last the students most problem is lack vocabulary knowledge.

b. The Currently Used English Teaching Material

The currently used English teaching material was from the textbook "Bahasa Inggris: When English Rings a Bell". The content of the material on this book especially on the material Announcement and Notice showed that it was still general and had no Islamic value on it.

The capture below showed the material Announcement and Notice form the textbook.

1) The Design of Content Materials

In this phase, a design of blue print was made. The blue print divided into six components. The components were the topic of each meeting, content of materials, primary skill, the flow of skills, learning activities that is based on scientific approaches that consist of five approaches (observing, questioning, collecting information, associating, and communicating), and the last was learning instructions that consist of five parts (pre study instruction, type of activity, amount of the activity in meeting, text structure and glossary).



The blueprint was used to develop an English learning text book based on Islamic values for students of Junior High School. The components on the blue print explained below:

 a) Content Material

The topic was from the basic competencies 3.12 and 4.12 based on SMP/Mts syllabus, it leads 2 meetings from 1 topic (The importance of Having Good Words). The first is talking about the explanation of the Announcement and the second is talking about the explanation of the Notice.

 b) Primary Skill and Flow of Skills

Primary skill was the major skill that was taught in a meeting. Therefore, the flow of skills was the skill flow that appeared during the learning process when the material was taught. Generally, there are four skills in English. They are reading, writing, listening, and speaking.

In the first and the second meeting, the learning process is started and finished with reading as the primary skill, and in the middle of the process there are writing and speaking skills related to Announcement and Notice

 c) Learning Activities

The learning activities were using a scientific approach that consists of five elements based on 2013 Curriculum. They are observing, questioning, collecting information, associating, and communicating. These elements are used to make the materials systematic.

In the first meeting, the activities are described below:

- Observing

    The teacher asks students to observe the Announcement material in the book.

The teacher explains the material and gives examples, students observe the explanation thoroughly.

- Questioning
  The teacher gives another example and asks the students to mention some important points (the aims of the announcement, what event, when, etc.) that must be in the Announcement.
- Exploring
  The students are asked to make an Announcement based on the examples that are nuanced Islamic individually and they must pay attention to spelling and punctuation.
- Associating
  The teacher asks the students to analyze and identify the Generic Structure of the Announcement that they have made.
- Communicating
  The teacher asks the students to present or read the Announcement they have made before and they must pay attention to their speech, word stress, and intonation.

In the second meeting, the activities are described below:
- Observing
  The teacher asks students to observe and notice material and

examples that have been presented in the book thoroughly.
- Questioning
  The teacher asks the students to repeat what he/she says.
- Exploring
  The students are asked to write and draw notices on their book that they usually got at School individually and they must pay attention to spelling and punctuation.
- Associating
  The teacher asks the students to identify and find out the difference among some notices.
- Communicating
  The teacher asks the students to present the differences between those notices and they must pay attention to their speech, word stress, and intonation.

a) Learning Instruction

Learning instruction consisted of four parts. They were pre-study, type of activity, amount of activity, text structure, and glossary. Pre-study was something that the teacher provided to motivate the students and to make them ready for studying. The type of activity is the type of assignment or task given. It can be self-activity, pair activity, group, etc. From the first until the second

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meeting, the project is only individual work.

Moreover, the amount of activity is the total of the activity that is given in each meeting. The first meeting consisted of 6 activities, and the second meeting had 5 activities. The next was text structure. It was the type or kind of structure or grammatical rules that were used in that material like the tenses. As just stated before, the development included two developed units. The first was about Announcement material, the text structure was explained about Simple Future Tense, as shown below:

- I will conduct an exhibition on Monday
- I will not conduct an exhibition on Monday
- Will I conduct an exhibition on Monday?

The second was about Notice material, the text structure was presented in the imperative sentence, as shown below:

- Forgive me!
- Could you wish me on your pray?
- Turn right to get the ablution place for women.

The last learning instruction was a glossary. Glossary was put at the end of the chapter. Additionally, the learning instructions stated before were designed based on the result of need analysis, especially in the text structure and activity. Therefore, the student's need analysis was also been a resource to design the product, especially in the type of activity and the appearance of the product.

b) The Development of the Content Material

In this phase, the development material was made based on the blueprint that consisted of six components (the topic of each meeting, content of materials, primary skill, the flow of skills, scientific approaches and learning instructions). The development was covering basic competences 3.12 and 4.12 based the syllabus of 2013 Curriculum.

4. The Result of Expert's Validation Towards The Materials' Contents
a. The Result of Development of Rubric for Expert

This section showed some aspects on Announcement and Notice material.

They included the aspect of material and the aspect of learning. Those aspects were discussed in the following.

1) The Aspect of Materials

The aspect of materials included Coverage (breadth and depth) of material content, Clarity of content, Organizational structure/order of content, Clarity of examples included, Adequacy of examples included, Clarity of the language used, Suitability of language with target users, Clarity of the information on the illustration image, Suitability of the assignment/task with the material, Balance the proportion of practice questions/tests with the material and the last Series of questions presented.

2) The Aspect of Learning

The aspect of learning covered some aspects those were Suitability of basic competencies with the material, Clarity of sub-unit titles, Clarity of learning instructions, Variations in the delivery of types of information, Accuracy in explaining conceptual material, Accuracy in explanation of practical material, Attractiveness of the material in motivating students, Clarity of Task instructions, Clarity of question/test and Difficulty level of questions/tests.

3) The Aspect of Graphics Feasibility

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*Table 6. Result of Validation Checklist*

| Item | Score (Expert 1&2) | Description |
|------|--------------------|-------------|
| **The Aspect of Materials** | | |
| 1 | 3,5 | Appropriate |
| 2 | 4 | Appropriate |
| 3 | 4 | Appropriate |
| 4 | 4 | Appropriate |
| 5 | 4 | Appropriate |
| 6 | 4 | Appropriate |
| 7 | 3,5 | Appropriate |
| 8 | 3,5 | Appropriate |
| 9 | 4 | Appropriate |
| 10 | 4 | Appropriate |
| 11 | 3,5 | Appropriate |
| **The Aspect of Learning** | | |
| 1 | 3,5 | Appropriate |
| 2 | 4 | Appropriate |
| 3 | 4 | Appropriate |
| 4 | 3,5 | Appropriate |
| 5 | 3,5 | Appropriate |
| 6 | 3,5 | Appropriate |

This aspect consisted of four aspects, the cover of the chapter, variations in the use of images, combined use of fonts, and clarity of the colors used. The result of the validation checklist forms the first and the second expert are reviewed below:

b. The Result of Development and Expert Judgment Suggestion

Based on the development materials, the expert found that the material was good enough, precise, and clear to be used as a reference for teaching English. However, the experts asked to put the basic competencies on the material, changed the color of the font

to be more readable, rid of an unimportant image, and mended some grammatical errors.

### 2. Discussion

This research integrated Islamic Values in Announcement and Notice unit, it is based on Curriculum 2013. This curriculum is based on the scientific approach. This scientific approach can help students in the learning process, as stated by Machine (2014) that implementing a scientific approach in the learning process can have a positive effect on cognitive, affective, and psychomotor as well as learning outcomes and has achieved the specified classical completeness. The scientific approach used is the scientific approach in which there are activities, namely observing, questioning, exploring, associating, and communicating (Kemendikbud, 2013). On the development material, the experts and the teacher validated the material using the validation checklist. The final result of the development of the material contains the material Announcement and Notice that is integrated with Islamic values so that students will get both during the learning process. In line with Umam (2014) that by incorporating Islamic values in English teaching, the santris can maintain their Islamic identity and are not easily contaminated by Western values

and, at the same time, they will have English competence as a means to face their future.

### E. CONCLUSION

Based on findings and discussion that have been presented previously, it can be concluded that:

1. Students had varied needs for English material, especially for the material Announcement and Notice from the organization of the material, the content of the material and learners' characteristics.
2. The English material that currently used in the school was too general and still far from the term integrated with Islamic values.
3. The English material was developed based on the blue print and the questionnaire that had been spread for students. Therefore, "The Importance of Having Good Word" was chosen as the topic for Announcement and Notice unit based on the questionnaire.
4. The product of English material had been made and validated by the experts using validation checklist, the result of the validation checklist showed that the material could be used as another reference in teaching the material of Announcement and Notice in Junior High School, especially Islamic Junior High School.

It is recommended to the further researcher continue this research by doing implementation and evaluation, as previously mentioned caused by the pandemic and the limitation of time the product was not implemented and the evaluation was only evaluated the validity using a validation checklist by the experts.

This product is also recommended to use by the teachers to teach in the class because it has been by the students' needs, it is also better if the teacher mixed the material with another learning model so that it can be more varied for students.

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