INTEGRATING ISLAMIC VALUES INTO THE DEVELOPMENT OF PROGRESSIVE ACTION UNIT FOR THE EIGHTH-GRADE STUDENTS AT MTS MADANI PAO-PAO

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ABSTRACT

This research aims at integrating Islamic values into English material, especially in basic competences 3.8 and 4.8 about Progressive Action, for the eighth-grade students at MTs Madani Pao-Pao based on the 2013 curriculum. Based on the preliminary study, the researcher found that the textbook that is used at school is too general and still far from the term integrated with Islamic values. The research design used in this study was Research and Development (R&D). The development model used was ADDIE model which stands for need analysis, design, development, implementation, and evaluation. The procedures included analyzing the materials needed by distributing a 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, four experts were involved in order to validate the product. There were three systematic aspects that they validated of the product: the aspect of the content/material, the aspect of learning and the aspect of graphics feasibility. Therefore, the results indicated that based on expert judgment as well as product development results, the developed basic competences 3.8 and 4.8 were applicable to be taught at the eighth-grade students of Junior High School as topics in English for them.

Keywords: Integrating, Islamic Values, Progressive Action

INTRODUCTION

Curriculum of 2013 (K13) is the curriculum applied in Indonesia education system. This curriculum is the constant curriculum applied by the government to change 2006 curriculum which often mentioned as the education degree unit curriculum that held as long as approximately six years. Based on Law Number 20 of 2003 article 1 paragraph 19, curriculum is a set of plans and arrangements regarding the purpose, content and material of the lesson as well as the method used as the organizer of learning activities to achieve certain educational goals. The 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 learning process.

English material is one of the important factors in learning process. According to Chinoda (1982: 48) in Ija and Kamsinah (2018) there are 3 types that maintain the effectiveness of learning process they are: the teachers, the students, and the materials. As one of the aspects, the materials can be categorized into two main form printed materials and non-printed materials.

Islamic values are the values in accordance with Al-Qur'an and As-Sunnah. Stand on Yusof et.al (2008) in journal, Islamic values, on the other hand, are values that are set out in the Qur'an and the practice of our prophet Muhammad *peace be upon him.* They can be considered as the cultural values such as ways of life of the Muslim communities. The Islamic values is the way of communicating, interacting, and socializing with family members, friends, neighbors, young people, and elderly such as teachers, employers and leaders, which are specifically designed by Allah to build a good relation spiritually. In this millennial era, the Islamic values is very needed and must be prioritized in daily life, because every activity in accordance with the guidelines of Al-Qur'an and As-Sunnah, the human will never go astray and one wrong step. Conversely, the human that turn away from Al-Qur'an and As-Sunnah then it will lead a narrow life.

Progressive action is a material from We Are Having Fun sub-theme of the book "Bahasa Inggris untuk Siswa SMP-MTs Kelas VIII" which is taught at the eighth grade of Junior High School. In this sub-theme, it describes how to ask and tell what is happening now, how to write story with present continuous tense. These materials can be formed in writing or oral. By integrating Islamic values into these materials, students will get both English knowledge and Islamic values.

REVIEW OF LITERATURE

First, Lubis (2015), in his research, he concluded that the integrated education system can be implemented successfully in the near future. In order to realistically implement the integrated Islamic education, teachers should focus on the four factors on the Heart-mind concept of thoughtful, they are creativity, reflectivity, reciprocity, and responsibility.

Second, Madkur & Albantani (2017), they found that there seem a significantly growing number of studies in the relationship of religion and instructional activities. In Indonesia, the world's biggest Muslim country where the big number of islam affiliated schools lay a role in shaping the educational policy, it is considered important that teachers find a good way to take a part in delivering Islamic values while administering the instruction, particularly in the teaching of foreign language.

Third, Yusof et.al (2008) at all in their study, they concluded that Muslim educators should not reject the possibility of incorporating Islamic values in English language classroom. If it is difficult to adapt the learning materials to become islamically inclined, try to include the Islamic values via teaching approach or method.

Fourth, Yaacob & Embong (2008), they conducted that Muslim scholar have made serious endeavors to define the concept of Islamic education and then to develop a genuine Islamic education model based on the basic tenets of *aqidat al-tawheed* (principle of faith). This reformation of education has envisioned to produce the new Muslim generation, which is capable of fulfilling its role as *khalifatullah* (vicegerent of God) i.e. responsible for the development and maintenance of civilization and its resources.

METHOD

In this study, the researchers developed English materials by using Research and Development (R&D) method of ADDIE approach. According to Mills and Gay (2016) Research and Development (R&D) is the process of researching consumer needs and then developing products to fulfill those needs.

Respondents

The subject of this research was the students of the eight-grade of MTs Madani Pao-pao that consisted of 25 students and Student's book "Buku Teks Pendamping: Bahasa Inggris" which was published in 2017.

Instruments

This research used two kinds of instruments. They are questionnaire and evaluation checklist. In addition, this questionnaire was used to discover students' analysis. Questionnaire was given to students for conducting need analysis. The question dealt with students' points of view of progressive action materials and evaluation checklist was addressed to the expert judgment.

Procedures

This data collection carried out through the five phases of ADDIE Approach which are; the first phase namely analysis, the researcher spread the questioner that had been made and also analyzed the material content of the theme "We Are Having Fun" in the previous book and the material filtered according to students' needs; the second phase namely material design, here the results of the questionnaire was collected as one of the references 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. 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 by considering the results of the questionnaire answered by students.; the fourth and fifth phase namely implementation and evaluation. These phases, the researcher did not conduct, because the pandemic situation and it could not be implemented in the classroom directly.

Data Analysis

Quantitative Data Analysis

To analyze the English material companion text book "Bahasa Inggris: For Students of Junior High School Class VIII revised edition which was published in 2016. There are some phases in quantitative analysis.

Qualitative Data Analysis

The validation sheets were used to find the result of the validity level of product focused by using qualitative data analysis. In analyzing data qualitatively, there were three effective stages discussed by Miles and Huberman, namely data reduction, data display and the final stage was a summary of conclusions which were all related during and after data collection was done. Quoted from Ariana Amir in her research "Developing Inquiry Learning Model-Based English Instructional Materials for the Seventh-Grade of Junior High School" (2019: 33), Agus Salim (2016) described the three stages as follows:

a. *Data Reduction*

At this stage, the researcher obtained qualitative data which was obtained through content expert. In short, this part replaced irrelevant information based on expert judgment.

b. *Data Display*

This stage was the conclusion of various data obtained in the form of tables, graphs, and networks and tables, which was an ongoing process where everything must be completed in data collection.

c. *Conclusion Drawing*

In this last stage, researcher drew conclusions based on two stages that had been done previously where researcher set initial conclusions, then subsequently validated by experts. The qualitative data analysis technique used to determine the results of the validity level of the product been developed that is displayed below:

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

Where:

$\underline{X}$: the average of rating scale

y : the expert

n : total number of experts

The scale of validity level of the product developed that is displayed below:

1 = very inappropriate

2 = inappropriate

3 = quite appropriate

4 = appropriate

5 = very appropriate

FINDINGS AND DISCUSSION

Findings

The result of this study finished based on ADDIE Approach which had been done on the development. Also, this part presented some results in the developing progressive action unit. They included the result of needs analysis, the result of product design, the result of the development of the content material and the results of validation checklist from the experts. All of the results were discussed on the following.

The Result of Needs Analysis

The Result of Content Materials Based on the Syllabus

The result of the need analysis is based on the syllabus of 2013 curriculum covering the basic competences 3.8 and 4.8 about simple present continuous tense expected to be able to understand by the students. The first meeting simple present continuous tense material. Secondly, every meeting had a core skill that was integrated one another in flows of skill that were arranged systematically. Then, learning activities dealt with scientific approach included observing, questioning, collecting information, associating, and communicating. The last, the development of learning instruction referring to pre study; the type of activities consisted of individual, pair, discussion and project; the number of activities; text structure and glossary. These materials were developed in order to provide suitable materials for the eighth-grade students at MTs Madani Pao-Pao.

The Result of 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 that 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. Moreover, in the second part that consisted of three questions related to the content of materials. These questions were pointed the topics of the material that applicable for the students. Then, in the third part that consisted of four questions related to the learners' characteristic, the point of these questions was to know students' styles, preferences and problems.

Furthermore, this questionnaire was not disseminated directly to the students. It was given to the expert to correct and give suggestion according to the questionnaire made. Then, the expert was giving a suggestion to change and delete some components that is not important to be put on the questionnaire. The result of the final questionnaire then disseminated to the students. so, the result of this questionnaire was accepted and validated by the expert since it was relevant and applicable for the students.

The Result of Need Analysis of Developing Learning Materials Based on the Students' Questionnaires

The results of the need analysis for learning material development based on the student questionnaires. The questionnaires consist of three parts. The first is the organization of material, the second is content of the material, the third is learner's characteristic. After spreading the questionnaires, then the findings were concluded in this part into a table as follows:

Table 1. Result of Questionnaire Part A

Part	Number	Question	Answer	Conclusion
A	1	In your opinion, do the instructional objectives need to be put in Progressive Action unit?	☐ Yes= 96% ☐ No= 4%	The students want the instructional objectives to be put in Progressive Action unit.
	2	Related to *"Progressive Action (Present Continuous Tense)"* unit, what kind of exercises activities do you want?	☐ Individual=16% ☐ Pair=28% ☐ Discussion=84% ☐ Project=4%	The students like if they are given an discussion activity.
	3	Related to *"Progressive Action (Present Continuous Tense)"* unit, what kinds of tasks activities do you want?	☐ Making sentences of Progressive Action=60% ☐ Reading about Progressive Action=48%	The students like if they are asked to make sentences of Progressive Action.
	4	Does the summary need to be put on *"Progressive Action (Present Continuous Tense)"* unit?	☐ Yes=92% ☐ No=8%	The students want summary to be put in Progressive Action unit.
	5	In relation to the learning *"Progressive Action (Present Continuous Tense)"* unit, what kinds of reflection do you want?	☐ Note taking =60% ☐ Presentation=48%	The students like if they are asked to note taking as a reflection.
	6	Does the glossary (words list) need to be put on *"Progressive Action (Present Continuous Tense)"* unit?	☐ Yes=96% ☐ No=4%	The students want glossary to be put in Progressive Action unit

In the part A, the students want instructional objectives to be put in Progressive Action unit, they like if given discussion activity, they like if asked to make sentences of Progressive Action, they want summary to be put in Progressive Action unit, they like if they are asked to note taking as a reflection

and they want glossary to be put in Progressive Action unit. Moreover, part B came into a conclusion as follows:

Table 2. Result of Questionnaire Part B

Part	Number	Question	Answer	Conclusion
B	7	If the material "*Progressive Action (Present Continuous Tense)*" based on Islam has been created, so what topics do you want?	☐ The Virtue of Studying=28% ☐ Helping Parents=24% ☐ Caring Environment=8% ☐ All of the topics=72%	The students want all of the topics in Progressive Action unit.
	8	What kind of "*Progressive Action (Present Continuous Tense)*" based on Islam that you have heard or read?	☐ Conversations=40% ☐ Exeriences=28% ☐ Stories=64% ☐ Readings=12%	The students heard more about stories of Progressive Action.
	9	Related to "Progressive Action (Present Continuous Tense)" what material of Islamic values do you want?	☐ The Virtue of Studying and The Verses of Al-Qur'an=28% ☐ Helping Parents and Al-Hadith=16% ☐ Caring Environment and The Pearl Words of Mufties=8% ☐ All of the materials=72%	The students want all of the material of Islamic values.

This part consisted of three questions; the students want all of the topics in Progressive Action unit, they heard more about stories of Progressive Action, and they want all of the material of Islamic values. Then, also the part C was found a data as follows:

Table 3. Result of Questionnaire Part C

Part	Number	Question	Answer	Conclusion
	10	What kinds of learning style do you like?	☐ Visual (Pictures, graphs,charts,etc)=52% ☐ Auditory (videos,discussions,etc)=36% ☐ Kinesthetic (plays, experiments,etc)=44%	The student's learning style, they like learning by using visual.
	11	In what way do you like to learn "*Progressive Action*	☐ Through playing games=16% ☐ Through practicing directly=20%	The students like to learn the material through playing

		(Present Continuous Tense)"?	☐	Through listening materials=32%	games, practicing directly and through listening materials.
			☐	All options=56%	
C	12	In relation to learn *"Progressive Action (Present Continuous Tense)"*, what kinds of learning preferences do you like?	☐	Texts=24%	The students like to learn by Text Pictures and Dialogues.
			☐	Pictures=20%	
			☐	Dialogues=16%	
			☐	All options=64%	
	13	In your mind, do you experience the following problems in learning English especially *"Progressive Action (Present Continuous Tense)"*?	☐	Lack of vocabulary knowledge=52%	The students most problem is lack vocabulary knowledge.
			☐	Uninteresting topic / bored material=16%	
			☐	Unfamiliar context=28%	
			☐	Uncommon word combination=28%	
			☐	Too many has the same meaning=36%	

Part C consisted of 4 questions, as a conclusion found that the student's learning style, they like learning by visual, 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.

Table 4. The List of Need Inventory

No	Questions	Answers
1	In your opinion, do the instructional objectives need to be put in Progressive Action unit?	The students want the instructional objectives to be put in Progressive Action unit.
2	Related to *"Progressive Action (Present Continuous Tense)"* unit, what kind of exercises activities do you want?	The students like if they are given an discussion activity.
3	Related to *"Progressive Action (Present Continuous Tense)"* unit, what kinds of tasks activities do you want?	The students like if they are asked to make sentences of Progressive Action.
4	Does the summary need to be put on *"Progressive Action (Present Continuous Tense)"* unit?	The students want summary to be put in Progressive Action unit.
5	In relation to the learning *"Progressive Action (Present Continuous Tense)"* unit, what kinds of reflection do you want?	The students like if they are asked to note taking as a reflection.
6	Does the glossary (words list) need to be put on *"Progressive Action (Present Continuous Tense)"* unit?	The students want glossary to be put in Progressive Action unit
7	If the material "*Progressive Action (Present Continuous Tense)*" based on Islam has been created, so what topics do you	The students want all of the topics in Progressive Action unit.

	want?	
8	What kind of "*Progressive Action (Present Continuous Tense)*" based on Islam that you have heard or read?	The students heard more about stories of Progressive Action.
9	Related to "Progressive Action (Present Continuous Tense)" what material of Islamic values do you want?	The students want all of the material of Islamic values.
10	What kinds of learning style do you like?	The student's learning style, they like learning by using visual.
11	In what way do you like to learn "*Progressive Action (Present Continuous Tense)*"?	The students like to learn the material through playing games, practicing directly and through listening materials.
12	In relation to learn "*Progressive Action (Present Continuous Tense)*", what kinds of learning preference do you like?	The students like to learn by Text Pictures and Dialogues.
13	In your mind, do you experience the following problems in learning English especially "*Progressive Action (Present Continuous Tense)*"?	The students most problem is lack vocabulary knowledge.

The Design of Content Materials

In this phase, a design of blue print was made (see appendix). 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:

Content Materials

The topic was form the basic competences 3.8 and 4.8 based on SMP/MTs syllabus, it leads 2 meetings from 3 topic (The Virtue of Studying, Helping Parents, Caring Environment). Each of the topics talk about the explanation of them and the using of simple present continuous tense.

The Primary Skill and the Flow of Skills

The primary skill was the major skill that was taught in a meeting. Therefore, the flow of skills was the skill flows 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, the learning process is started and finished with reading as the primary skill and the middle of the process there are writing and speaking skills that related with Progressive Action.

Learning Activities

The learning activities were using 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 and second meeting, the activities are described below:

Table 6. Learning Activities

Scientific Approach	Learning Activities
1) Observing	-The teacher asks students to observe simple present continuous tense on the book. -The teacher explains the material and gives example, students observe the explanation thoroughly.
2) Questioning	-The teacher gives another example and asks the students to mention some important points (the rules in using the simple present continuous tense).
3) Exploring	-The students are asked to make the sentences based on the examples that is nuanced Islamic individually and they must pay attention to the using of the suitable words and punctuation.
4) Associating	-The teacher asks the students to analyze and identify the sentences structure of the simple present continuous tense that they have made.
5) Communicating	-The teacher asks the students to present or read the sentences they have made before and they must pay attention about their speech, word stress and intonation.

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 teacher provided to motivate the students and to make them ready for studying. Type of activity is the type of the assignment or task given. It can be self-activity, pair activity, group, etc. The first meeting consisted of 6 activities, The next was text structure. It was the type or kind of structure or grammatical rules that used in that material like the tenses. The text structure was explained about Simple Present Continuous Tense, as shown below:

- She is memorizing Al-Qur'an every day.

- She is not memorizing Al-Qur'an every day.

- Is she memorizing Al-Qur'an every day?

The last learning instruction was glossary. Glossary was put in 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 students' need analysis was also been a resource to design the product especially in type of activity and the appearance of the product.

The Development of the Content Material

In this phase, the development material was made based on the blue print 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 3.8 and 4.8 based the syllabus of 2013 Curriculum.

The Result of the Product Design

The Result of Development of Expert Validation

This section showed some aspects on Progressive Action material. They included the aspect of material and the aspect of learning. Those aspects were discussed on the following.

a. *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.

b. *The Aspect of Learning*

The aspect of learning covered some aspects those were Suitability of basic competences 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.

c. *The Aspect of Graphics Feasibility*

This aspect consisted of four aspects, those are 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:

Table 7. Result of Validation Checklist

Item	Score (Expert 1&2)	Description
The Aspect of Materials		
1	4	Appropriate
2	4	Appropriate
3	4	Appropriate
4	4	Appropriate
5	4	Appropriate
6	4	Appropriate
7	4	Appropriate
8	4	Appropriate
9	4	Appropriate

10	4	Appropriate
11	3	Appropriate
The Aspect of Learning		
1	4	Appropriate
2	4	Appropriate
3	4	Appropriate
4	4	Appropriate
5	4	Appropriate
6	4	Appropriate
7	4	Appropriate
8	4	Appropriate
9	3	Appropriate
The Aspect of Graphics Feasibility		
1	4	Appropriate
2	4	Appropriate
3	4	Appropriate
4	4	Appropriate

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 synchronize the learning objectives, put the instructions on the material clearly, mended some grammatical errors, and the writing of the dialog must be bigger.

Discussion

This study aimed to integrate Islamic values into the Progressive Action materials from the basic competencies of 3.8 and 4.8 at the eighth-grade students of MTs Madani Pao-Pao. This development was carried out because the results of preliminary research showed that the English material in the textbooks used in the school was still far from integrating with Islamic values. Therefore, this shows that the material obtained by students at the school is not in accordance with their needs as students of Islamic Junior High School. In addition, KI 1 about spiritual competence that reflects religious competence also needs to be applied. Whereas the material taught to students should be suitable with their needs. Therefore, before developing the material, the researcher conducted a need analysis first.

This curriculum is based on the scientific approach. This scientific approach can help students in learning process, as stated by Machine (2014) that implementing scientific approach in the learning process can have a positive effect in 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). After developing the material, the experts validated the material using the validation checklist which contained the aspect of material, the aspects of learning and the aspect of graphics feasibility. After validating, the final result of the development of the

material contains the material of Progressive Action that is integrated with Islamic values, so that students will get both during the learning process. In addition, the researcher found that the materials which have been developed not only provided general knowledge of English, however it provided Islamic values that can be applied in daily life. 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.

To be the real Muslim, it must be able to apply the Islamic values in daily activities so that Islam is not only the identity but as the way of life that based on Al-Quran and As-Sunnah with the understanding of Salafussholeh. Allah *Subhanahu wata'ala* said in QS. Al-Baqarah: 208*, "O you who believe, enter all of you into Islam"*. In Tafsir As-Sa'di said that This is Allah's commandment to believers to enter "into Islam as a whole." That is, in all religious laws, they do not leave anything from it, and so that they are not like those who make their desires as their gods. If his lust is in line with what is prescribed, then he does it, but if it is contrary to it, then he leaves it. What is obligatory is to subdue his passions to Religion, and he does all good deeds with all his ability, and what he is unable to do, so he tries and intends to do it and reaches it with that intention. When entering into Islam as a whole, it is impossible and inconceivable to happen, except against the ways of Syaithan.

Being a kaffah Muslim in Islam there are already those who are the best role models, especially in morals and ethics, he is the Messenger of Allah, Muhammad *Shallallaahu 'alaihi wasallam,* Allah who has given that title in His word *"Indeed, the Messenger of Allah has been a good role model for you" (QS. Al-Ahzab: 21).*

So, that there is no longer any reason to imitate other humans. In the research on the integration of English language material, namely progressive action with Islamic values which specifically refers to ethics and morals, it is in accordance with the statement above, where the content of the material that has been developed includes how to interact in social life, namely with parents, friends, and environment. all that already exists and has been arranged very perfectly in Islam.

Muslims have experienced a heyday in the field of science. Interesting that this success and glory is based on the spirit of the holy book al-Qur'an. This matter not only recognized as true by Muslims, but also by board historians over from the United States, Marshall Hodgson. Among the verses that are seen as giving the spirit of high civilization towards Muslims is as follows: *"You are the best of people who call to good and leave all evil." (QS. Ali 'Imran: 110)*. Through this scientific progress, Muslims have experienced success civilization several centuries ago. Indeed Islam as a religion regulate human life to achieve happiness in this world and the hereafter. For In order to achieve prosperity, humans are not only equipped with Allah with reason given a revelation that serves to guide the journey of his life. Then in life in the Muslim world can experience success as mentioned in a well-known saying which means that *"Whoever wants the world, it must be with knowledge,*

whoever wants the hereafter, it must be with knowledge, and whoever wants both must also be with knowledge." (*Manaqib Asy Syafi'i*, 2/139).

English is a useful world science in this day and age because it is one of the international languages. Of course, if you use it for useful things, for example to preach and spread Islam internationally, it can also be useful in learning useful sciences, the majority of which are in English. Muslims who want to use it should be eager to learn English. This is a religious commandment so that we are enthusiastic in doing things that are beneficial for both this world and the hereafter. Rasulullah *Shallallahu 'alaihi wasallam* said, *"Be earnest (excited) to get what is useful for you and ask Allah for help (in all your affairs) and never feel weak." (HR. Muslim).*

Shaykh Muhammad Bin Salih Al-Utsaimin *Rahimahullah* explained that if it was the only wasilah da'wah at that time and at that place, then it is obligatory to learn English, *"Learning it is wasilah / means, if you need it as wasilah preaching to Allah, then the law is obligatory, if you don't need it then don't occupy your time with it, busy yourself with more important and useful things, and people have different needs for English." (Kitabul ilmi, Page 93, Darul Itqan Al-Iskandariyah).* Even Shaykh Al-Utsaimin *Rahimahullah* wished he could speak English to preach. He said: *"I dream, if only I could master English. Indeed, I see there is a very great benefit for da'wah to Allah" (Liqa' Al Bab Al Maftuh cassette no. 61).* Likewise the practice of the Prophet Muhammad *Shallallaahu 'alaihi wa sallam*, He ordered his companions to learn other languages to make it easier to preach. He ordered Zaid bin Thabit to study the language of the Jewish books. Zaid bin Thabit *RadhiAllahu 'anhu* said, *"The Prophet Muhammad Shallallaahu 'alaihi wasallam ordered me, then I studied the books of the Jews for him. He Shallallaahu 'alaihi wasallam said, "Indeed I - by Allah - do not feel safe with the Jews over my writings". So I also learned the Jewish language, and not until half a month then I have mastered the language. So I also wrote to the Prophet when He wrote, and I read to him if any writing was sent to him" (HR Abu Dawud no 3645 and stated by Shaykh Al-Albani as Hasan Sahih).*

Based on the statements above which are accompanied by arguments and also the words of the scholars, it is clear that science, especially English, is very important and useful for us to learn, especially if it can lead us to preach in the way of Allah. Through this scientific integration, namely English language material, especially progressive action and Islamic values, hopefully we can get both knowledge and be useful in the world of education, especially it can be applied in daily life.

CONCLUSION

Based on the findings and discussions, the researcher put the conclusion of this study that developing English material especially Progressive Action (Present Continuous Tense) from basic competence 3.8 and 4.8 must be according to the students' need. Because the textbook that used by students in MTs Madani Pao-pao still far from the term integrated with Islamic values, for example in terms of the cover there are pictures of women who do not wear the hijab, there are mixed images between men and women and also in terms of the content of the material that is more directed to

general material and few that describe Islamic values, besides the school is an Islamic Junior High School so that the materials need to be integrated with Islamic values such as the ethics with the parents, friends, environment, and the other human in the life. It includes how to communicate, interact and socialize with the others. Therefore, Progressive Action unit (Present Continuous Tense) with the topic "Competing In Charity" had been made and validated by the experts, so that it can be used as another reference in teaching the material of Progressive Action in Junior High School especially Islamic Junior High School.

1. Based on the students' needs in English teaching materials in the questionnaire, it consisted of three parts, they are the organization of material, the content of material, and the learner's characteristic. From all of the items, the students must answer 13 questions to know their needs.

2. While the design of the English teaching material, it was conducted after knowing the students' needs of the questionnaire that had been answered by the students. in this phase, the researcher design the blue print and it was divided into six components, they are the topic of each meeting, the content of materials, primary skill, the flow of skills, learning activities that is based on scientific approaches that consisted 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).

3. In the development of the content material, it was made based on the blue print that had been made. In this phase, the content material was made by integrating with Islamic values. The development was covering basic competences 3.8 and 4.8 based on the syllabus of 2013 curriculum.

4. The last is the result of the product design. It consisted of the result of the development of expert validation and the result of development and expert judgment suggestion. In the result of the development of expert validation, it consisted of the aspect of materials, the aspect of learning, and the aspect of graphics feasibility. These aspects that must be checked and validated by the expert's judgment.

During conducted this study, the researcher faced some obstacles, such as when collecting data, designing material, and consulting with the experts. The destiny of God, due to the pandemic situation and also most students do not have the internet facilities that support to be involved in this research some steps were not conducted in stages of ADDIE, like Implementation and Evaluation, so the product of the designed material was not implemented and evaluated to the students in the classroom directly, hence this study was very far from the expectations. Therefore, it is very hoped, the next researcher can continue and conduct this study and then apply all steps of ADDIE.

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