INTEGRATING ISLAMIC VALUES INTO THE DEVELOPMENT OF ORDERING, INVITATION, AND ASKING FOR PERMISSION UNIT

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ABSTRACT

This research was conducted to develop English teaching materials for students based on the 2013 curriculum, especially on basic competencies 3.4 and 4.4 about Ordering, Invitation, and Asking for Permission, for the eighth-grade students at MTs Madani Pao-Pao. The researchers used R&D with the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The types of data collection in this research were quantitative and qualitative. The researchers used questionnaires for students as instrument and used validation sheet for experts. The results indicated that the students' needs for English material of Ordering, Invitation and Asking for Permission unit are different, starting from the material organization, the content of the material and the characteristics of students. The English material used in *madrasah* is still general and it is not integrated with Islamic values. Therefore, "Let`s Break the Fast together" was chosen as the topic for the unit of Ordering, Invitation, and Asking for Permission based on the questionnaire. The product of English language material has been made and validated by the experts using a validation checklist, and the results of the validation checklist show that the material can be used as another references in learning Ordering, Invitation and Asking for Permission in junior high schools, especially in Islamic junior high schools. Therefore, the researchers recommend that the developed material can be used by eighth grade students in MTs Madani Pao-pao to improve their knowledge about Islamic phrases, and other researchers implement the product to evaluate its practicality and efficiency.

Keywords: Islamic Values, Ordering, Invitation, Asking for Permission

INTRODUCTION

In order to increase the success of students in the teaching and learning process, in the use of teaching materials itself, the teacher has an important role in choosing teaching materials. Textbooks are the teaching material that most often found in Indonesian schools. Based on the Regulation of the Minister of National Education Number 11 of 2005, it explains that books (handbooks) are mandatory references used in schools that contain

learning material in the context of increasing faith and piety, character and personality, ability to master science and technology, sensitivity, and aesthetic abilities, as well as physical and health potentials which are compiled based on national education standards.

Related to the role and use of the handbook. Currently, the handbook that is applied in schools is in accordance with the role and use of the handbook itself based on the applicable curriculum. As we know that public schools and *madrasah* have a slightly different vision and mission. *Madrasah* has their own characteristics which always prioritize morality and are sticking to the Qur'an and Hadith to teachers and students, both in the school environment and the material provided. In fact, based on the preliminary research, the English subject used by teachers at Madrasah Tsanawiyah Paopao still used general materials and it causes the teacher has limited time and references in developing Islamic-based material. Therefore, the researchers developed the ordering, invitation, and asking for permission unit by providing content of Islamic values material to be one of the teacher's references.

This research integrates Islamic values in learning which to determine the activities of Muslim students, to control their behavior for the benefit of their self as individuals, and to bring all students better in life not only in attitude but also in speech. As stated in Surah Al-Waqi'ah Verse 25:

$$\text{لَا يَسْمَعُوْنَ فِيْهَا لَغْوًا وَّلَا تَأْثِيْمًاۙ}$$

"...They do not hear in it vain words nor sinful words"

In Syaikh Abdurrahman bin Nashir as-Sa'di's interpretation of the meaning of this verse, he stated that in the heaven, it is full of pleasure. They will not hear vain words, neither will they hear words that have no benefit, nor will they hear sinful conversation, "but they only hear *Salam*," that is, they will only hear good words. That is because heaven is a place of good people, and there is nothing in it but all that is good. This shows that the inhabitants of Paradise have good manners in their conversations, and that what they speak is the best and the happiest words for the heart and the safest from all vanity and sin. We ask Allah for His bounty (heaven). Thus, the researchers expect that this research will be useful knowledge for others in the future as explained in the following hadith, Abu Huraira reported: The Messenger of Allah, peace, and blessings be upon him, said:

$$\text{إِذَا مَاتَ الْإِنْسَانُ انْقَطَعَ عَنْهُ عَمَلُهُ إِلَّا مِنْ ثَلَاثَةٍ إِلَّا مِنْ صَدَقَةٍ جَارِيَةٍ أَوْ عِلْمٍ يُنْتَفَعُ بِهِ أَوْ وَلَدٍ صَالِحٍ يَدْعُو لَهُ .}$$

"When the human being dies, his deeds end except for three: ongoing charity, beneficial knowledge, or a righteous child who prays for him."

According to Abdul Al-Subkiy, the work of books is more useful because it is stronger and more durable over time. As long as the knowledge is still being studied, as long as it is also the person who teaches it at the initial stage will get a reward that will be continuously entered into the record of his good deeds. If someone who composes a book for the reference of many people, as long as his book can benefit others, Allah will give rewards and rewards. Abdul said that Islam is very focused on the need to study, practice the knowledge learned and convey the knowledge to be used by others.

In this research, the researchers developed English learning material for eighth grade at MTs Tsanawiyah Pao-Pao based on basic competencies 3.4 and 4.4 with Ordering, Invitation and Asking for Permission by providing content of Islamic values in accordance with the applicable curriculum and syllabus. Certainly, creativity was needed in integrating Islamic values into the material so that the materials would be accepted and the students in *madrasah* still get the same knowledge as the students in public schools.

REVIEW OF LITERATURE

Ummajjah (2017) in her research "Designing an English Learning TextBook Nuanced Islamic Materials for PIBAS' Program in Alauddin State Islamic University Makassar" stated that it is necessary to develop teaching materials (textbook) English-based Islamic nuances highly aligned with the vision and mission of the Alauddin State Islamic University of Makassar particularly in view of the excellent programs PIBA. As well as known that it has not been a book patent that was used as a reference for teaching English material there. The tutors only used copies of some books or article leaflets to be distributed to the students. However, there are some things that need to fix one of them, making it more in line with the vision and mission of the Alauddin State Islamic University of Makassar.

Furthermore, Amelia (2012) conducted a research entitled *"Merancang Pembelajaran Bahasa Inggris Berbasis Pendekatan Islami"* who stated that effective teaching was fundamental in education process. It aims at developing excellent moral output. For Muslims, values of Islamic cover all aspects of life. Therefore, Islamic education is necessarily integrated into all instructional contents so students can fully develop their attitude accordingly. English is a necessary subject, but on the other-hand, it also teaches the idea of secularity which exists in English culture. Integrating Islamic values can be done through: 1) Adding exercises that reflect Islamic values in the topic being taught; 2)

Inserting Islamic names for people; 3) enclosing relevant Al-quran or hadits; and 4) Mixing some Islamic expressions related to the given topic.

Annisa & Hadijah (2017) stated in their research on "The Integration of Islamic Values in English Teaching and Learning Process at Model Palangka Raya" that the integration of values in teaching and learning process, to integrate the values can be carried out from planning, whilst activity and evaluation. There are four techniques that teachers implemented to integrate Islamic values in the teaching and learning process specifically in the lesson plan, the material, the process and the evaluation.

Related to the studies that have been done previously, the researchers developed Islamic-materials, and used the results of those previous research conducted as the references to assist the researchers in developing the materials. This research intends to incorporate religious value into the learning process that everything must be considered, especially in Islamic-schools.

METHOD

Respondents

The subjects of this research were students of class VIII MTs Madani Pao-Pao, totaling 198 students consisting of VIII A-VIII F, but the researchers only selected class VIII C which totaled 38 students to be the subject of the research. In addition, the English teacher at Madrasah Tsanawiyah Madani Pao-Pao and 2 experts in course material were also taken as the product assessment team.

Instruments

The researchers used questionnaires as instruments. The questionnaire was used to identify the learners' needs. The questionnaire was distributed by using google-form to the eighth-grade students of Madrasah Tsanawiyah Pao-Pao to conduct need analysis. The question deals with the eight student need points with the need to construct the English materials for the student. In addition, to find out validate of the product the researcher applied expert validation sheet that was addressed to the expert which bounded by three aspects, namely material aspect, learning aspect and graphics feasibility aspect that adapted from Anggraeni and Raden (2012).

Procedures

This research adopted ADDIE`s model. The procedures in developing the materials deal with the ADDIE model which provides five phases: First, in *analysis*, the researchers gathered the information by giving questionnaires to know the students' needs. Next, the researchers distributed the questionnaire. The second, *design phase* where English materials dealing with 3.4 and 4.4 competencies at the 2013 curriculum considering the

goals and objectives of the learning process. In this phase, the researchers designed the blueprint or materials framework of the organization materials, learning materials, contents, and assessment, then identified many sources to guide the researchers for designing English materials that were relevant with Ordering, Invitation and Asking for Permission materials covered in the 3.4 and 4.4 competences. The next phase is *development*. In this phase, the researchers developed the previous materials on the syllabus and produced the materials innovatively based on each of own basic competence on the syllabus. Next, the researchers validated the product to the experts to make sure whether the product is appropriate to the learners' needs as well as the goals and the objective of the course or not. The next phase is *implementation*; this phase deals with trying out the product, but the product was not implemented in the learning and teaching due to pandemic COVID-19. The last, *evaluation phase* was to measure the rate of quality of the materials. It measures the appropriateness of the developing materials. In this evaluation, the experts were involved to check the quality of the product. The type of evaluation used was summative evaluation which deals with the final evaluation of developed materials.

Data Analysis

In this research, the researchers used quantitative data and qualitative data analysis techniques. Researchers used quantitative data analysis techniques to analyze the data from students and experts. The researchers used need analysis and demand analysis to measure the validity of the products that have been developed. The data from the students' needs analysis were analyzed by calculating the highest percentage of the answers to the questionnaire. The highest percentage of each answer was considered to represent students' needs.

Arikunto in Kamelta (2013) pinned the scaling formula composed by Thorsten to calculate the data as follows:

$$P = f/N \ (100\%)$$

P : percentage (%)

F : frequency of respondent's answer

N : number of respondents

100 : fixed number

Then, in qualitative data analysis, there are three effective stages discussed by Miles and Huberman, namely data condensation, data display, and the final stage was a summary of conclusions which are all related during and after data collection was done. In the data condensation phase, the researchers obtained qualitative data from the subject by analyzing the material contained in the basic competencies being developed. In other word, this phase

replaced all irrelevant information based on expert judgment. The second phase, data display 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. The last phase, the researcher concludes based on the two previous phases that have been done where researchers set initial conclusion were found, then validated by experts for continued data collection.

The quantitative 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

The Analysis of Students' Needs of Islamic English Material

The student needs analysis phase was carried out to determine the extent to which students' needs for the material developed by the researchers, in this case integrating Islamic values into student handbooks which were still based on general material that has been used by students as teaching materials as a complimentary book. Therefore, this topic is focused on the research subject and the results of the analysis of student needs for the unit developed by the researcher which includes competencies 3.4 and 4.4. The result of the analysis of the need for learning material development based on students' questionnaire was consisted by 13 questions and bounded of 3 parts known as the organization of material, content of material and students' characteristics.

The Organization of Material

The organizing stage was a provision in the development of teaching materials that transferred to students in the classroom including the planning, prediction, and projection

stages of what has been done during learning activities including what is expected from the results of the learning process 100% students need to be put instructional objectives in learning. Then, in kinds of activity 25% students choose a task is given with individual, 37.5% prefer to be in pair, 31.3% students want to discussion (small group) in learn, meanwhile 6.3% students choose the project (big group). The next is kinds of task activity, around 21.9% students liked to write, 34.4% choose reading and 43.8% wanted to have speaking task. 87.5% students agreed summary need to be put and 12.5% choose not. Then, 31.3% students choose note taking as a reflection in learning and 68.8% prefer to presentation. And last, around 90.6% students want a word list to learn and some of them choose not.

The Content of Material

Content is the core of the teaching and learning process. The delivery of content can be done in various ways, either directly or indirectly, such as the internet, television, audio CDs, even now through cell phones. The content of the material plays a very important role in a learning activity because it describes the material received by students through a learning topic. 21.9% of students choose dawn-meal on the road as the topic of materials, around 50% of students prefer to Let`s break the fast together, and 28.1% choose to let`s pay an obligatory charity as the topics of materials. On the other hand, 15.6% of students admitted that they had heard the topic about Dawn-meal on the road, 28.1% choose to let's break the fast together, 36.5% for let's pay an obligatory charity, some of them admitted never.

Students' Characteristics

In knowing the characteristics of students, it is necessary to provide learning materials that are in accordance with the needs of students as well as to attract students' interest in learning. Teachers also need to understand the increase in student knowledge and also understand the problems and learning methods of students in class. the students mostly choose visual with a percentage of 50% they wanted to the presentation of the material given with visual, around 25% of students refer to auditory, and some of them choose kinesthetic. In the way to learn, 28.1% of the students choose to do playing games, 3.1% choose listening directly, 15.6% liked to do reading materials and 53.1% of the students choose I like all the choices (playing games, listening directly, and reading materials). Then, 18.8% of students choose to text and picture for learning preference, 12.5% preferred dialogues and half of the students in class choose I like all the choice. Last, the things that become problems in learning English, around 53.1% of students choose lack of vocabulary as their biggest problem, 12.5% choose uninteresting topics or boring materials, around

6.3% choose an unfamiliar context and uncommon word combination, meanwhile 15% of students choose too many have the same meaning in their problem in learning English.

The Result of Product Design

After needs analysis was carried out, the next step was to design a blueprint. Blueprints was used as guidelines for preparing learning activities, templates, content and assessment of learning materials. In designing blueprints there are aspects that must be considered, namely; the nseed for analysis from the feedback of the expert judgment and the students' questionnaire was used as the consideration in designing the contents of materials. Then for context analysis, researchers consider the characteristics of students in providing contextual material. The blueprint is also in line with the 2013 curriculum, where the core competencies and their contents have been modified according to the need`s analysis. The researcher focuses on increasing students' knowledge of Islamic English values in their daily life.

The blueprint consists of functions as a provider of information about the name of the unit under study, the basic competencies that have been predetermined by the government which regulates the 2013 curriculum learning system, Islamic values that provide a description of what Islamic values that will be accepted by students, learning objectives that provide details about the learning outcomes that students receive after studying the unit, input that displays information about learning tools and models that students accept, list of vocabulary that students receive. Learning activities that students accept as material and assignments, assessment was a standard aspect of teacher assessment of student performance when receiving material in class and time allocation was determining the learning schedule activities on each material from the related unit.

Units containing religious valuesthen represented through the title and applied contextually in the form of names, objects, expressions, etc. Learning objectives and inputs were sourced from basic competencies 3.4 and 4.4. Then it was modified in the student's context situation so that students can apply it in their daily life. In learning activities there seven kinds of activities that must be followed according to a blueprint that has been developed using the results of student questionnaires as material templates.

Observing, in training students to understand the materials with the pictures, text, or dialogue provided. Then, *Questions* in the form of simple question items that aim to find out the knowledge and thoughts of students about topics. *Exploration*, the main activities because students identified vocabulary and tenses followed by several activity in the given assignment. By *Associating* students are expected to be ready to make any text related to the topic through group discussions and present the results at the *Communicating* stage.

Furthermore, *Reflection*, this activity facilitates students to self-assess the extent to which students understand the material being studied and also reflect religious values. *Vocabulary lists* exist as changes in the form of vocabulary about related topics. Then a *Summary* was provided on the last pages of the unit

In addition, in designing blueprints, the researchers designed blueprint materials related to competencies 3.4 and 4.4 in the 2013 curriculum by considering the goals and objectives of the learning process based on student needs that have been obtained in the questionnaire. In line Ummajjah (2017) "Designing an English Learning TextBook Nuanced Islamic Materials for PIBAS 'Program stated that curriculum is one of the basic things that should not be overlooked when compiling a book-text. In the process, the curriculum becomes a philosophical foundation. In addition, the curriculum 2013 curriculum uses a scientific approach in which there are activities, namely observing, questioning, exploring, associating, and communicating (Kemendikbud, 2013).

The learning material used by the researchers is ordering, invitation, and asking for permission which contains Islamic elements that have fulfilled the social and linguistic functions of the basic competencies contained in the syllabus. Researchers also use pictures and provide examples that contain Islamic elements, according to what students need, and do not forget the aims and objectives of basic competencies. Researchers incorporate Islamic elements into the material such as replacing "hello" to *assalamualaikum*, goodbye to *waalaikumsalam* and so on.

The Result of Learning Materials Development

The topic in this material is let's break the fast together, so that the cover of the book shows a complete and harmonious family waiting to break the fast and the other side a pair of siblings who are far from their father and mother are also doing the same thing. Even though they are still enjoying Ramadan full of happiness. By paying attention to aspects such as material content, learning materials, and graphic feasibility aspects, researchers have developed learning materials and succeeded in producing outputs that are integrated with Islamic values according to students' needs by developing the material "let`s break the fast together" as a topic, also modifying the Islamic names of people, places and events for practice added, embedding the verses of the Qur'an and Hadith that relevant to the topics presented in the main material, using Islamic images, mixing Islamic phrases with relevant English expressions in the main material. This research is also in line Annisa & Hadija (2017) that there are three ways to integrate Islamic values in English and the teaching process. One of them is the integration of Islamic values and material development which is carried out in several ways such as: (a) adding exercises that reflect Islamic values on

the topics presented, (b) modifying the Islamic names of people, places and events (c) embedding the verses of the Qur'an in the appropriate material (d) mixing Islamic expressions and English expressions that are relevant to the subject matter.

The Result of Evaluation of Expert Judgment Suggestions

The questionnaire and materials were validated by two experts where Dr. H. Abdul Muis Said, M.Ed.,TESOL as the first validator, and Sitti Nurpahmi, S.Pd., M.Pd. as the second validator, as well as A. Fatmawati, S.Pd., the English teacher, as the third validator. This section showed some aspects on Obligation, prohibition and warning material. They included the aspect of material, the aspect of learning and the aspect of graphics feasibility. Those aspects were discussed on the following:

The Aspect of Materials

This aspect consist of thirteen aspect, those are 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.

The Aspect of Learning

In this aspect included some aspects those are 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.

The Aspect of Graphics Feasibility

The aspect of graphics' Feasibility had four aspects, those are: cover of the chapter, variations in the use of images, combined use of fonts and clarity of the colors used.

Table 1. The Result of the Validation Checklist Experts

Item	Score (Expert 1, 2 & 3)	Description
The Aspect of Materials		
1	3.3	Appropriate
2	3.3	Appropriate
3	3.3	Appropriate
4	3.3	Appropriate
5	3.6	Appropriate

6	3.6	Appropriate
7	3.6	Appropriate
8	3.6	Appropriate
9	3.6	Appropriate
10	3.6	Appropriate
11	4	Appropriate
The Aspect of Learning		
1	3.3	Appropriate
2	3.6	Appropriate
3	3.6	Appropriate
4	3.3	Appropriate
5	3.3	Appropriate
6	3.6	Appropriate
7	3.6	Appropriate
8	(Expert 1 dan 3) 3.5	Appropriate
9	(Expert 1 dan 3) 3.5	Appropriate
The Aspect of Graphics Feasibility		
1	4	Appropriate
2	3.6	Appropriate
3	3.6	Appropriate
4	3.6	Appropriate

Based on the theory of qualitative data analysis by Miles and Huberman in Fadilasari (2019), where the scale of the product validity level for the data that had been collected can be seen in the formation; 1 = very inappropriate, 2 = inappropriate, 3 = quiet appropriate, 4 = appropriate, and 5 = very appropriate

Based on the teaching materials that the researcher had developed, the experts stated that the product was finished quite well but still needed some improvement, especially in the grammar and punctuation. In addition, the experts also said that the content of the teaching materials was quite in accordance with the results of the analysis of student needs, the visuals of the material were also interesting and fun. In line with Tomnlinson (2012) in Ariana Amir (2019: 13) stated that one of some basic principles that should be considered in developing material is the teaching material that are prepared should be has a positive impact that can be learned. The impact of material can be seen from the effects on the learner such as their attraction, intention, and interest in the material.

The last stage, Evaluation of the material for this research was carried out by processing experts' judgment about related material because the implementation stage was not be able to conduct due to pandemic COVID-19. Then, the results of the material

developed was given to the English teacher of eighth grade at Madrasah Tsanawiyah Madani Pao-Pao.

CONCLUSIONS

The students' needs for English material, especially on Ordering, Invitation and Asking for Permission unit are different, starting from the material organization, the content of the material and the characteristics of students. The English material used in *madrasah* is still general and far from integrating Islamic values. The English material was developed based on the blueprint and questionnaire that had been distributed to students. Therefore, "Let`s Break the Fast together" was chosen as the topic for the unit of Ordering, Inviting and Asking for Permission based on the questionnaire. The product of English language material has been made and validated by the experts using a validation checklist, the results of the validation checklist show that the material can be used as another references in learning Ordering, Invitation and Asking for Permission in junior high schools, especially Islamic junior high schools. In addition, due to the condition of pandemic, this research did not conduct the implementation phase, therefore, it becomes the limitation of this research.

The researchers recommend that the developed material can be used by eighth grade students in MTs Madani Pao-pao to improve their knowledge about Islamic phrases. The researchers also recommend to the next researchers to continue this research especially in implementation phase as previously mentioned that due to the pandemic the product was not implemented and in evaluation phase, this research only evaluated the validity, whereas there are two left behind; practicality and efficiency.

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