

INTEGRATING ISLAMIC VALUES INTO THE DEVELOPMENT OF DAILY ROUTINE UNIT OF THE EIGHTH GRADE STUDENT AT MTs MADANI PAO-PAO

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ABSTRACT

This research aims at integrating Islamic Values into English material especially in basic competencies 3.7 and 4.7 about Daily Routine 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 used in the school was 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 the ADDIE model. It consists of need analysis, design, development, implementation, and evaluation. The procedures included analyzing materials needed by distributing questionnaires to the students and analyzing the basic competencies used, designing a blueprint of materials, and developing the English materials through the ADDIE model. In this research, the expert was involved to validate the product. There were two systematic aspects that they validated of the product: the aspect of the content/material and the aspect of learning. Therefore, the result indicated that based on experts' judgment as well as product development result, the developed basic competencies 3.7 and 4.7 about Daily Routine materials was applicable to be taught at the eighth-grade students of Junior High School as topics in English for them.

Keywords: Development, Islamic values, English material

INTRODUCTION

Islam requires every Muslim to follow the teachings of Islam which they believe in. Not only in terms of worship but we also have to hold fast to the teachings of Islam in all aspects of life including aspect of education.

One of the important components to create effectiveness in the learning process is learning material, Yaumi (2013: 273) stated that learning material is placed as a tool or means to achieve basic competencies and competency standards. According to Chinoda (1982: 48) in Ija and Kamsinah (2018), three components must be present to carry out the effectiveness of a learning process, namely: teacher, student, and material. There are many different English books provided by the government to provide the best way to help students in the learning process. Therefore, teachers

must be able to prepare and design learning materials so that students can focus on learning activities. Annurrahman (2010) in Farihah (2018) stated that during the learning process, learning problems were mostly related to learning material and learning resources. Therefore, appropriate learning materials would have a positive impact on student learning

Following Article 31 paragraph 3, this article explains the existence of government efforts through the national education system, whose objectives are not only limited to the intellectual life of the nation but also the process of increasing faith, piety, and glory. Furthermore, Article 31 paragraph 5 states that the Government's objective is through the development of science and technology while upholding the values of religion and national unity, which are oriented towards progress and civilization as well as the creation of human welfare.

Therefore, to realize one of the core competencies in the 2013 curriculum, namely spiritual competence that reflects religious competence and also to make Islamic values still exist in teaching English, we must integrate learning materials with Islamic values. Annisa and Hadija, S(2017) stated that language, culture, and local wisdom; religious values were inseparable so teaching English has to teach both language and local content. Integrating Islamic messages in teaching English can prevent students from getting confused.

Based on researchers' observation that had been conducted at Madani Islamic junior high school, the teacher said that the books used were general English books, the material of the teachings does not contain Islamic values. The teacher said that it would be better if the book contained Islamic values. Therefore, the researcher decided to provide a solution and would develop English teaching materials that were integrated into Islamic values. The researcher focused on developing material on KD 3.7 and KD 4.7 about "Daily Routine" from the 8th-grade student book at Madani Pao-Pao Islamic junior high school.

Based on the conditions and explanations above, the researcher conducted research entitled "Integrating Islamic Values into the Development of Daily Routine Unit for the Eighth Grade in MTs Madani Pao-Pao".

METHOD

Respondents

In this research, the researcher took a population in eighth grades students MTs Madani Pao-Pao class B which consists of 29 students in class B. The researcher also involved the experts as the product assessment team which consists of two lecturers and English teacher in the content of the course.

Instruments

Two kinds of instruments were used in this research. They were a questionnaire and validation checklist.

Questionnaire

The questionnaire was distributed to find out the target needs and the learning needs of the eighth grade of MT.s Madani Pao-Pao. In developing the needs analysis, there are three parts to compile the questionnaire :

- a. Organization of the learning material: instructional objectives, activities, summary, reflection time, and word list.
- b. Content of the learning material: topics
- c. Learners' Characteristic: learning style, and learning preferences.

Validation Checklist/ Expert Judgment

The second was the expert judgment/ validation checklist. It was proposed to a materials expert to know their opinion and suggestions about the developed materials. The validation checklist was adapted from *Anggraeni, Raden Roro Widya Puspita (2012)*. The organization of the questionnaire is divided into four parts as follows: Material aspect, learning aspect, graphics feasibility aspect, notes of errors and recommendations, comments and suggestions.

Procedures

First, This collection was conducted through a literature review of English material from the 2013 curriculum. Then the researcher reviewed the basic competencies here were 3.7 & 4.7, the researcher updated the teaching material by integrating the material into Islamic values.

Then, generally there are five phases of the ADDIE Model. While in this research the researcher only used three of the five phases. They are; the first stage is analysis, the researcher disseminates the questionnaire that has been made and also analyzed each component contained in each basic competency and how to present the material contained in the book and then make a table of analysis of the state of the book that was integrated into Islamic values.

In this phase, the researcher also analyzed the material content in the previous book and then integrated the material by the concept of Islamic values; the second stage was the design of materials, here the results of the questionnaire collected as one of the references in making this material, the research begun to compile materials and was adapted to Islamic values; the third stage was the development of material, researchers collected all the material that has been compiled and then develop the material into the subject matter based on the investigation and taking into account the results of the questionnaire answered by students.

FINDINGS AND DISCUSSION

Findings

The Result of Needs Analysis Phase

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 3.7 and 4.7 about Daily Routine were expected to be able to understand by the students. Firstly, the topic was designed and divided into two subtopics which were suitable with the amount of meeting learning. In other words, Daily Routine was developed into two topics. The first meeting showed Daily activity material and the second meeting showed the frequency of doing activities.

Secondly, every meeting had a core skill that was integrated inflows of skill that were arranged systematically. Then, learning activities that dealt with the 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, and group activity; the number amount of activities; text structure, and glossary. These materials were developed to provide suitable materials for the Eight grade students in 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. Furthermore, the second part consisted of two questions related to the content of materials. These questions have pointed to the topics of the material that apply 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.

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

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

Table 1. Result of Questionnaire Part A

Part	Number	Question	Answer	Conclusion
A	1	In your point of view, do instructional objectives need to be put in Daily Routine unit?	<input type="checkbox"/> Yes= 96.6% <input type="checkbox"/> No= 3.4%	The students want the instructional objectives to be put in Daily Routine unit
	2	Related to "Daily Routine" unit, what type of exercise activity do you want? (You can choose more than one item)	<input type="checkbox"/> Individual=41.4% <input type="checkbox"/> Project=13.8% <input type="checkbox"/> Pair=34.5% <input type="checkbox"/> Discussion =31%	The students like if they are given an individual activity
	3	Related to "Daily Routine" unit, what kinds of tasks activities do you want? (You can choose more than one item)	<input type="checkbox"/> Making sentence about Daily Routine =72.4% <input type="checkbox"/> Reading about Daily Routine=31%	The students like if they are asked to making sentences about Daily Routine
	4	Does the summary need to be put on "Daily routine" unit?	<input type="checkbox"/> Yes=62.1% <input type="checkbox"/> No=37.9%	The students want a summary to be put in Daily Routine unit
	5	In relation to the learning "Daily Routine" unit, what kinds of reflection do you want? (You can choose more than one item)	<input type="checkbox"/> Note taking =65.5% <input type="checkbox"/> Presentation =41.4%	The students like if they are asked to note-taking as a reflection
	6	Does the glossary (words list) need to be put on "Daily Routine" unit?	<input type="checkbox"/> Yes=86.2% <input type="checkbox"/> No=13.8%	The students want a glossary to be put in Daily Routine unit

In part A, the students want instructional objectives to be out in Daily Routine unit, they like if given individual activity, they like if asked to make sentences about Daily Routine, they want the summary to be put in Daily Routine unit, they liked if they were asked to note-taking as a reflection and they want glossary to be put in Daily Routine unit. Furthermore, part B concluded as shown in the table below.

Table 2. Result of Questionnaire Part B

Part	Number	Question	Answer	Conclusion
	7	If the material “ <i>Daily Routine</i> ” based on Islam has been created, so what topics do you want? (You can choose more than one item)	<input type="checkbox"/> I often read the Qur’an after Subuh prayer=62.1% <input type="checkbox"/> I often wake up at half past four=37.9% <input type="checkbox"/> I often help my friend in the school=34.5%	The students want The Importance of I often read the Qur’an after subuh prayer as a topic in Daily Routine unit
B	8	What kind of “ <i>Daily Routine</i> ” is based on Islam that you have heard or read? (You can choose more than one item)	<input type="checkbox"/> Conversations=31% <input type="checkbox"/> Experiences=13.8% <input type="checkbox"/> Stories=44.8% <input type="checkbox"/> Readings=41.4%	The students heard more about stories of Daily Routine unit
	9	Related to “ <i>Daily Routine</i> ” what Islamic values material do you want? (You can choose more than one item)	<input type="checkbox"/> Activities at school=41.4% <input type="checkbox"/> Activities at home=48.3% <input type="checkbox"/> Activities in the environment=69%	The students want activities in the environment material of Islamic values.

This part consisted of two questions; the students want I often read the Qur’an after Subuh Prayer as a topic in Daily Routine unit and they heard more about stories of Daily Routine, and they want activities in the environment material of Islamic values. Then also part C was found data as shown in the table below.

Table 3. Result of Questionnaire Part C

Part	Number	Question	Answer	Conclusion
	10	In relation to the learning style, do you like learning by using? (You can choose more than one item)	<input type="checkbox"/> Visual (Pictures, graphs,charts,etc)=51.7% <input type="checkbox"/> Auditory (videos, discussions, etc)=48.3% <input type="checkbox"/> Kinesthetic (plays, experiments, etc)=17.2%	The student’s learning style, they like learning by using visual.
	11	How do you like learning about “ <i>Daily Routine</i> ”? (You can choose more than one item)	<input type="checkbox"/> Through playing games=44.8% <input type="checkbox"/> Through practicing directly=41.4% <input type="checkbox"/> Through listening materials=51.7%	The students like to learn the material through playing games, practicing directly, and through listening materials.

C	12	In relation to learning “ <i>Daily Routine</i> ”, what kinds of learning material form do you want as your learning preference? (You can choose more than one item)	<input type="checkbox"/> Texts=51.7% <input type="checkbox"/> Pictures=55.2% <input type="checkbox"/> Dialogues=20.7%	The students like to learn by Text and Pictures.
	13	In your mind, do you ever faced the following problems in learning English especially “ <i>Daily Routine</i> ”? (You can choose more than one item)	<input type="checkbox"/> Lack of vocabulary knowledge =75.9% <input type="checkbox"/> Uninteresting topic / bored material=3.4% <input type="checkbox"/> Unfamiliar context=20.7% <input type="checkbox"/> Uncommon word combination =6.9% <input type="checkbox"/> Too many has the same meaning=20.7%	The students most problem is lack of vocabulary knowledge

Part C consisted of 4 questions, as a conclusion found that the students 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, should the instructional objectives need to be put in Daily Routine unit?	The students want the instructional objectives to be put in Daily Routine unit
2	Related to “ <i>Daily Routine</i> ” unit, what kind of exercises activities do you want?	The students like if they are given an individual activity
3	Related to “ <i>Daily Routine</i> ” unit, what kinds of tasks activities do you want?	The students like if they are asked to making sentences about Daily Routine
4	Does the summary need to be put on “ <i>Daily Routine</i> ” unit?	The students want summary to be put in Daily Routine unit.
5	In relation to the learning “ <i>Daily Routine</i> ” 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 “ <i>Daily Routine</i> ” unit?	The students want a glossary to be put in Daily Routine unit.
7	If the material “ <i>Daily Routine</i> ” based on Islam has been created, so what topics do you want?	The students want The Importance of I often read the Qur’an after subuh prayer as a topic in Daily Routine unit.

8	What kind of “Daily Routine” related to Islam have you heard or read about?	The students heard more about stories of Daily Routine unit.
9	Related to “Daily Routine” what material of Islamic values do you want?	The students want activities in the environment material of Islamic values.
10	In relation to the learning style, do you like learning by using?	The student’s learning style, they like learning by using visuals.
11	How do you like to learn about “Daily Routine”?	The students like to learn the material through playing games, practicing directly, and through listening materials.
12	Regarding “Daily Routine” learning, do you like studying the material by using?	The students like to learn by Text Pictures and Dialogues.
13	In your mind, have you ever faced the following problems in learning English especially “Daily Routine”?	The student's most problem is a lack of vocabulary knowledge.

The Design of Content Materials

Content Materials

The topic was from the basic competencies 3.7 and 4.7 based on SMP/MTs syllabus, it leads 2 meetings from 1 topic (I Often read the Qur’an after Subuh prayer). The first was to ask and tell about daily activity and the second was to ask and tell the frequency of doing activities.

Primary Skill and the Flow of Skills

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 were reading, writing, listening, and speaking.

In the first and the second meeting, the learning process was started and finished with reading and writing as the primary skill and in the middle of the process, there were speaking and listening skills that related to Daily Routine.

In the first meeting, the learning process is started and finished with reading and writing as the core skill. In the middle of the learning process in activity 1, the students were asked to practice the dialogue. It means, indirectly the student use speaking skill. In activities 2, 3, 5, and 6 the students were asked to answer the questions, match the picture to the phrases, fill the timetable, and write the student activity. It means, indirectly the students will use writing skill. In activity 4, the students listen to the speaker and repeat the phrases in activity 3. It means, in this activity the students using listening skill and using speaking skill indirectly.

In the second meeting, the learning process is started and finished with reading as the core skill. In the middle of the learning process in activity 7, the students were asked to match the pictures to the right sentences. It means the students using reading skill indirectly. In activity 8, the students were asked to listen and observe the adverb of frequency of doing activities. It means the students using listening skill indirectly. In activities 9 and 10, the students were asked to make a group of four

and present the group result in front of the class. It means that the students using speaking, listening, and writing skills indirectly.

Learning Activities

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

In the first meeting, the activities are described below:

Table 5. Learning Activities Meeting 1

Scientific approach	Learning activities
Observing	-The teacher asked students to observe Daily Routine material on the book. -The teacher explained the material and give examples, students observe the explanation thoroughly.
Questioning	-The teacher gives another example and asked the students to mention some daily activities. - The teacher asks the students to answer the question based on the comic in activity 1
Exploring	-The students were asked to match the pictures to the phrases about Daily Routine that were nuanced Islamic individually.
Associating	-The teacher asked students to make time table with students' activities
Communicating	-The teacher asked the students to make a story about students' activities based on the examples that are nuanced Islamic values and then present or read the story they have made before.

In the second meeting, the activities are described below:

Table 6. Learning Activities Meeting 2

Scientific approach	Learning activities
Observing	-The teacher asked students to observe the other adverbs frequency and examples that had been presented in the book thoroughly.
Questioning	-The teacher asked the students to match the pictures to the right sentences
Exploring	-The teacher asked about the other adverb of frequency of doing daily routine
Associating	-The teacher asked the students to make a group and make a conversation to ask about students' work plans with the students' families.
Communicating	-The teacher asked the students to present the result that they had made before in front of the class.

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. The type of activity was the type of assignment or task given. It can be self-activity, pair activity, group, etc.

Moreover, the amount of activity was the total of the activity given in each meeting. The first meeting consisted of 6 activities, and the second meeting had 4 activities. The first meeting was about kind of Muslims' activities, such as; reading the Qur'an, Prayer, take a water ablution, etc. The second meeting had presented the frequency of doing activities, such as; every day, every week, once a day, etc. The last learning instruction was a glossary. A glossary was put at the end of the chapter.

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 competencies 3.7 and 4.7 based on the syllabus of the 2013 Curriculum.

Figure 1. The Materials that have been Developed

Chapter VIII
 I Often Read The Qur'an After Subuh Prayer

Do you have the same activities that you do everyday? What are they? Here in this chapter you will learn about the daily activities that most people do from waking up in the morning to going to bed in the evening. Also, you will learn how often people do those activities in a week or in a month.

In this chapter you will learn :

1. How to ask and tell daily activity
2. How to ask and tell the frequency of doing activities

Basic Competencies

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).

4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Learning Objectives

- Student can ask and tell their daily activity.
- Student can ask and tell the frequency of daily activity.

Meeting 1
Observing
Activity 1
 Read the comic strip below and practice the dialogue with your partner!

1. You never come late to school anymore Abdullah. What time do you usually wake up?
 Abdullah: I usually wake up at half past five.

2. Father: The mosque had the new mosque after school in prayer? Abdullah: Yes, I don't. After school prayer I usually read the Qur'an. Father: How often?
 Abdullah: Every day.

3. Father: Do you read Qur'an by yourself?
 Abdullah: Yes, I read Qur'an in the kitchen while he washes his hand.

4. Father: Does your sister Aifah follow you to read the Qur'an?
 Abdullah: No, she doesn't. She usually helps my mother to cook our breakfast, and she usually reads the Qur'an every afternoon.
 Father: What about?

Questioning
Activity 2
 Answer these question based on the comic strip in activity 1

1. What time does Abdullah wake up?
2. Does Abdullah read the Qur'an by himself?
3. What do Aifah and Mum do in the kitchen?
4. How about you? What time do you usually wake up?
5. What do you usually do after Subuh prayer?

Daily Activity
Exploring
Activity 3
 Look at the phrases in the box and the pictures below, match the pictures to the correct phrases!

- Reading the Qur'an
- Prayer
- Mutual cooperation
- Sweeping the room
- Clarity
- Kissing parents' hands
- Praying before sleep
- Cleaning the bed
- Take a water ablution
- Going to the mosque
- Helping father
- Helping mother to cook

Daily Activity

Activity 4
 Listen to your teacher and repeat!

Associating

Activity 5
 Fill in this daily routine time table with your activities!

Time	Activity
In the Morning	
At Noon	
In the Afternoon	
In the Evening	

Communicating

Activity 6
 Write your own daily activities on your notebook like the example below! You can use your dictionary or ask your teacher.

This is my daily activity on the weekend. I usually wake up at half past four. My Dad makes me up, I get up then we take Subuh prayer together. After that, I clean my bed. Then, I go to the bathroom and I take a bath. After that, sometimes my mother calls me to the dining room. There, my mother and my sister usually cook our breakfast. When everything is ready, we eat our breakfast together. Before breakfast I usually lead to read prayer before eating. After eating my sister usually help my mother wash the dishes, and I join my father to help a citizens clean the mosque. we usually start it at 08.00 - 10.00 am. After that, we go home.



5

Daily Activity

Word List

1. Always : Selalu
2. Usually : Biasanya
3. Often : Sering
4. Sometimes : Kadang-kadang
5. Hardly ever : Hampir tidak pernah
6. Never : Tidak pernah
7. In the morning : Di pagi hari
8. at noon : Di siang hari
9. in the afternoon : Di sore hari
10. in the evening : Di malam hari

Reflection time
 Make a reflection on a cardboard, write down your opinion about the material, the inspiration you get, what you understand and what you find difficult to understand.

Reflection

6

Meeting 2

Observing and Questioning

Activity 7
 Match the pictures to the right sentences! Draw the line!





They usually take a prayer together

He sometimes reads the qur'an

She washes the clothes sometimes

He often helps other people

He sometimes calls to prayer in mosque

She always kisses parents' hands before going to school





Exploring

Activity 8
 Observe the other adverbs of frequency below

Every	Day Week Morning Month Year	
Once	a	Day
Twice		Week
Three times/days		Month
Five times/days		Year

Mondays, Sundays, Saturdays, etc. - every Monday, every Sunday, Every Saturday

7

Daily Activity

Associating

Activity 9
 In a group of four, ask and answer about your family's work plan. Then, fill in the table below. Listen to the example.

What do you usually do with your family in a week?

We usually read the qur'an together after Subuh prayer, then we clean the house together.

How often do you read the qur'an?

I read the qur'an every morning after Subuh prayer.

Activities	Me	My friend (1)	My friend (2)	My friend (3)
Berdia'kan qur'an	Bersekolah atau membantu orang	Bersekolah atau membantu orang	Tidur a week	Orang a week

Communicating

Activity 10
 Present your group's table in front of the class!

8

The Result of the Product Design

The Result of Development of Validation Checklist for Expert

This section showed some aspects of Daily Routine 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, the 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

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 results of the validation checklist from the experts were :

The first validator showed that the aspects of the material and learning developed have been appropriate, as well as the aspect of the feasibility of graphics also have been appropriate but still need improvement in some certain aspects.

The second validator showed that the aspects of the material developed had been appropriate, but the researcher still has to pay attention to the Clarity of the language used and the Clarity of the information on the illustration image. In the learning aspect, the researcher must pay attention to variations in the delivery of information in the explanation of conceptual material and practice/task. In the aspect of graphic feasibility, product presentation had been assessed as appropriate but still needs improvement in variations in the use of images.

And the third validator showed that the three aspects of validation in the material developed had been appropriate, the material was good enough, and the language can be understood easily.

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 but still needs some improvement. Apart from that, the expert also said that the content of teaching materials was easy to understand. 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 research aims to integrate Islamic values into the Daily Routine from the basic competencies of 3.7 and 4.7 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 showed that the material obtained by students at the school was not by their needs as students of Islamic Junior High School. Besides, KI 1 about spiritual competence that reflects religious competence also needs to be applied. Whereas the material taught to students should be suitable for their needs. Therefore, before developing the material, the researcher conducted a need analysis first.

This curriculum was based on the scientific approach. After developing the material, the experts and the teacher 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 Daily Routine that was integrated with Islamic values so that students got both during the learning process. In addition, the researcher found that the materials which have been developed not only provided a general knowledge of English, however provided Islamic values that can be applied in daily life.

The integration of Islamic values into science also means a union between science and religious knowledge through various forms of facilities and role models in learning. It is intended that when students study science, they not only increase their knowledge but also have implications for increasing awareness so that students are closer to their God and can improve their morals.

CONCLUSIONS

Based on the need analysis, the researcher got the result of content material based on the syllabus were Daily Routine Unit had two topics, every meeting had a core skill and flows skill, learning activities deal with the scientific approach, and learning instruction referring to pre-study; the type of activities consisted of individual, pair, and group activity; the number amount of activities; text structure, and glossary. The result of need analysis of expert judgment suggestion, the questionnaire was accepted and validated it was relevant and applicable for the students. The result of need analysis of developing learning materials based on the student questionnaire, the students' need three stuff. They are to identify the organization materials, the content materials, and learners' characteristics.

The result of the second research question is the researcher made a blueprint as created in the appendix (see appendix 6). The blueprint consists of several components. they are the topic of each meeting, the content of the material, the main skills, the flow of skills, learning activities based on a scientific approach which consists of five approaches (observing, asking questions, gathering information, associating, and communicating), and finally, learning instruction which consists of five parts (pre-study instruction, type of activity, number of meeting activities, text structure and glossary).

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 competencies 3.7 and 4.7 based on the syllabus of the 2013 Curriculum.

Based on the development material, the experts stated that the material was good enough, proper, 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.

The last, this research has many weaknesses. The phase of the ADDIE model was not done perfectly. From the five-phase of the ADDIE model, the researcher only did 3 of the five-phase.

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