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by Andi Tenrisanna Syam

Designing English Syllabus for Islamic Education Study Program at IAIN Palopo

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ABSTRACT

This research aimed to design the English syllabus for first semester students of the Islamic Education Study Program at IAIN Palopo. Based on the observation in June 2019, the researcher found several problems from the previous syllabus, such as the syllabus used general English, not specific English; the syllabus served a little portion of the discussion on topics of students' needs and interests of Islamic Education. The research design used in this research was Research and Development (R&D) utilized the 4D model. It consists of defining, designing, developing, and disseminating. The procedures included analyzing English materials needed by the students of the Islamic Education study program then design the syllabus. The designed English syllabus for students of the Islamic Education study program at IAIN Palopo includes learning goals, learning material, learning methodology, learning indicators, and learning media. The product was tried out to the second semester of students of the Islamic Education study program at IAIN Palopo. The instruments were used in this research were questionnaires for need analysis and observation sheets for three expert validators and students' perception. In this research, three experts were involved in order to validate the product. There were five systematic aspects that they validate of the product: Format Syllabus, Syllabus Content, Language and Writing, and Time allocation. Therefore, the result indicated that based on the experts' validation as well as try-out design result, the product of this research was appropriate to be applied for students of the Islamic study program in the first semester as the primary syllabus for the English course.

Keywords: Design, Syllabus, English for Islamic Education.

INTRODUCTION

English as a foreign language (EFL) teaching is considered to be a compulsory subject at IAIN Palopo where the students have to pass four until six credits of English course before graduation especially for non-English Department. EFL consists of two categories, including English for General Purposes (EGP) and English for Specific Purposes (ESP). EGP defined as an English teaching that teaches overall English competence to the students where needs cannot be readily specified. Whereas ESP refers to an English teaching in which all the content and the method are given based on the students' needs. Based on the observation by the researcher, Islamic Education Study Program is one of the non-English departments at IAIN *(Institut Agama Islam Negeri)* Palopo which learn English for three semester or six credits. This study program changed over from applying EGP to ESP for English course named English for Islamic Education. It is especially intend to meet particular instructional objectives such as to enable students reading English text, writing an English paper, listening an English speech, making presentation end etc. that is relevant with the students' field of study i.e Islamic Education. However, the

existing syllabus mostly deals with the general English that gives a little portion of the discussion on topics of students' need and interest about Islamic Education. It can be inferred that Islamic Education study program at IAIN Palopo did not have a suitable syllabus for this course yet. An appropriate syllabus is an important item in teaching and learning considering syllabus consists of learning activities and objectives. According to Cooper and Cuseo (1989) "a good syllabus has been cited in a survey of 200, administrators, and students as the element most often contributing to successful college teaching". In that way, syllabus can be defined as a list of plan that is arranged before initiating a course. Related to the delimitation of the problem, the researcher formulated the research question as follows: What is the appropriate syllabus for Islamic Education Study Program students of IAIN Palopo? Based on the formulation of the problem, the researcher determined the objective of the research was to design an appropriate English syllabus for Islamic Education Study Program students of IAIN Palopo.

METHODS
Research Design

This research is categorized as Research and Development (R & D) method. R & D is a research method which can be used to produce a particular product and test the effectiveness of the product. In producing the product, the researcher firstly identified the needs (using survey which is qualitative in nature), develops a product, and then tests the effectiveness of the product (using an experiment). The product can be in the form of a syllabus, a model, a pattern, a procedure, a book, a module, a package, or a program. It is also be able to be used to develop the existing product. In this research method, the researcher would identify the learners' needs, design a product, try-outs the effectiveness of the instructional materials, and disseminates the product. In this study, the researcher will design a syllabus by utilizing 4-D model which is developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel.

Research Procedure
In this study, 4-D model has four main phases such as:

1. Defining

In this phase, the researcher collected the information about the learners' needs for learning English. The information was about target needs (needs, lacks, and wants) and learning needs (activities and setting). The researcher also did interview with the English lecturer, Islamic lecturers' and the alumnus of Islamic Education Study Program for additional information about the learners' needs. This analysis was used by the researcher to determine the suitable English syllabus for the Islamic Education Study Program Students of IAIN Palopo.

2. Designing

In this phase, the researcher designed the product based on the result of learners' need analyses. The researcher designed a product which refers to an English syllabus based on defining phase previously.

3. Developing

In this phase, the researcher developed the English syllabus based on the experts 'and users' validity as well as the result of try-out. In this step, the researcher developed the product with good validities from three experts' judgments (Curriculum developer, Islamic Education lecturer/Islamic material expert, English lecturer/English material expert) and the users (learners). It purposed to get some feedback which revises the syllabus based on them. In this phase, the materials that had been designed and developed will be revised again as a final draft of the product.

4. Disseminating

The product that had been developed and revised based on the judgments previously would be disseminated in this phase. It would be published trough seminar, social media, journal, etc. for supporting disseminating.

Location and Time of the Research

This research was conducted at State Islamic Institute of Palopo, South Sulawesi especially for students of Islamic Education Study Program. It was conducted on June 2019- June 2020.

Subject and Object of the Research

The Population in this research was all the students at the first semester, Islamic Education Study Program, Tarbiyah and Teacher Training Faculty, they are five classes in the class of 2018 with amount of students is 181. The sample of this research was 70 students that had been conducted by using random sampling technique.

Technique and Data Collection Instrument

1. Interview, the researcher did some interviews with Islamic students and Islamic Education teachers. The interviews are used to collect the information about target need (goal in learning English).
2. Questionnaires, the questionnaires items consists of some target needs (necessity, wants, lacks)and target needs that was spreaded through google form.

Data Analysis Techniques

1. Interview, the result of interview had been analyzed by using descriptive qualitative method.
2. Questionnaire, the conducted data from the needs analysis questionnaire, which are distributed to the learners in need assessment phase, is described based on the answers that the learners choose to represent their needs. The result of this need assessment questionnaire will be calculated using the following formula.

$$X = \frac{\sum x}{N} \times 100\%$$

X = the mean
$\sum x$ = the number of the students who have the same answer
N = the total number of the students

After calculating the mean score of each material topic, the researcher would define them as an appropriate English syllabus for Islamic Education

Table 3.1: Classification Students' Perception about the Syllabus Materials

Score	Percentage	Qualification	Classification
3,6 – 4	90% - 100%	Excellent	Can be used without revision
2,6 - 3,5	65% - 89%	Good	Can be used with a little bit revision
1,6 - 2,5	40% - 64%	Fairly	Can be used with much revision

0 - 1,5	0% - 39%	Poor	Cannot be used yet

RESULTS

1. The Result of Interview

There were two items of the questions used as interview guide: (1) in your opinion, how important is English for Islamic Education? and (2) Explain your reason of the answer of the first question. There were several statements about these questions as representative answered of Islamic students:

"I think English is very important to learn because it is an international language because if we want to continue our study abroad, we will need English for study and communication"

"English is very important to us because it will help us to delivered Islamic speech around the world. Without knowing English, it is impossible to do it considering English is a worldwide language"

2. The Result of Need Analysis Questionnaire

a. Target Need

1) Need

The first question of needs was about the Islamic students' goal in learning English. The results were 25% of students chose to use English for teaching Islamic Education, 48% of students chose to use English for helping them to understand Islamic Education material references (oral and written) that served in English, 13% of students chose to use English for delivering Islamic speech, and 29% of students chose to use English for assisting them in further education.
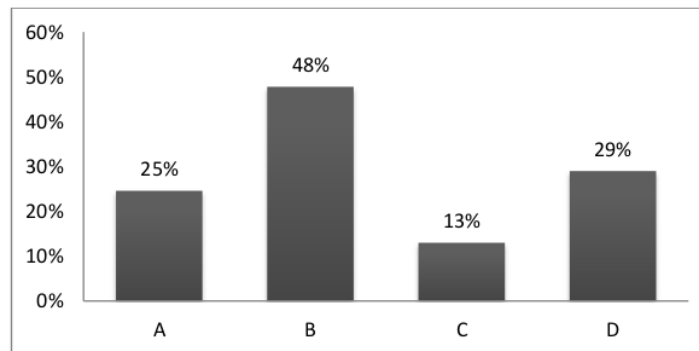

Figure 4.1: the Islamic students' goal in learning English

b. Lacks

For the question number 3, it was about Islamic students TOEFL scores. Based on the answer, 93% of students had not ever taken a test at all. The rest, 1% of students

obtained >500 of TOEFL scores; 1% of students again obtained 451-499 of TOEFL scores; and 4% students obtained < 424 of TOEFL scores.
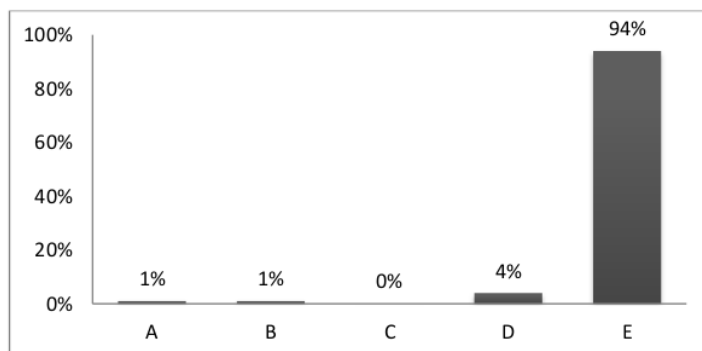

Figure 4.2: Islamic students TOEFL score

c. Wants

The following question is about *Aqidah/*Islamic belief topic that is interesting for the students to study in the English for Islamic Education course. There were 80% of students chose *Ilahiah*, namely discussion of something related to ilah (God) such as the form of Allah, the names of Allah, and the attributes of Allah, and others; 38% of students chose *Nubuwah*, which is a discussion of everything related to prophets and messengers including talk about the books of Allah, miracles and so on; 20% of students chose *Ruhaniah*, namely the discussion of everything related to the metaphysical realm, such as angels, jinn, devils, demons and spirits; and 25% of students chose Sam'iyah, which is a discussion of everything that can only be known through sam'i namely the proof of naqli in the formof the Koran and as-Sunnah, such as the realms of barzakh, afterlife, grave doom, and so on.
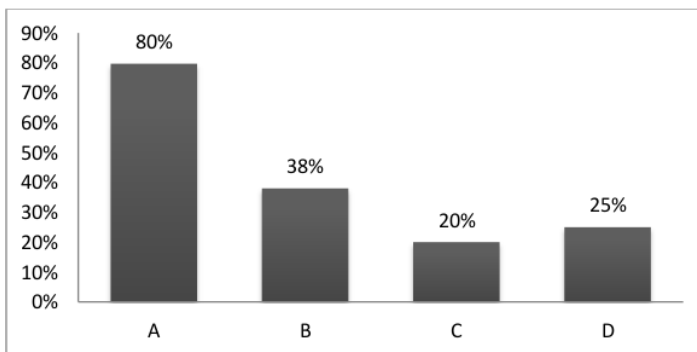

Figure 4.3 :Students preferred Islamic topic

b. Learning Needs
1) Activities
The next question was about the right sequence for learning English in students' opinion. There were 48% of stduents chose the sequence of listening, speaking, reading, writing; 36% of students chose the sequence of listening, reading, speaking, writing; 9% of students chose the sequence of speaking, listening, reading, writing; and 10% of students chose the sequence of speaking, reading, writing, listening.
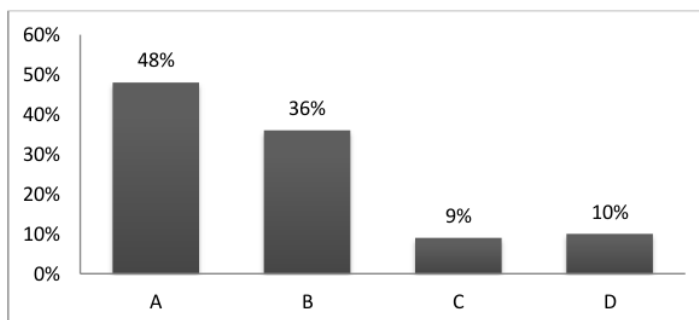

Figure 4.3 :Sequence English activities

2) Setting
The next question was about preferred English task activities by the Islamic students.There were 29% of students chose individual task, 29% chose pairing task, and 62% chose grouping of 3-5 task.
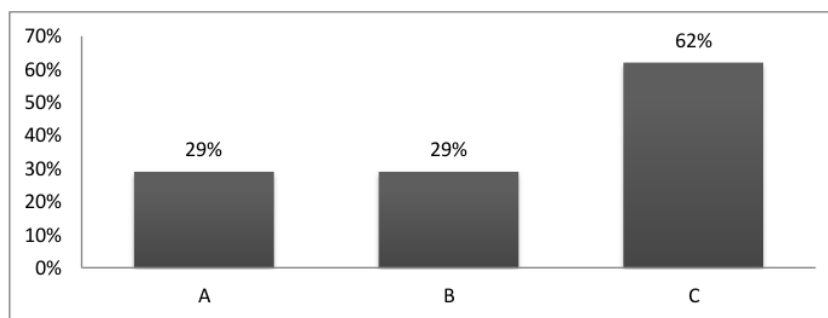

Figure 4.4: Students preferred task activities

3) Additional information
The last question again was not a multiple choice questions. It was about the required things by Islamic students in order to improve their English skills. Most of the students answered that they need more vocabulary and how to pronounce it.

c. The Result of Designed Syllabus
Based on the result of need analysis above and refers to Indonesian National Qualification Framework, the result of the designed syllabus as follows:

	RENCANA PEMBELAJARAN SEMESTER (RPS) PROGRAM STUDI PENDIDIKAN AGAMA ISLAM INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO				
MATA KULIAH	**KODE**	**RUMPUN**	**BOBOT (SKS)**	**SEMESTER**	**TANGGAL PENGESAHAN**
BAHASA INGGRIS UNTUK PENDIDIKAN ISLAM	-	-	2	1	-
OTORISASI	**Dosen Pengembang RPS**	**Koordinator RMK**		**Ka PRODI**	
	-	-			

CAPAIAN PEMBELAJARAN	**CP-Prodi/ CPL** 1. **(N1)** Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius 2. **(P3)** Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja. 3. *(P5)* Menguasai pengetahuan dasar-dasar keislaman sebagai agama *rahmatan lil 'alamin* 4. **(KU.1)** Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam kontek pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya; 5. **(KU.2)** Mampu menunjukkan kinerja mandiri , bermutu dan terukur. 6. **(KU.11)** Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja. 7. **(KU.12)** Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif (creativity skill), inovatif (innovation skill), berpikir kritis (critical thinking) dan pemecahan masalah (problem solving skill) dalam pengembangan keilmuan dan pelaksanaan tugas di dunia kerja. 8. **(KK.6)** Menerapkan pengetahuan dan keterampilan teknologi informasi dalam konteks pengembangan

	keilmuan dan implementasi bidang keahlian secara efektif dan berdaya guna.
	Capaian Pembelajaran Mata Kuliah (CPMK) 1. Mahasiswa mampu mengemukakan Rukun Islam dan Rukun Iman menggunakan Bahasa Inggris. 2. Mahasiswa mampu memahami dan menjelaskan tata cara (*how to do something*) thaharah dan shalat menggunakan Bahasa Inggris. 3. Mahasiswa mampu mengemukakan aktivitas positif sebagai seorang muslim di kehidupan sehari-hari menggunakan Bahasa Inggris. 4. Mahasiswa mampu mendeskripsikan (*describing*) tokoh-tokoh Islam inspiratif menggunakan Bahasa Inggris. 5. Mahasiswa mampu membuat biografi singkat tokoh-tokoh Islam inspiratif menggunakan Bahasa Inggris. 6. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan upaya membangun generasi Islami. menggunakan Bahasa Inggris. 7. Mampu membuat rencana (*planning*) menggunakan Bahasa Inggris. 8. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan pengamalan Rukun Iman menggunakan Bahasa Inggris. 9. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan kisah teladan rasul ulul azmi menggunakan Bahasa Inggris. 10. Mahasiswa mampu memberi nasihat tentang amar ma'ruf nahi mungkar menggunakan bahasa Inggris 11. Mahasiswa mampu mengemukakan hal-hal yang halal dan haram (dilakukan dan dikonsumsi) bagi umat islam menggunakan Bahasa Inggris. 12. Mahasiswa mampu mengemukakan pendapat tentang Pendidikan Islam di Indonesia menggunakan Bahasa Inggris.
Deskripsi Singkat MK	Mata kuliah Bahasa Inggris untuk PAI ini merupakan mata kuliah bidang studi pada program S-1 Program Pendidikan Agama Islam dengan status mata kuliah wajib. Mata kuliah ini diberikan kepada mahasiswa semester 1 dengan bobot mata kuliah 2 SKS. Mata kuliah ini membahas mengenai penggunaan Bahasa Inggris (*basic*) dalam pembelajaran Pendidikan Islam. Ketrampilan yang diajarkan meliputi keterampilan mengucapkan kata dalam bahasa Inggris, mendengar, berbicara, membaca, dan menulis. Sedangkan komponen bahasa pendukung ketrampilan berbahasa yang diajarkan adalah kosa kata dan tata bahasa. Seluruh ketrampilan dan komponen berbahasa tersebut disajikan dalam setiap pertemuan secara terintegrasi agar mahasiswa benar- benar memiliki kemampuan yang mumpuni setelah lulus.

Bahan Kajian	1. Kosa kata yang berkaitan dengan Rukun Islam, Rukun Iman, tharah, sholat, aktivitas postif sebagai seorang muslim, tokh-tokoh islam inspiratif, upaya membangun generasi Islami, kisah teladan rasul Ulul Azmi, Amar Ma'ruf Nahi Mungkar, hal-hal yang haram dan halal, dan pendidikan Islam di Indonesia. 2. *The five pillars of Islam* 3. *The six pillars of faith* 4. *to do (do,did, does)* 5. *to be (am, is, are) + verb-ing* 6. *to be (am, is, are) + ANA (Adjective, Noun, Adverb)* 7. *to have.* 8. *will+ verb I* 9. *active and passive voice* 10. *Question word (5W+1H)* 11. *asking and giving advice* 12. *showing prohibition* 13. *asking and giving opinion*
Pustaka	**Utama :** 1. DarwisDjamaluddin. 2010. *English for Islamic Studies*. Bandung: PT. RajagrafindoPersada. 2. Arsyad,Azhar.2013. *Dasar-dasar Penguasaan Bahasa Inggris*. Yogyakarta: PUSTAKA BELAJAR 3. Fadzlillah, N. A., Man, Y. B. C., Jamaludin, M. A., Rahman, S. A., & Al-Kahtani, H. A. (2011). Halal food issues from Islamic and modern science perspectives. In *2nd International Conference on Humanities, Historical and Social Sciences* (Vol. 171, pp. 59-163). 4. Zaenab, S. (2019). FAMILY'S MESSENGERS STORIES OF ULUL AZMI IN THE QURAN (A THEMATIC INTERPRETATION). Website: 1. Wikihow.com **Pendukung :** Book:

	1. Suherman.2016. *Top Grammar*. Pare Kediri Jawa Timur: CV. Resonansi Ilmu 2. English for Islamic Religious Education Students (Fikry) Website: 1. Youtube.com 2. Theislamicummah.org 3. Muslimconverts.com
Media Pembelajaran	**Perangkat Lunak:** Slide Powerpoint, Internet, E-Learning, Video, Audio **Perangkat Keras:** Laptop, LCD.
Tim Teaching	
Mata Kuliah Syarat	Mata Kuliah Wajib

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran [Estimasi Waktu]	Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Mahasiswa mengetahui Mekanisme perkuliahan, proses pembelajaran, dan penilaian		-	Ceramah Tanya jawab (100 menit)	**Kontrak Perkuliahan**	-
II	1. Mahasiswa memahami konsep *pronoun* dan *verb* 2. Mahasiswa mengetahui kosa kata *verb* yang berkaitan dengan	1. Mampu mengidentifikasi *pronoun* dan *verb* dalam sebuah kalimat atau paragraf. 2. Mampu memahami	1. Ketepatan mengidentifikasi *pronoun* dan *verb* dalam sebuah kalimat atau paragraf. 2. Ketepatan dalam	Task-based Learning (100 menit)	**Pengamalan Rukun Islam (I)**	5%

	pengamalan rukun Islam 3. Mahasiswa mengetahui 5 Rukun Islam dalam Bahasa Inggris.	makna kosa kata *verb* yang berkaitan dengan pengamalan rukun Islam 3. Mampu mengemukakan 5 Rukun Islam menggunakan Bahasa Inggris.	menerjemahkan dan menggunakan kosa kata *verb* yang berkaitan dengan pengamalan rukun Islam 3. Ketepatan dalam mengemukakan 5 Rukun Islam menggunakan Bahasa Inggris.		
III	Mahasiswa memahami penggunaan *to do*	Mampu menggunakan *to do* dalam menjelaskan tata cara thaharah dan shalat.	Ketepatan menggunakan *to do* dalam menjelaskan tata cara thaharah dan shalat.	Task-Based Learning (100 menit)	**Pengamalan Rukun Islam (II)**	10%
IV	1. Mahasiswa mengetahui kosa kata *verb* yang berkaitan dengan aktivitas positif sebagai seorang muslim 2. Mahasiswa memahami konsep *verb-ing* 3. Mahasiswa memahami	1. Mampu memahami makna kosa kata *verb* yang berkaitan dengan aktivitas positif sebagai seorang muslim 2. Mampu menggunakan *to be (am, is ,are) + verb-ing* dalam mengemukakan aktivitas positif	1. Ketepatan dalam menerjemahkan dan menggunakan kosa kata *verb* yang berkaitan dengan aktivitas positif sebagai seorang muslim 2. Ketepatan menggunakan *to be (am, is ,are) +*	Task-based Learning (100 menit)	**Muslim**	10%

	penggunaan *to be (am,is ,are) + verb-ing*	sebagai seorang muslim	*verb-ing* dalam mengemukakan aktivitas positif sebagai seorang muslim		
V	1. Mahasiswa mengetahui kosa kata *verb* yang berkaitan dengan upaya membangun generasi Islami. 2. Mahasiswa memahami konsep *will + verb I*	1. Mampu memahami makna kosa kata *verb* yang berkaitan dengan upaya membangun generasi Islami. 2. Mampu menggunakan *will+verb I* dalam mengemukakan hal-hal yang berkaitan dengan upaya membangun generasi Islami.	1. Ketepatan dalam menerjemahkan dan menggunakan kosa kata *verb* yang berkaitan dengan upaya membangun generasi Islami. 2. Ketepatan dalam menggunakan *will+verb I* dalam mengemukakan hal-hal yang berkaitan dengan upaya membangun generasi Islami.	Task-based Learning (100 menit)	**Generasi Islami**	10%
VI	1. Mahasiswa memahami konsep *Adjective, Noun*, dan *Adverb* 2. Mahasiswa mengetahui kosa kata *Adjective, Noun*, dan	1. Mampu mengidentifikasi *Adjective, Noun*, dan *Adverb* dalam sebuah kalimat atau paragraf. 2. Mampu memahami	1. Ketepatan mengidentifikasi *Adjective, Noun*, dan *Adverb* dalam sebuah kalimat atau paragraf.	Task-based Learning (100 menit)	**Tokoh Islam Inspiratif (I)**	10%

	Adverb yang berkaitan dengan tokoh-tokoh Islam inspiratif.	makna kosa kata *Adjective, Noun*, dan *Adverb* yang berkaitan dengan tokoh-tokoh Islam inspiratif.	2. Ketepatan menerjemahkan dan menggunakan kosa kata *Adjective, Noun*, dan *Adverb* yang berkaitan dengan tokoh-tokoh Islam inspiratif.		
VII	1. Mahasiswa memahami penggunaan *to be (am, is, are)* + ANA (*Adjective, Noun, Adverb*) 2. Mahasiswa memahami penggunaan *to be (was, were)* + ANA (*Adjective, Noun, Adverb*)	1. Mampu menggunakan *to be (am, is, are)* + ANA (*Adjective, Noun, Adverb*) dalam mendeskripsikan tokoh-tokoh Islam inspiratif. 2. Mampu menggunakan *to be (was,were)* + ANA (*Adjective, Noun, Adverb*) dalam menceritakan biografi singkat tokoh-tokoh Islam inpiratif	1. Ketepatan menggunakan *to be (am, is, are)* + ANA (*Adjective, Noun, Adverb*) dalam mendeskripsikan tokoh-tokoh Islam inspiratif 2. Ketepatan menggunakan *to be (was,were)* + ANA (*Adjective, Noun, Adverb*) dalam menceritakan biografi singkat tokoh-tokoh Islam inspiratif.	Task-based Learning (100 menit)	**Tokoh Islam Inspiratif (II)**	10%
VIII			**UTS**			

IX	*1.* Mahasiswa memahami konsep *verb II* dan *verb III* 2. Mahasiswa mengetahui kosa kata *verb I, verb II*, dan *verb III* yang berkaitan dengan tokoh-tokoh Islam inspiratif.	1. Mampu mengidentifikasi *verb I, verb II*, dan *verb III* dalam sebuah kalimat atau paragraf. 2. Mampu memahami makna kosa kata *verb I, verb II*, dan *verb III* yang berkaitan dengan tokoh-tokoh Islam inspiratif.	1. Ketepatan mengidentifikasi *verb I, verb II*, dan *verb III* dalam sebuah kalimat atau paragraf. 2. Ketepatan dalam menerjemahkan dan menggunakan kosa kata *verb I, verb II*, dan *verb III* yang berkaitan dengan tokoh-tokoh Islam inspiratif.	Task-based Learning (100 menit)	**Tokoh Islam Inspiratif (III)**	5%
X	1. Mahasiswa memahami penggunaan *did* 2. Mahasiswa memahami penggunaan *to have*	1. Mampu menggunakan *did* dalam menceritakan biografi singkat tokoh-tokoh Islam inpiratif 2. Mampu menggunakan *to have* dalam menceritakan biografi singkat	1. Ketepatan menggunakan *did* dalam menceritakan biografi singkat tokoh-tokoh Islam inpiratif 2. Ketepatan menggunakan *to have* dalam menceritakan	Task-based Learning (100 menit)	**Tokoh Islam Inspiratif (IV)**	10%

		tokoh-tokoh Islam inipiratif	biografi singkat tokoh-tokoh Islam inipiratif			
XI	1. Mahasiswa mengetahui 6 Rukun Iman dalam Bahasa Inggris. 2. Mahasiswa memahami penggunaan *active and passive voice*	1. Mampu mengemukakan 6 Rukun Iman menggunakan Bahasa Inggris. 2. Mampu menggunakan *active and passive voice* dalam mengemukakan hal-hal yang berkaitan dengan pengamalan Rukun Iman.	**1.** Ketepatan dalam mengemukakan 6 Rukun Iman menggunakan Bahasa Inggris. **2.** Ketepatan menggunakan *active and passive voice* dalam mengemukakan hal-hal yang berkaitan dengan pengamalan Rukun Iman.	Task-based Learning (100 menit)	**Pengamalan Rukun Iman**	5%
XII	1. Mahasiswa mengetahui kosa kata yang berhubungan dengan Rasul ulul azmi 2. Mahasiswa memahami penggunaan 5W+1H	1. Mampu memahami makna kosa kata yang berhubungan dengan Rasul ulul azmi 2. Mampu menggunakan 5W+1H menuliskan poin-poin penting dari kisah teladan	1. Ketepatan menerjemahkan dan menggunakan kosa kata yang berhubungan dengan Rasul ulul azmi 2. Ketepatan menggunakan	Task-based Learning (100 menit)	**Rasul Ulul Azmi**	10%

		Rasul ulul azmi 3. Mampu meceritakan kisah teladan Rasul ulul azmi	5W+1H menuliskan poin-poin penting dari kisah teladan Rasul ulul azmi 3. Kemampuan meceritakan kisah teladan Rasul ulul azmi dalam struktur kalimat yang baik dan benar.			
XIII	1. Mahasiswa mengetahui kosa kata yang berhubungan dengan amar ma'ruf nahi mungkar 2. Mahasiswa memahami penggunaan ungkapan *asking and giving advice* dalam pengamalan amar ma'ruf nahi mungkar	1. Mampu memahami makna kosa kata yang berhubungan dengan amar ma'ruf nahi mungkar 2. Mampu menggunakan ungkapan *asking and giving advice* dalam pengamalan amar ma'ruf nahi mungkar	1. Ketepatan menerjemahkan dan menggunakan kosa kata yang berhubungan dengan amar ma'ruf nahi mungkar 2. Ketepatan menggunakan ungkapan *asking and giving advice* dalam pengamalan amar ma'ruf nahi mungkar	Task-based Learning (100 menit)	**Amar Ma'ruf Nahi Mungkar**	5%
XIV	1. Mahasiswa	1. Mampu memahami	1. Ketepatan	Task-based	**Halal dan Haram**	5%

	mengetahui kosa kata yang berhubungan dengan sesuatu yang halal dan haram dalam Islam. 2. Mahasiswa memahami penggunaan ungkapan *showing prohibition* dalam mengemukakan sesuatu yang halal dan haram dalam Islam.	makna kosa kata yang berhubungan dengan sesuatu yang halal dan haram dalam Islam. 2. Mampu menggunakan ungkapan *showing prohibition* dalam mengemukakan sesuatu yang halal dan haram dalam Islam.	menerjemahkan dan menggunakan kosa kata yang berhubungan dengan sesuatu yang halal dan haram dalam Islam. 2. Ketepatan menggunakan ungkapan *showing prohibition* dalam mengemukakan sesuatu yang halal dan haram dalam Islam.	Learning (100 menit)		
XV	1. Mahasiswa mengetahui kosa kata yang berhubungan dengan Pendidikan Islam di Indonesia. 2. Mahasiswa memahami penggunaan ungkapan *asking and giving opinion*	1. Mahasiswa memahami makna kosa kata yang berhubungan dengan Pendidikan Islam di Indonesia. 2. Mampu menggunakan ungkapan *asking and giving opinion* dalam berdiskusi	1. Ketepatan menerjemahkan dan menggunakan kosa kata yang berhubungan dengan Pendidikan Islam di Indonesia. 2. Ketepatan	Task-based Learning (100 menit)	**Pendidikan Islam di Indonesia**	10%
	dalam berdiskusi tentang Pendidikan Islam di Indonesia	tentang Pendidikan Islam di Indonesia	menggunakan ungkapan *asking and giving opinion* dalam berdiskusi tentang Pendidikan Islam di Indonesia			
XVI	UAS					

Palopo, ...
Dosen Penyaji,

(..)

DISCUSSION

The designed syllabus as the product of this research was designed by using 4D (Defining, Designing, Developing, and Disseminating) models research method. It also utilized ESP (English for Specific Purposes) approach in designing the syllabus. The procedures in designing an ESP syllabus are related to 4D models procedures, it is conducting students' needs before designing a syllabus. However, in designing syllabus, the researcher related needs' analysis result with the valid curriculum in Islamic Education study program i.e. INQF (Indonesian National Qualification Framework). Finally, as the result of Experts' Validation and students' perception in try-out, the designed syllabus of English for Islamic Education are appropriate with the students.

CONCLUSION

The English syllabus that is appropriate with the students includes several components:
a. Learning goal of English for Islamic Education is to communicate both oral and written using English in as Islamic students and Islamic Education teacher,

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b. Learning materials: English Material is basic English and vocabulary including part of speech, auxiliary verb (to be, to do, to have, and modals), question words, active and passive voice, asking and giving advice, showing prohibition, and asking and giving opinion. Islamic Material including the five pillars of Islam, the six pillars of faith, how to perform *thaharah* and Islamic prayer, inspirational Islamic figure, Ulul Azm prophet, *Amar ma'ruf nahi mungkar*, *haram* and *halal,* and Islamic education in Indonesia,

c. Learning Methodology is task-based learning,

d. Learning Media are picture, video, and social media.

    The expert validation for the designed syllabus and students' perception about the material are excellent means can be used in learning English for Islamic Education for the first semester students.

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