DEVELOPING ENGLISH TEACHING MODULE INTEGRATED WITH ISLAMIC VALUES IN ISLAMIC ELEMENTARY SCHOOL

A Magister Thesis

Submitted to Fulfill the Requirements for A Master's Degree in English Educational Study Program (M.Pd)

IAIN PALOPO

Submitted by

NURFADILAH N
2205040013

**POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF PALOPO
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ii

THESIS APPROVAL

Master's Thesis entitled "Developing English Teaching Module Integrated with Islamic Values In Islamic Elementary School" written by Nurfadiah N, Student Identification Number 2205040013, student of the IAIN Palopo Postgraduate Tadris English Language Study Program, which has been examined in the MUNAQASYAH session of the research on Wednesday, 11th of September 2024, which coincided with 7 Rabiul Awal 1446 H, and accepted as a requirement for obtaining a Master's degree in the field of Tadris English Language (M.Pd).

Palopo, 4th October 2024

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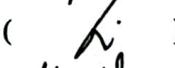
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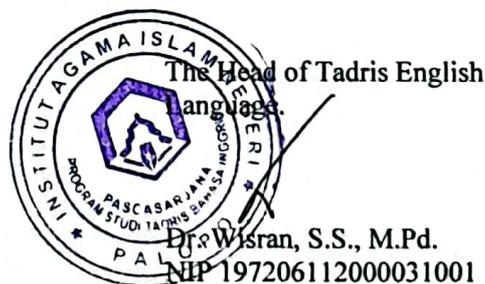
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ABSTRAK

Nurfadilah N, 2024. *Pengembangan Modul Ajar Bahasa Inggris yang Terintegrasi dengan Nilai-nilai Islami di Sekolah Dasar Islam*. Tesis Program Studi Tadris Bahasa Inggris Program Pascasarjana Institut Agama Islam Negeri Palopo. Dibimbing oleh Rustan S. and Sukirman.

Tesis ini membahas tentang pengembangan modul ajar yang mengintegrasikan materi bahasa inggris dengan nilai-nilai islam untuk siswa sekolah dasar. Penelitian ini bertujuan menghasilkan modul ajar Bahasa Inggris yang sesuai dengan Kurikulum Merdeka untuk kelas 4 SD Islam dengan menggunakan metode Research and Development (R&D) dengan pendekatan model ADDIE, yang meliputi lima tahap: analisis, desain, pengembangan, implementasi, dan evaluasi. Pada tahap analisis, kebutuhan dan karakteristik siswa dinilai untuk memastikan modul memenuhi persyaratan yang relevan. Desain modul dikembangkan berdasarkan hasil analisis untuk memastikan keselarasan dengan Kurikulum Merdeka dan nilai-nilai Islam. Modul divalidasi dan direvisi pada tahap pengembangan, kemudian diimplementasikan di kelas dengan umpan balik positif dari guru. Evaluasi dilakukan secara formatif dan sumatif untuk menilai efektivitas modul dari segi kesesuaian materi, integrasi nilai-nilai Islam, dan relevansinya dengan kebutuhan siswa. Hasil evaluasi menunjukkan bahwa modul ini merupakan sumber ajar yang praktis, efektif, dan konsisten dengan prinsip Kurikulum Merdeka. Kesimpulan dari penelitian ini menunjukkan bahwa modul ajar yang dikembangkan telah berhasil memenuhi kebutuhan pembelajaran siswa sekaligus mendukung penerapan nilai-nilai Islam dalam proses belajar mengajar. Namun, untuk meningkatkan keberlanjutannya, disarankan dilakukan pengawasan berkelanjutan, pelatihan guru terkait penggunaan modul, serta adaptasi berkelanjutan berdasarkan umpan balik dari siswa dan guru di masa mendatang.

Kata kunci: Modul Ajar Bahasa Inggris, Penelitian dan Pengembangan, Nilai-Nilai Islam.

Diverifikasi oleh UPB

ABSTRACT

Nurfadillah N, 2024. *Developing English Teaching Module Integrated with Islamic Values in Islamic Elementary School.* Thesis of Postgraduate English Education Study Program, the State Islamic Institute of Palopo. Supervised by Rustan S. and Sukirman.

This thesis discusses the development of a teaching module that integrates English language materials with Islamic values for elementary school students. This research aims to develop an English teaching module that aligns with the *Kurikulum Merdeka* (free curriculum) for 4th-grade Islamic elementary schools, using the Research and Development (R&D) method with the Analyse, Design, Develop, ADDIE model approach, that consists of five stages: analysis, design, development, implementation, and evaluation. During the analysis stage, the needs and characteristics of the students were assessed to ensure the module meets relevant requirements. The module design was built based on the result of the analysis to ensure alignment with the *Kurikulum Merdeka* and Islamic values. The module was subsequently validated and revised during the development stage and then was implemented in the classroom, receiving positive feedback from teachers. Finally, the evaluation was conducted both formatively and summatively to assess the module's effectiveness in terms of material appropriateness, the integration of Islamic values, and its relevance to the student's needs. The evaluation results indicate that the module is a practical, effective teaching resource, consistent with the principles of the *Kurikulum Merdeka*. The conclusion of this study shows that the developed teaching module has successfully met students' learning needs while supporting the implementation of Islamic values in the teaching and learning process. However, to improve sustainability, continuous supervision is recommended, along with teacher training related to the use of the module, and continuous adaptation based on feedback from students and teachers in the future.

Keywords: English Teaching Module, Research and Development, Islamic Values.

Verified by UPB

ملخص الرسالة

نورفاديلة ن، 2024 . تطوير وحدة تدريس اللغة الإنجليزية المدمجة بالقيم الإسلامية في المدارس الابتدائية الإسلامية. رسالة ماجستير في برنامج تدريس اللغة الإنجليزية للدراسات العليا، الجامعة الإسلامية الحكومية بالوبو. بإشراف رستان س. وسُكِرمَن.

إن تطوير وحدة تدريسية تدمج مادة اللغة الإنجليزية بالقيم الإسلامية لطلاب المدارس الابتدائية الإسلامية أمر ضروري. يهدف هذا البحث إلى إنتاج وحدة تدريسية للغة الإنجليزية تتوافق مع منهج "مرديكا" للصف الرابع في المدارس الإسلامية الابتدائية، باستخدام منهج البحث والتطوير (R&D) مع اتباع نموذج "أدي (ADDIE) "الذي يشمل خمس مراحل: التحليل، التصميم، التطوير، التنفيذ، والتقييم. في مرحلة التحليل، تم تقييم احتياجات الطلاب وخصائصهم لضمان أن الوحدة تلبي المتطلبات ذات الصلة. تم تصميم الوحدة بناءً على نتائج التحليل لضمان توافقها مع منهج "مرديكا" والقيم الإسلامية. تم التحقق من صحة الوحدة وتعديلها في مرحلة التطوير، ثم تم تنفيذها في الفصول الدراسية مع تلقي ردود فعل إيجابية من المعلمين. تم إجراء التقييم بشكل تكويني وختامي لتقييم فعالية الوحدة من حيث ملاءمة المادة، دمج القيم الإسلامية، ومدى توافقها مع احتياجات الطلاب. أظهرت نتائج التقييم أن هذه الوحدة تعد مصدراً تعليمياً عملياً وفعّالاً ومتسقاً مع مبادئ منهج "مرديكا". وخلص البحث إلى أن الوحدة التدريسية التي تم تطويرها نجحت في تلبية احتياجات الطلاب التعليمية ودعم تطبيق القيم الإسلامية في عملية التعليم والتعلم. ومع ذلك، لضمان استدامتها، يوصى بإجراء مراقبة مستمرة، وتدريب المعلمين على استخدام الوحدة، والتكيف المستمر بناءً على ردود فعل الطلاب والمعلمين في المستقبل.

الكلمات المفتاحية: وحدة تدريس اللغة الإنجليزية، البحث والتطوير، القيم الإسلامية، تدريس اللغة الإنجليزية، المدرسة الابتدائية الإسلامية.

تم التحقق من قبل وحدة تطوير اللغة

CHAPTER I

INTRODUCTION

A.   Background

Curriculum development is essential for adapting to advancements in science, technology, and future needs. In Indonesia, this has led to the introduction of the Merdeka Curriculum. Under this curriculum, teachers can select learning tools that align with students' needs and characteristics, which aims to make learning more accessible and less burdensome for students. However, implementing this new curriculum presents challenges for teachers, who may need more training on the new policies. This gap in training could significantly affect the success of the Merdeka Curriculum in enhancing student learning outcomes. Furthermore, one of the difficulties faced by teachers in implementing the Merdeka Curriculum is the difficulty in designing lesson plans.[1]

Providing appropriate learning devices to enhance the quality of meaningful and engaging learning is crucial. These devices are tools or resources educators develop to support the learning process. Effective learning, aligned with desired outcomes, starts with designing or preparing lesson plans that guide the instructional activities. The lesson plan affected the teaching and learning process in class.[2] The design of lesson plans by presenting the latest innovations and

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[1] Jitu Halomoan Lumbantoruan and Melda Rumia Rosmery Simorangkir, "Kesulitan Guru dalam Mengimplementasikan Kurikulum Merdeka Belajar Materi Matematika di Sekolah Menengah Pertama (SMP)" 12, no. 1 (2023): 1459–73.

[2] Diah Puji Nali Brata, Edy Setiyo Utomo, and Sukardi Sukardi, "The Analysis of Students' Attitudes Construction Based on Pancasila Profile to be Integrated with Teacher's Lesson Plan in Junior High School in Pandemic Era," *Proceedings of the 2nd International Conference on Education and Technology (ICETECH 2021)* 630, no. ICETECH 2021 (2022): 313–20, https://doi.org/10.2991/assehr.k.220103.045.

creative learning methods makes students enthusiastic about participating in learning.[3] However, the lesson plans in the Merdeka curriculum are now replaced by teaching modules as an alternative to more comprehensive learning planning tools, known as Lesson Plan Plus (*RPP* Plus).[4]

Although often considered the same, lesson plans and teaching modules significantly differ in content.[5] The difference can be seen from its completeness, where teaching modules are more comprehensive compared to RPP. Teaching module components can be adapted to the subject and its needs where teachers are given the freedom to develop components in the teaching module according to the environmental context and learning needs of students, but at least contain learning objectives, learning steps (including learning media), assessments, information, and other learning references.[6]

The concepts offered by the Merdeka Curriculum teaching module is the freedom given to teachers or future teachers in creating learning.[7] The Merdeka curriculum teaching module can be regarded as an implementation of the Flow of

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[3] Doni Hamdani, "Pengaruh Desain Rencana Pelaksanaan Pembelajaran (RPP) Terhadap Minat Belajar Siswa Jurusan Otomatisasi dan Tata Kelola Perkantoran (OTKP) Di SMK Negeri 1 Kadipaten," *Jurnal Pendidikan Manajemen Perkantoran* 7, no. 2 (2022): 175–84, https://doi.org/10.17509/jpm.v7i2.46296.

[4] dan Teknologi Republik Indonesia. Kementerian Pendidikan, Kebudayaan, Riset, "Apa Itu Perangkat Ajar?," Merdeka Mengajar, 2024, https://pusatinformasi.guru.kemdikbud.go.id/hc/id/articles/7211744742425-Apa-Itu-Perangkat-Ajar.

[5] Utami Maulida, "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka Utami Maulida," *TARBAWI: Jurnal Pemikiran Dan Pendidikan Islam* 5, no. 2 (2022): 130–38; Nurdinah Hanifah, Isrok'atun, and Dadan Djuanda, "Perspektif Guru Sekolah Dasar Dalam Pengembangan Perangkat Ajar Pada Kurikulum Merdeka," in *Seminar Nasional Sosial Sains, Pendidikan, Humaniora (SENASSDRA)*, vol. 2, 2023, 173–82.

[6] Irmaliya Izzah Salsabilla, Erisya Jannah, and Juanda, "Analisis Modul Ajar Berbasis Kurikulum Merdeka," *Literasi Dan Pembelajaran* 3, no. 1 (2023): 33–41.

[7] Cindi Arjihan et al., "Kesulitan Calon Pendidik Dalam Mengembangkan Perangkat Pembelajaran Pada Kurikulum Merdeka," *PTK: Jurnal Tindakan Kelas* 3, no. 1 (2022): 18–27.

Learning Objectives (*ATP*) developed from the Learning Outcomes (*CP*) with the Pancasila Students Profile as the target, aiming to ensure students not only academically proficient but also capable of applying the values of Pancasila wherever they are.[8] In the teaching module, teachers should be able to develop learning plans, content, and evaluations by the Ministry of Education, Culture, and Research guidelines related to learning outcomes according to the learning phase. The government has provided learning devices such as teaching modules or RPP Plus and textbooks for teachers and students on the official Merdeka Mengajar platform that can be used or modified according to students' needs.

The teachers' ability to design teaching modules using the Merdeka Curriculum is surprisingly low.[9] Although teachers have participated in various workshops in terms of planning, teachers still rely on existing teaching module examples as a guide in learning that the government has provided.[10] In contrast, in the Merdeka Curriculum, teachers are required to be more creative in designing

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[8] Rahmat Setiawan et al., "Pengembangan Modul Ajar Kurikulum Merdeka Mata Pelajaran Bahasa Inggris Smk Kota Surabaya," *Jurnal Gramaswara* 2, no. 2 (2022): 49–62, https://doi.org/10.21776/ub.gramaswara.2022.002.02.05; Dwi Widyastuti Nurharyanto, "Analisis Kualitatif Kemampuan Mahasiswa PGSD Dalam Mengembangkan Modul Ajar Kurikulum Merdeka," *Jurnal Pedagogik* 11, no. 1 (2023): 13–20.

[9] Rahimah, "Peningkatan Kemampuan Guru SMP Negeri 10 Kota Tebingtinggi Dalam Menyusun Modul Ajar Kurikulum Merdeka Melalui Kegiatan Pendampingan Tahun Ajaran 2021/2022" 2022, 92–106.

[10] Yekti Ardianti and Nur Amalia, "Kurikulum Merdeka : Pemaknaan Merdeka Perencanaan Pembelajaran Di Sekolah Dasar Dalam," *Jurnal Penelitian Dan Pengembangan Pendidikan* 6, no. 3 (2022): 399–407.

teaching modules,[11] so it is necessary to develop teaching modules to adjust to the needs of students in the classroom.[12]

Meanwhile, the subject of English is as important as other subjects. Designing an English teaching module must follow the needs and interests of students so that it can be a solution to the problems experienced by students in learning English. In addition, it is important to embed Islamic values into English learning in order to create a generation that is devoted to Allah SWT, has noble character, and has broad insight. The current English teaching modules tend to focus only on cognitive aspects, and not many integrate Islamic values or contextualize material related to students' daily lives. Learning that touches on affective and spiritual aspects are needed to foster *rahmatan lil 'alamin* character in students by the mission of Islamic education. With teaching modules integrated with Islamic values, it is hoped that students can learn English while internalizing religious values and relating them to their real situations. Several studies have shown that character can be formed in the school environment by integrating Islamic values into the curriculum and facilitators affixing them to lesson plans. This creates learning that leads to the formation of Islamic values in any material, including English lessons.[13]

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[11] Anisa Tri Damayanti et al., "Literature Review: Problematika Kesiapan Guru Terhadap Penerapan Kurikulum Merdeka," 2023, 465–71.

[12] Kharina Murti, Hery Kresnadi, and Siti Halidjah, "Pengembangan Modul Ajar Mata Pelajaran Ilmu Pengetahuan Alam Dan Sosial (IPAS) Kelas IV Kurikulum Merdeka Materi Indonesiaku Kaya Budaya Di SDN 24 Pontianak Timur" 06, no. 01 (2023): 6801–8.

[13] Alfian Alfian, Muhammad Yusuf, and Uyun Nafiah, "Integrating Islamic Values in Teaching English : Lessons Learned from an Integrated Islamic School," *Elsya: Journal of English Language Studies* 4, no. 1 (2022): 1–11.

The development of English teaching modules that integrate Islamic values is becoming increasingly relevant in the context of rapid globalization. On one hand, mastering English is essential for competing in the global era. On the other hand, the challenge lies in upholding Islamic values amidst foreign cultures' strong influence. This research is motivated by the need to align English language learning with Islamic values so that students not only master English but also develop strong characters grounded in Islamic teachings. Integrating Islamic values into English language learning is expected to shape a young generation that is intellectually capable and morally upright.

Despite there are many studies that examine teaching module development, there are still research gaps that need to be addressed. There are still few studies that explore how English teaching modules are developed for Islamic elementary schools, such as the research conducted by Kartina & Muhammad[14] which addresses the theme of COVID-19, and the research conducted by Farid et al[15] addresses the theme of local wisdom. Therefore, this research gap indicates the need for further research to develop English teaching modules that contain Islamic values by the implemented curriculum, namely the Merdeka Curriculum.

Preliminary research at SD Islam Datok Sulaiman Palopo identified several challenges English teachers faced, such as difficulties in selecting strategies aligned with the learning material and the need to integrate Islamic values into the current English learning materials. Consequently, a teaching

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[14] Kartina Rahmadhani Rambe and Muhammad Reza Pahlevi, "Pengembangan Modul Bahasa Inggris Tema Covid-19 Kartina," *Journal on Teacher Education* 4, no. 2 (2022): 881–89.

[15] Farid Helmi Setyawan, Ika Noviantari, and Risma Yanti, "Pengembangan Modul Literasi Bahasa Inggris Berbasis Kearifan Lokal Untuk Siswa Sekolah Menengah Pertama" 6, no. Snip 2022 (2023): 595–603.

module that aligns with effective learning strategies for elementary students and integrates Islamic values into the English curriculum is needed. This led the researcher to propose the title "Developing an English Teaching Module Integrated Islamic Values in Islamic Elementary School."

B.   Research Question

Based on the background previously outlined, the researcher formulates a research question: What appropriate English teaching module integrated with Islamic values is needed for 4th grade Islamic elementary school students?

C.   Research Objectives

Based on the research questions above, the researcher formulates the research objectives to produce an appropriate English teaching module integrated with Islamic values for 4th grade Islamic elementary school students.

D.   Significance of the Research

The results of this study are expected to contribute theoretically and practically. Theoretically, this research can provide valuable insights into language teaching and learning. Specifically, this research is expected to produce an English teaching module integrated with Islamic values that can be implemented by teachers in the classroom, as well as a source of information, reference, and material for further researchers in the field of English teaching module design. In addition, this research is expected to provide helpful information for developing English teaching modules, especially for Islamic Elementary Schools.

Practically, this Islamic value-integrated teaching module for 4th grade Islamic elementary school serves as a guide for teachers in teaching by combining general subject matter and Islamic values. This module is expected to help achieve the vision of the Merdeka Curriculum by providing a more contextualized and meaningful learning method for students. In addition, this research is also helpful as a reference for other Islamic schools that want to implement Islamic value-based teaching modules to support holistic and integrative learning.

E.   Specification and expected product

The expected product is an English teaching module that is integrated Islamic values for students in Islamic elementary schools. This product consists of learning objectives to be achieved, all steps of the English learning process, and assessments to measure the efficacy of the learning process. As for the material in chapter 1, the theme is ' They Are Reading Books in the Library ' about ongoing activities.

F.   Development Assumptions and Limitation

The assumptions of researcher in developing English teaching module based on Merdeka Curriculum are as follows:

1.   Learning objectives are clearly identified and in line with the curriculum.

2.   In designing teaching modules, the needs, characteristics and expected product should be considered.

The delimitations of the research in developing English teaching module integrated with Islamic values are as follows:

1. The developed English teaching module is aligned with the textbook currently used by English teachers in the learning process at 4th grade. In addition, the module is designed in accordance with the Merdeka Curriculum, thus covering the basic competencies expected for that grade level.

2. The teaching module material is focused only on Chapter 1, 'They Are Reading Books in the Library,' with the aim to help students understand and express ongoing activities (Present Continuous Tense).

3. This teaching module integrated Islamic values relevant to students' daily lives, emphasizing the application of Islamic manners and behavior in the context of daily activities.

4. The teaching module contains general information, core components, and appendices.

5. The trial of the teaching module is conducted in the 4th grade at SD Islam Datok Sulaiman Palopo. The results of this trial are used to revise the teaching module to better suit the needs and characteristics of students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Previous Study

English language learning at Islamic schools, English teachers employ various methods to make learning activities more engaging for students. Some suitable methods for English language learning in Islamic educational institutions include jigsaw, descriptive text assignment, and demonstration methods.[16] As for media that can be used in English language learn ing and considered effective in conveying religious messages is film.[17] However, English teachers must be cautious when selecting films to show in class as they will impact the students. Some criteria to consider are, firstly, avoiding scenes that are inappropriate, violent, or may lead students to become addicted and tempted to engage in negative behavior. Secondly, the selected film should match the students' proficiency level for easy comprehension and summarization of its content. Thirdly, the film should contain Islamic philosophy so that students can understand its meaning.[18] Besides films, interactive learning media applications are also suitable for English language learning, as they facilitate learning and expand students' vocabulary knowledge.[19]

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[16] Egar Zulkarnindra, "Metode Pembelajaran Bahasa Inggris Tingkat SMP Di Nuraida Islamic Boarding School Bogor," *Rayah Al-Islam* 5, no. 2 (2021): 437–46.

[17] Jihan Sri Mutia Julianty and Riki Rikarno, "Film Sebagai Media Dakwah Perfektif Mahasiswa UIN Mahmud Yunus Batusangkar," *Kinema* 2, no. 2 (2023): 119–28.

[18] Tatik Ariyati and Vina Misykah Zaidah, "Persepsi Siswa Terhadap Penggunaan Media Film Dalam Pengajaran Bahasa Inggris MA Wathoniyah Islamiyah Kemranjen Banyumas," *Journal of Elementary Education* 05, no. 01 (2022): 120–25.

[19] I Wayan Pandu Sandika et al., "Aplikasi Media Pembelajaran Interaktif Pada Mata Pelajaran Bahasa Inggris (Studi Kasus SD Islam Plus Daaruth Thullab 03 Sitiung)," *SIMTIKA* 5, no. 2 (2022): 47–52.

The first previous study is a thesis entitled "Development of English Teaching Materials to Improve Speaking Skills in MI Students in Kwanyar Bangkalan District" by Nurul Makrifah (2020). This research employed the Research and Development (R&D) method using the ADDIE development model. The study found that the design of English teaching materials aimed at enhancing speaking skills was effectively guided by the ADDIE model and followed principles of effective material development. These principles included accurate content coverage, complete component inclusion, appropriate language presentation, and relevant illustrations. The implementation of these teaching materials involved four sessions of limited trials and six meetings of broader trials. The results demonstrated effectiveness, as evidenced by improvements in students' speaking skills. In the psychomotor domain, the average pretest score was 73, which increased to 91 in the post-test, yielding an N-Gain of 0.66, categorized as moderate. In the cognitive domain, the pretest average was 68.5, and the post-test average rose to 85.75, with an N-Gain of 0.54, also categorized as moderate..[20]

The second previous study is an article entitled "*Penerapan RPP dalam Matakuliah Micro Teaching oleh Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Mataram* (Implementation of Lesson Plans for Micro Teaching Course by Students of English Education Study Program at Mataram University)" by Nawawi (2022). Data were collected through observation and interviews to evaluate the quality of student-created lesson plans and their

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[20] Nurul Makrifah, "Pengembangan Bahan Ajar Bahasa Inggris untuk Meningkatkan Keterampilan Berbicara pada Siswa MI Kecamatan Kwanyar Bangkalan Tesis," 2020, https://core.ac.uk/download/pdf/334755672.pdf.

implementation in English language instruction. The data were analyzed using Content Analysis, guided by Bin-Hady & Abdulsafi's (2018) framework on lesson plan application. The analysis yielded the following findings: (1) Students applied their lesson plans during learning activities; (2) Compliance with the lesson plans varied among students, with none achieving full (100%) adherence; (3) The completeness of the lesson plan components did not significantly affect the level of compliance during learning practice, particularly in English language instruction.[21]

The third previous study is an article by Sintayana et al (2023) entitled "*Pengembangan Rencana Pelaksanaan Pembelajaran (RPP) Berdiferensiasi Berbasis Merdeka Belajar Pada Siswa Sekolah Dasar* (Development of Differentiated Lesson Plans Based on Merdeka Belajar in Elementary School Students)" using the 4D development model. This study aims to (1) evaluate the validity of learning devices designed for independent learning, specifically differentiated lesson plans for Grade IV students at Hadi Sakti Mataram Elementary School, (2) assess the practicality of these lesson plans, and (3) analyze their effectiveness. The results demonstrate that the development of these learning tools, based on contextual teaching and learning principles, has produced materials recognized as valid by material experts, device experts, and educators. Material experts rated the validity of the lesson plans at 88%, classifying them as very valid, while learning device experts rated them at 85%, also categorizing them as very valid. Furthermore, feedback from Class IV A students revealed a

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[21] Nawawi, "Penerapan RPP dalam Matakuliah Micro Teaching oleh Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Mataram," *AL KHIDMAD* 6, no. 3 (2022): 15–31.

96% rating in the practicality test, indicating that the lesson plans are highly effective and efficient.

The fourth previous study is an article by Fathia et al (2020) entitled "*Pengembangan Rencana Pelaksanaan Pembelajaran (RPP) Tematik Berbasis Karakter* (Development of Character-Based Thematic Lesson Plans)" using a simplified R&D method. Validation was conducted by experts and small groups. The results indicated that the quality of the prototype, as assessed by learning design and material experts, was 76% and 98%, respectively. Additionally, the quality from small-scale trials was 90%. These findings suggest that the thematic lesson plan prototypes developed are suitable for use in the learning process for second-grade elementary students and are likely to positively influence the development of character traits in alignment with the *PPK* framework.

The last previous study is an article by Mansyur & Andrie (2019) entitled "*Pengembangan Rencana Pelaksanaan Pembelajaran Berbasis Karakter untuk Siswa Kelas X di SMK* (Development of Character-Based Lesson Plans for X Grade Students in SMK)". This study used the Research and Development (R&D) method, specifically Sugiyono's model, to achieve several objectives: (1) identify the problems and needs related to lesson plans at SMK Pratama Mulya Ciampel; (2) design and develop character-based lesson plans that address these identified needs; and (3) evaluate the effectiveness and quality of the developed lesson plans.

Some previous studies based on the difficulties/challenges of teachers in designing lesson plans such as in designing short lesson plans are selecting

opening and core activities and also selecting useful indicators for evaluation.[22] In comparison, the challenges teachers face in preparing lesson plans based on the 2013 Curriculum are the limited time to design lesson plans and difficulties in assessing many variables.[23] While the obstacles teachers face in designing lesson plans based on the Merdeka Curriculum are in conducting lesson plans, the English teacher finds problems formulating learning outcomes,[24] teachers are not able to use technology appropriately and have difficulty determining suitable learning methods and strategies for students,[25] teachers use no module as a guideline in making lesson plans. In addition, teachers also feel lazy in making learning tools and prefer to download ready-made lesson plans via the Internet.[26]

Some previous relevant studies used the same method, namely Research and Development (R&D) but used different development models. One of the studies on the development of learning tools based on contextual teaching learning conducted by Muhardini that used the 4D development model and has produced products validated by material experts, device experts, and learning

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[22] Vira Oktafiyani, Saefullah Hilmansyah, and Totoh Tauhidin Abbas, "Challenges in Designing a Short Lesson Plan," *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature* 9, no. 2 (2021): 389–95, https://doi.org/10.24256/ideas.v912.2031.

[23] Nurfitri Nurfitri, Regina Regina, and Ryani Yulian, "English Teachers' Difficulties in Designing Lesson Plan Based on Indonesian 3013 Curriculum," *Journal of English Language Teaching Innovations and Materials* 2 (2020): 14–24.

[24] Sania Tricahyati and M Zaim, "English Teachers ' Readiness in Implementation of ' Merdeka Belajar ' Curriculum in Teaching English at Junior High School in Padang" 12, no. 1 (2023): 97–105, https://doi.org/10.24036/jelt.v12i1.121783.

[25] Siti Zulaiha, Tika Meldina, and Meisin, "Problematika Guru Dalam Menerapkan Kurikulum Merdeka Belajar," *Jurnal Pendidikan Dan Pembelajaran Dasar* 9, no. 2 (2022): 163–77.

[26] Eva Fahriani Aryzona, Asrin Asrin, and Muhammad Syazali, "Analisis Kompetensi Guru Dan Desain Pembelajaran Dalam Melaksanakan Kegiatan Pembelajaran Sesuai Kurikulum Merdeka SD Negeri 1 Jantuk Tahun Pelajaran 2022-2023," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 1 (2023): 424–32, https://doi.org/10.29303/jipp.v8i1.1156.

practitioners.[27] Meanwhile, Darmansyah [28] modified the 4D development model to only become 3 stages, namely define, design, and develop. In contrast to Roziqin [29], who used the Borg & Gall development model, which has been modified into 3 stages: preliminary studies, product design, and development and evaluation stages. The results showed that the proposed lesson plan was feasible without revision. Furthermore, Edo[30] uses the ADDIE development model, which produces English lesson plan products using a direct method based on Ngada local culture and is declared feasible for English language learning.

B.   Some Pertinent Ideas

1.   Merdeka Curriculum

The curriculum is a mandatory tool that guides the implementation of education and learning processes in schools.[31] Curriculum changes can occur if there are significant changes in the political, cultural, social, economic, scientific, and technological systems.[32] There are several positive impacts of curriculum change, namely, complementing the shortcomings of the previous curriculum and

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[27] Sintayana Muhardini et al., "Pengembangan Rencana Pelaksanaan Pembelajaran (Rpp) Berdiferensiasi Berbasis Merdeka Belajar Pada Siswa Sekolah Dasar," *Jurnal Ilmiah Mandala Education* 9, no. 1 (2023): 565–72, https://doi.org/10.58258/jime.v9i1.4174.

[28] "Pengembangan Rencana Pelaksanaan Pembelajaran Menggunakan Metode Outdoor Study Untuk Siswa Kelas IV SD," *Pedagogi: Jurnal Pendidikan Dasar* 10, no. 1 (2022): 10–27, https://doi.org/10.23960/pdg.v10i1.23811.

[29] "Pengembangan Rancangan Pelaksanaan Pembelajaran (RPP) Berbasis Model Inside Outside Circle (IOC) Untuk Meningkatkan Prestasi Belajar Siswa," *DINAMIKA: Jurnal Kajian ...* 7, no. 1 (2022): 75–86, https://ejournal.unwaha.ac.id/index.php/dinamika/article/view/2502%0Ahttps://ejournal.unwaha.ac.id/index.php/dinamika/article/download/2502/1212.

[30] "Pengembangan Desain Pembelajaran Bahasa Inggris Menggunakan Directt Method Berbasis Budaya Lokal Untuk Siswa Sekolah Dasar," *Jurnal Citra Pendidikan* 3, no. 2 (2023): 1040–51.

[31] Awalia Marwah Suhandi and Fajriyatur Robi'ah, "Guru Dan Tantangan Kurikulum Baru: Analisis Peran Guru Dalam Kebijakan Kurikulum Baru," *Jurnal Basicedu* 6, no. 4 (2022): 5936–45, https://doi.org/10.31004/basicedu.v6i4.3172.

[32] Hudaidah and Adelia Putri Ananda, "Perkembangan Kurikulum Pendidikan Indonesia Dari Masa Ke Masa," *Jurnal Pendidikan Sejarah Dan Kajian Sejarah* 3, no. 2 (2021): 102–8.

adjusting to changing times.[33] Meanwhile, the negative impact of curriculum changes is the decline in student achievement and students' need for more understanding to adapt to the Merdeka Curriculum system.[34] The design of the educational curriculum development must consider students' needs, opinions, learning experiences and interests as the main thing so that the centre of education is the students themselves.[35] The development of the education curriculum in Indonesia has arrived at the development of the Merdeka Curriculum. In order to recover the learning loss that occurs as a result of distance learning that takes place over a long time.[36] The Ministry of Education officially launched the Merdeka Curriculum in February 2022, aiming to improve Indonesian education quality.[37] In implementing the Merdeka Curriculum, teachers can freely choose learning tools according to the needs and characteristics of students so that it can make it easier for students to learn without having to feel burdened by learning activities. However, because the Merdeka Curriculum is still relatively new, many

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[33] Arin Tentrem Mawati, Hanafiah, and Opan Arifudin, "Dampak Pergantian Kurikulum Pendidikan Terhadap Peserta Didik Sekolah Dasar," *Jurnal Primar Edu* 1, no. 1 (2023): 69–82, https://jurnal.rakeyansantang.ac.id/index.php/primary/article/view/316/89.

[34] A. P. Nabila et al., "Perubahan Kurikulum Dan Implementasi Kurikulum Merdeka Di SDN 15 Pulai Anak Air Bukittinggi," *Benchmarking: Jurnal Manajemen Pendidikan Islam* 7, no. 1 (2023): 29–39.

[35] Mulik Cholilah et al., "Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21" 01, no. 02 (2023), https://doi.org/10.58812/spp.v1.i02.

[36] Jessica Jesslyn Cerelia et al., "Learning Loss Akibat Pembelajaran Jarak Jauh Selama Pandemi Covid-19 Di Indonesia," *Seminar NASIONAL Statistik*, 2021.

[37] Dewa Ayu Kade Arisanti, "Analisis Kurikulum Merdeka Dan Platform Merdeka Belajar Untuk Mewujudkan Pendidikan Yang Berkualitas," *Jurnal Penjaminan Mutu* 8, no. 02 (2022): 243–50, https://doi.org/10.25078/jpm.v8i02.1386.

English teachers still need help implementing it and choose to implement the old curriculum, where the learning process is still massive.[38]

In implementing the Merdeka Curriculum, there are six driving teacher roles: acting as a community mobilizer, as an agent of change, creating a forum for discussion and collaboration, creating fun learning, attending seminars, and being a motivator in the classroom.[39] According to a recent study on the implementation of the Merdeka Curriculum in schools, teachers need more understanding of the Merdeka Curriculum due to the lack of offline training inhibiting the implementation of the Merdeka Curriculum.[40] So that there must be the socialization of the Merdeka Curriculum, which is carried out intensely and as well as possible so that the Merdeka Curriculum can be implemented properly.[41] The solutions that can be offered are teacher training, providing understanding and motivation for students, and directed and systematic cooperation between the government, school institutions, and stakeholders to carry out independent learning training for teachers to realize the achievements of the separate learning policy.[42] Meanwhile, according to the results of research by Syaripudin that

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[38] Dwi Wahyuni and Sitti Fatimah, "Lesson Plan Design Based on the Kurikulum Merdeka by English Teachers at UNP Laboratory Junior High School," *Journal of English Language Teaching* 12, no. 2 (2023): 456–71, https://doi.org/10.24036/jelt.v12i2.122825.

[39] Putri Jannati, Faisal Arief Ramadhan, and Muhamad Agung Rohimawan, "Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka Di Sekolah Dasar," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 7, no. 1 (2023): 330, https://doi.org/10.35931/am.v7i1.1714.

[40] Johar Alimuddin, "Implementasi Kurikulum Merdeka di Sekolah Dasar Implementation of Kurikulum Merdeka In Elementary" 4, No. 02 (2023): 67–75.

[41] Ahmad Zainuri and Achmad Zulfi, "Implementasi Kurikulum Merdeka Belajar Jambura Journal of Educational Management," no. 4 (2023): 16–25.

[42] Agustinus Tanggu Daga, "Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar," *Jurnal Educatio FKIP UNMA* 7, no. 3 (2021): 1075–90, https://doi.org/10.31949/educatio.v7i3.1279.

teachers' weaknesses related to IT skills are also an obstacle in implementing the Merdeka Curriculum.[43]

2.   Teaching Module

A teaching module is similar to a lesson plan in that it contains a classroom learning plan. However, both are undoubtedly different. Based on Permendikbud No. 22/2016, the lesson plan is a design of face-to-face learning activities for one or more meetings.[44] Meanwhile, according to Sariama, the definition of lesson plans is a plan that describes the procedures and organization of learning to achieve one basic competency set out in the content standards and has been elaborated in the syllabus.[45] The lesson plan is a learning plan that must be prepared by the teacher before the activity takes place.[46] It can be concluded that lesson plans are plans for learning activities at each learning meeting prepared by teachers that contain learning procedures to achieve learning objectives. Differing from teaching modules whose components are more comprehensive, encompassing not only learning procedures, teaching modules can also be utilized for more than one meeting.

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[43] S Syaripudin, R Witarsa, and M Masrul, "Analisis Implementasi Kurikulum Merdeka Pada Guru-Guru Sekolah Dasar Negeri 6 Selatpanjang Selatan," *Journal of Education Research* 4, no. 1 (2023): 178–84, https://jer.or.id/index.php/jer/article/view/142%0Ahttps://jer.or.id/index.php/jer/article/download/142/115.

[44] Permendikbud, "Permendikbud Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016" 53, no. 9 (2016): 1689–99.

[45] Sariama, "Peningkatan Kemampuan Guru Menyusun Rencana Pelaksanaan Pembelajaran (RPP) PJJ-BDR Luring Di SDN Danau Masura Tahun 2020," *Jurnal Mitra Pendidikan* Vol. 6, No, no. 2 (2022): 82–91.

[46] Ani Rusilowati, M Taufiq, and Budi Astuti, "Analisis Keselarasan Komponen-Komponen RPP Kurikulum 2013 Kelas 1 Mata Pelajaran Bahasa Indonesia," *Jurnal Profesi Keguruan* 5, no. 1 (2019): 15–22.

The teaching module used in the Merdeka Curriculum is a comprehensive document that includes the objectives, instructional steps, learning media, and assessment tools required for each unit or topic, all aligned with the *ATP* (*Alur Tujuan Pembelajaran*).[47] Therefore, creating teaching modules is a pedagogical skill that teachers must develop so that the teaching techniques implemented in the classroom contribute to a more effective and efficient learning experience[48] and more directed towards achieving learning objectives.

The teacher should know the strategy for developing teaching modules and must fulfill two minimum requirements: existing criteria and learning activities based on the principles of learning and assessment.[49] The criteria for the Merdeka curriculum teaching modules are as follows:[50]

a. Essential, namely, each subject concept should be integrated through learning experiences and across disciplines.

b. Engaging, meaningful, and challenging, namely, the teacher should stimulate students' interest, actively involve them in learning, and ensure that the content is relevant to their cognitive level and experiences while being appropriately simple for their age.

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[47] Dewi Rahmadayanti and Agung Hartoyo, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar," *Jurnal Basicedu* 6, no. 4 (2022): 7174–87.

[48] Hana Triana, Prima Gusti Yanti, and Dina Hervita, "Pengembangan Modul Ajar Bahasa Indonesia Berbasis Interdisipliner Di Kelas Bawah Sekolah Dasar Pada Kurikulum Merdeka," *Jurnal Ilmiah Mandala Education (JIME)* 9, no. 1 (2023): 504–14, https://doi.org/10.58258/jime.v9i1.4644/http.

[49] Maulida, "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka."

[50] Merdeka Mengajar, "Panduan Merancang Modul Ajar," Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, https://pusatinformasi.kolaborasi.kemdikbud.go.id/hc/id/sections/29099558548377-Panduan-Merancang-Modul-Ajar.

c.   Relevant and contextual, namely, the content should connect to students' prior cognitive elements and experiences and be aligned with the current time and place where students are situated.

d.   Continuous learning activities should be aligned with the student's current learning phase.

e.   Presentation: teaching module writing uses simple language and visuals, is easily understood and is presented attractively.

f.   Completeness: includes all necessary components..

In conclusion, developing Merdeka Curriculum teaching modules is complex but crucial. By fulfilling all the requirements mentioned, teachers can create a learning environment that is fun, effective, and meaningful for students.

The components of teaching modules include general information, core components, and appendices. General information includes module identity, initial competencies, Pancasila Student Profile, facilities and infrastructure, target students, learning models, remedial and enrichment.

Core components contain five components in the teaching module: (1) Learning objectives that reflect students' understanding after learning material, with the sequence of content achievements and learning objectives, (2) Meaningful understanding that connects concepts to form a good understanding for students, (3) Prompting questions used to initiate discussion and observation, (4) Learning activities inside and outside the classroom systematically arranged,

and (5) Assessments divided into diagnostic, formative, and summative assessments, conducted before, during, and after the learning process.

Attachments in teaching modules can include activity sheets, assessment rubrics, and other relevant teaching materials. Teachers are allowed to choose/simplify some main components to be included in teaching modules according to the needs in their respective classrooms.

3.   English in Islamic School

The cultivation of spiritual aspects from an early age is a way to train and develop the Islamic personality and character of students.[51] Nowadays, Islamic material qualifications are scarce. Sometimes it is Islamic, but the quality is not so good.[52] Many English teachers in Islamic schools struggle to incorporate Islamic values into their English teaching materials. While they manage to integrate these values into specific classroom activities, such as leading prayers before and after lessons and offering guidance when students display inappropriate behavior, they often fall short in embedding these values directly into the teaching materials themselves.[53] However, the whole learning process ought to serve as a means for the realization of integrated Islamic values.[54] One of the characteristic of Islamic

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[51] Fira Nadliratul Afrida, "Pengembangan Buku Ajar Bahasa Inggris Kelas 3 MI / SD Berbasis Islami," *Dawuh Guru: Jurnal Pendidikan MI/SD* 1, no. 2 (2021): 93–104, https://doi.org/10.35878/guru/v1.i2.300.

[52] Riza Amelia, "Merancang Pembelajaran Bahasa Inggris Berbasis Pendekatan Islami," *Jurnal Pemikiran Islam* 37, no. 1 (2012): 8–13, http://ejournal.uin-suska.ac.id/index.php/Anida/article/download/308/291.

[53] Dwi Titi Maesaroh, Aridah Aridah, and Desy Rusmawaty, "Can Islamic Stories Be Used as Supplementary English Materials at Islamic Elementary Schools?," *Southeast Asian Journal of Islamic Education* 4, no. 2 (2022): 145–56, https://doi.org/10.21093/sajie.v4i2.4166.

[54] yovita Dyah Permatasari, "Integrasi Pembelajaran Bahasa Inggris Berbasis Pendekatan Islami," *Jurnal Pendidikan Glasser* 3, no. 2 (2019): 205, https://doi.org/10.32529/glasser.v3i2.270.

educational institutions is the pursuit of integrative learning, which combines general and religious knowledge.[55]

4.   Islamic Values

The integration of Islamic values in education is a teaching pattern that involves the application of Islamic values in every aspect of education, whether in the form of material, illustrations, or examples.[56] This method emphasizes that all aspects of teaching should reflect Islamic values, ensuring that learning is not merely a transfer of knowledge but also a cultivation of morals and religious values. This approach is considered a necessary alternative for educators to provide a more holistic education[57] where Islamic values can be internalized at every stage of learning. Consequently, education not only produces individuals with broad knowledge but also those with characters grounded in Islamic values. Islamic values are a collection of principles derived from the Quran and Hadith, which are positive and realized through an individual's physical and spiritual experiences.[58] These principles guide individuals in their actions and behaviors in daily life, whether in interactions with other people, nature, or their relationship with God. These values hold great significance in education, especially for

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[55] Ria Mirawati and Mega Febriani Sya, "Integrasi Tauhid Dalam Pembelajaran Bahasa Inggris Kelas IV Di SDIT Raudhatul Jannah," *Jurnal Penelitian Mahasiswa* 5, no. 4 (2022).

[56] Salafudin and Mohamad Yasin Abidin, *Pembelajaran Matematika Realistik Dan Bermuatan Nilai-Nilai Islam Untuk Meningkatkan Karakter Religius, Jujur, Kreatif Dan Rasa Ingin Tahu Di SMP/MTs*, 2019.

[57] Maya Nurjannah, "Integrasi Nilai-Nilai Islam Dalam Pembelajaran Matematika Di Madrasah Ibtidaiyyah," *AL-QALAM* 13, no. 2 (2021): 38–45.

[58] Hanun Salsabilah et al., "Penanaman Nilai-Nilai Agama Islam Melalui Forum Keputrian : Studi Di Madrasah Aliyah Bilingual Batu," *Jurnal Ilmiah Profesi Pendidikan Volume* 8, no. 4 (2023): 2482–90.

Muslims,[59] as through their integration, students are expected to grow into individuals who are not only intellectually intelligent but also possess good character, noble ethics, and the ability to contribute positively to society. Therefore, integrating Islamic values into education is an effort to cultivate individuals who balance knowledge and morality, creating a generation with strong character and ethics through Islamic teachings.

Islamic values are used as a foundation for enhancing students' character.[60] These values are crucial as they are the primary basis for forming a solid, ethical personality. Values education instilled in students from an early age aims to develop individuals who align with religious teachings and possess Islamic character.[61] Thus, it is expected that every student can grow into an individual who excels academically and has high moral values. The goal of education is no longer merely the transfer of knowledge but also the formation of a robust and ethical character with positive values.[62] Education must cultivate a well-rounded personality where knowledge goes hand in hand with developing good morals. Through a character education approach grounded in Islamic values, students are taught to develop noble character and use Islamic values to guide their actions and

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[59] Bettri Yustinaningrum et al., "Integrasi Nilai Islami Dengan Pendekatan Saintifik Pada Pembelajaran Matematikadi MTs Negeri 3 Aceh Tengah," *Journal of Medives* 4, no. 2 (2020): 205–14.

[60] Muh Fitrah and Dedi Kusnadi, "Integrasi Nilai-Nilai Islam Dalam Membelajarkan Matematika Sebagai Bentuk Penguatan Karakter Peserta Didik," *Jurnal Eduscience (JES)* 9, no. 1 (2022): 152–67.

[61] Wely Dozan and Laily Fitriani, "Membangun Karakter Anak Usia Dini Melalui Nilai-Nilai Islam Dalam Tradisi Perang Timbung," *MURHUM: Jurnal Pendidikan Anak Usia Dini* 1, no. 1 (2020): 1–15.

[62] A Marjuni, "Penanaman Nilai-Nilai Pendidikan Islam Dalam Pembinaan Karakter Peserta Didik," *Al Asma: Journal of Islamic Education* 2, no. 2 (2020): 210–23.

behavior.[63] It means that every decision and action taken by students in their daily lives will be based on Islamic principles such as honesty, responsibility, respect, and compassion for others. Therefore, education focused on Islamic character contributes to creating a generation that is intellectually intelligent and a generation with high moral integrity who can be good role models in society.

Encouraging students to apply Islamic values in their daily lives is crucial as it helps shape their character and behavior in line with religious principles. Islamic values taught in schools should be applied in various aspects of daily life, becoming a part of students' personalities. This includes acts of charity, helping others, practicing honesty, and demonstrating integrity.[64] Through applying these values, students are taught to be good individuals in the school environment, at home, and in society. Practical implementation involves instructing students on how to apply these principles to their daily routines, such as expressing kindness, providing assistance, or engaging in acts of charity.[65] Teachers and parents must set a good example and guide students in consistently applying these values. With proper learning and guidance, students will understand the importance of applying Islamic values in every aspect of life so that they can grow into individuals with strong character and ethics and make positive contributions to society.

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[63] Nilna Azizatus Shofiyyah, Tedy Sutandy Komarudin, and Miftahul Ulum, "Integrasi Nilai-Nilai Islami Dalam Praktik Kepemimpinan Pendidikan: Membangun Lingkungan Pembelajaran Yang Berdaya Saing," *El-Idare: Jurnal Manajemen Pendidikan Islam* 9, no. 2 (2023): 66–77.

[64] Meiliza Sari and Muhammad Haris, "Penanaman Nilai-Nilai Agama Islam Dalam Pembentukan Karakter Dan Etika Siswa Di Tingkat Sekolah Dasar," *Al-Mujahadah: Islamic Education Journal* 1, no. 1 (2023): 54–71.

[65] Sari and Haris. Sari and Haris.

By integrating Islamic values comprehensively into the learning process, students can perceive a clear connection between the subject matter and their religious teachings.[66] It makes learning more meaningful and relevant to students, as they can directly experience how Islamic values are applied in everyday life.

C.   Conceptual Framework

A teaching module that helps students achieve their learning objectives benefits the English learning process. Developing this module in alignment with the relevant curriculum, specifically the Merdeka Curriculum, is essential. However, schools differ in student demographics and conditions, as seen in Islamic elementary schools. These schools emphasize the integration of Islamic values into education. Thus, it is essential to incorporate learning methods that align with Islamic educational concepts when developing an English teaching module based on the Merdeka Curriculum for Islamic elementary schools.

The following is conceptual framework helped the researcher structure the research and guide the design of English teaching module in Islamic elementary school using Merdeka curriculum while considering both educational and Islamic principles.

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[66] Ana Ahdiana Hamzah Bagenda, Sagaf S Pettalongi, and Saepudin Mashuri, "Pengembangan Model Pembelajaran Pendidikan Islam Berbasis Multikultural Di Madrasah," in *Prosiding Kajian Islam Dan Integrasi Ilmu Di Era Society 5.0 (KIIIES 5.0) Pascasarjana Universitas Islam Negeri Datokarama Palu 2023*, 2023, 260–66.
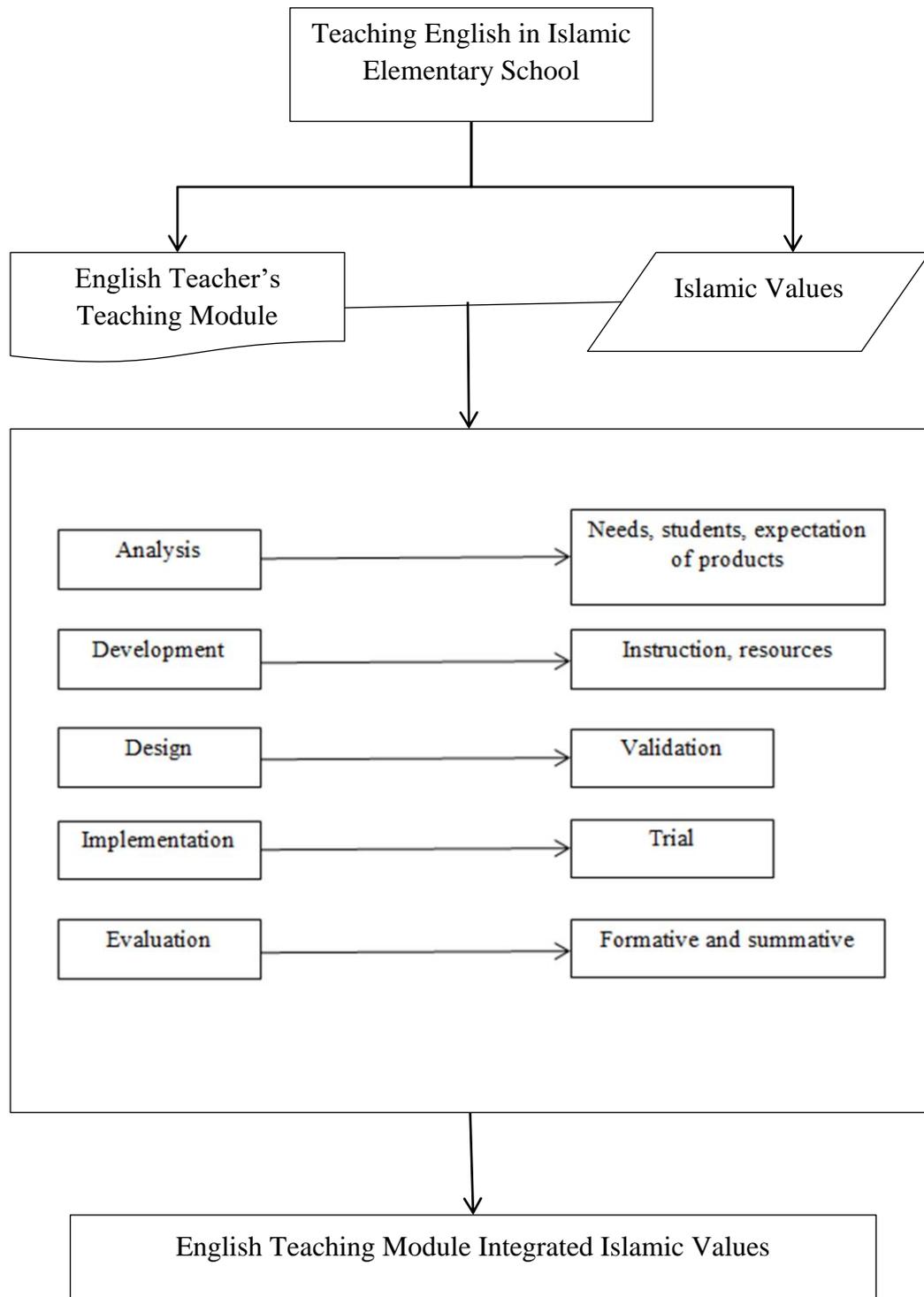
Figure 1. Conceptual Framework

CHAPTER III

METHOD OF THE RESEARCH

A.   Research Design

This research follows the Research and Development (R&D) methodology, which focuses on product development. This approach is used to create a specific product and assess its effectiveness.[67] This research utilized the ADDIE development model approach to help instructional designers, content developers, and teachers create efficient and effective instructional designs,[68] consisting of five stages: analysis, design, development, implementation, and evaluation.

Creating products using the ADDIE process remains one of the most effective tools available today. It provides a structured framework for managing complex situations. ADDIE is well-suited for developing educational products and various learning resources[69] offering a systematic approach to design and implementation, including English teaching modules integrated with Islamic values.

B.   Research Settings

This research was conducted at SDI Datok Sulaiman Palopo in June 2024. The researcher chose SDI Datok Sulaiman because the Islamic school has implemented the Merdeka curriculum for 1st and 4th-grade grades.

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[67] Soegiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 2011.

[68] Fitri Farhana, Ahmad Suryadi, and Dirgantara Wicaksono, "Pengembangan Bahan Ajar Berbasis Digital Pada Mata Pelajaran Bahasa Inggris Di Smk Atlantis Plus Depok," *Instruksional* 3, no. 1 (2021): 1, https://doi.org/10.24853/instruksional.3.1.1-17.

[69] Robert Maribe Branch, *Instructional Design: The ADDIE Approach*, *Encyclopedia of Creativity, Invention, Innovation and Entrepreneurship*, 2020, https://doi.org/10.1007/978-3-319-15347-6_300893.

C. Subjects of Research

The subject of this research was an English teacher in grade 4 at SDI Datok Sulaiman Palopo. She is a 28-year-old woman who started teaching one year ago when the Merdeka curriculum was first implemented at SDI Datok Sulaiman Palopo. The classes she teaches are grade 1 and grade 4. Her educational background is a graduate of Cokroaminoto Palopo University, majoring in English education in accordance with the subjects she currently teaches.

D. Development Procedure

This research utilized the ADDIE development model, an instructional process that comprises five phases: analysis, design, development, implementation, and dynamic evaluation.[70] The stages of the ADDIE model are visually represented in Figure 3.1 below.
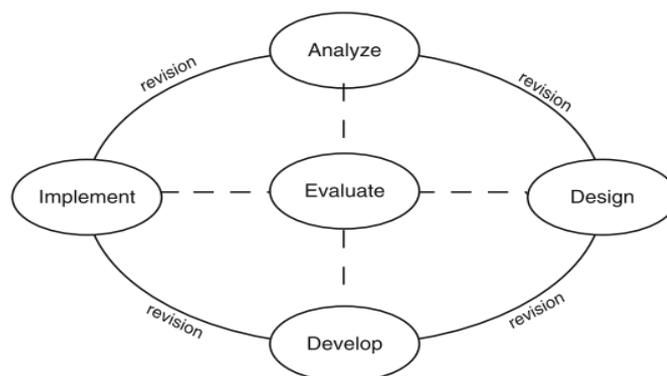
Figure 2. Branch's ADDIE Approach[71]

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[70] Rahmat Arofah Hari Cahyadi, "Pengembangan Bahan Ajar Berbasis Addie Model," *Halaqa: Islamic Education Journal* 3, no. 1 (2019): 35–42, https://doi.org/10.21070/halaqa.v3i1.2124.

[71] Branch, *Instructional Design: The ADDIE Approach*.

1.   Analysis

In this stage, the researcher analyzed three things including needs analysis, student characteristics analysis and expectation of the product. The needs analysis is carried out to determine the basic problems that require the development of Islamic-based English teaching module, while student analysis includes analyzing student characteristics based on their knowledge, skills, and development with the aim of knowing the level of ability of diverse students to create realistic learning objectives and learning experiences that engage students. Analyzing product expectations in the development research of English learning modules integrated with Islamic values is intended to understand the needs and expectations of English teachers. Thus, the teaching module can be adjusted to fit users' expectations and demands through direct interviews following the interview guidelines. So that the analyze stage produced a description of the expectations of the facts that occur, and alternative solutions to basic problems.[72]

2.   Design

The analysis results informed the design of the Islamic-based English teaching module. This design phase involved gathering references for English materials appropriate for 4th grade at Islamic elementary schools and teaching modules aligned with the principles of the Merdeka Curriculum. During the design stage, a conceptual framework for product development was established. The supervisor then reviewed the proposed teaching module design to ensure it

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[72] Amirhud Dalimunthe, Marwan Affandi, and Eka Dodi Suryanto, "Pengembangan Modul Praktikum Teknik Digital Model Addie," *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan* 8, no. 1 (2021): 17, https://doi.org/10.24114/jtikp.v8i1.26777.

met the material and competency requirements, leading to the creation of initial stage products.

3.   Development

At this stage, the researcher began to realize the product design that has been determined. The resulting product is an English teaching module for 4th grade Islamic elementary school level which has passed the revision stage according to the suggestions of the supervisor and then be validated by material expert validators, language experts, and practitioners. After being validated, the next is the revision stage which is carried out based on input and suggestions from material expert validators, language experts, and practitioners to improve the quality of the product.

4.   Implementation

The next stage is the implementation of the English teaching module in the real learning process in the classroom. The English teacher followed the steps outlined in the English teaching module that has been developed to deliver the material to students. During implementation, the teacher was involved in continuous evaluation of the teaching process. The researcher monitored the success of the teaching module implementation, identify emerging constraints, and seek solutions.

5.   Evaluation

The evaluation stage consists of two forms: formative and summative. Formative evaluation occurs at each development stage to monitor progress and make adjustments. After the initial design of the teaching module was completed,

the researcher conducted an internal evaluation by consulting with the English teacher to review the content and structure of the module. At this stage, the learning objectives' clarity, the material's suitability with integrated Islamic values, and the feasibility of the planned learning activities were examined. Suppose some parts are deemed inappropriate or less effective. In that case, the researcher immediately made revisions, such as simplifying instructions, adding more relevant examples, or adjusting the time allocated for each component. Once the teaching module was deemed ready, a summative evaluation was conducted to assess the final quality of the teaching module before it was used in the classroom. The researcher sought input from material expert, design and layout expert, and practitioners. They assessed the teaching module from various aspects. Feedback from these experts is critical to determine whether the module has met the expected standards and is ready to be implemented. This stage is essential for identifying product deficiencies after being tested in a real learning proccess. The ultimate goal of this evaluation is to finalize the English teaching module integrated Islamic values.

E.   Data Collection Techniques

1. Interview

To conduct a needs analysis and students' characteristics analysis, the researcher used interview to gain the data. An interview is a verbal interaction designed to elicit information needed to answer research questions.[73] Interview

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[73] Rustan Santaria, *Konsep Dasar Metodologi PenelitianPanduan Praktis Penyelesaian Studi* (Palopo: Laskar Perubahan, 2016).

guideline was used as an instrument in developing English teaching module to understand students' needs, students' characteristics in learning English, and expectations from the modules to be developed. The interview followed a set of guidelines and involved the 4th grade English teacher of SD Islam Datok Sulaiman Palopo. The interview process took place offline at SDI Datok Sulaiman Palopo. This Interview Instrument Sheet is designed to collect important information about developing an English teaching module integrated with Islamic values. The primary purpose of the interview was to understand teachers' needs and expectations of the teaching module, identify challenges and obstacles in its implementation, and obtain feedback to improve the module design and content. This instrument is divided into several essential aspects:

Firstly, the teacher profile includes four questions exploring teachers' teaching experience, grade levels, curriculum used, and experience with Islamic values-based teaching modules. These questions are designed to understand teachers' backgrounds and experience in teaching English and using modules integrating Islamic values.

Second, student characteristics contain seven questions that examine students' socio-economic background, motivation, and academic ability, as well as their attitudes and understanding of the subject and Islamic values. This section aims to provide an overview of classroom dynamics, how students interact with the subject matter, and their differences in ability.

Third, the needs and expectations for Teaching Modules involve four to four questions about the benefits of integrating Islamic values in learning, suitable

materials for integration, teaching module design, and how to measure the success of implementation. This question seeks teachers' views on how the teaching module should be designed and implemented.

Fourth, challenges and barriers include two questions that explore the difficulties that may be faced in implementing the teaching module and the support needed to overcome these challenges.

Finally, inputs and suggestions consisted of 3 questions asking for suggestions to improve the design and content of the teaching module, including Islamic values that are important to include. This Interview Instrument Sheet is designed to collect comprehensive data from teachers to support the development of teaching modules that are effective and suitable for classroom learning needs.The duration of the interview last about 30 minutes.

2. Document analysis

The researcher analyzed the curriculum implemented at SDI Datok Sulaiman Palopo using the document analysis technique. This analysis covers various aspects of the curriculum, including objectives, teaching materials, teaching methods, and evaluation mechanisms. The data obtained from the curriculum analysis was used to design the developed teaching modules.

3. Distributing validation sheet

After the product design is complete, the researcher distributed a validation sheet to the validators, namely material experts, language and practitioners, to be validated. The results of the data obtained are used to measure the product's suitability as expected.

F.   Data Analysis Techniques

This research involves both qualitative and quantitative data. Qualitative data includes interview results, document analysis, and feedback for product improvement from expert judgments and English teachers. Quantitative data is derived from assessment scores provided by experts and English teachers and the results from validation sheets.

1.   Analysis of interview data and document analysis

The qualitative data analysis for this research was performed through descriptive analysis, encompassing three stages after data collection: data reduction, data presentation, and verification/conclusion.
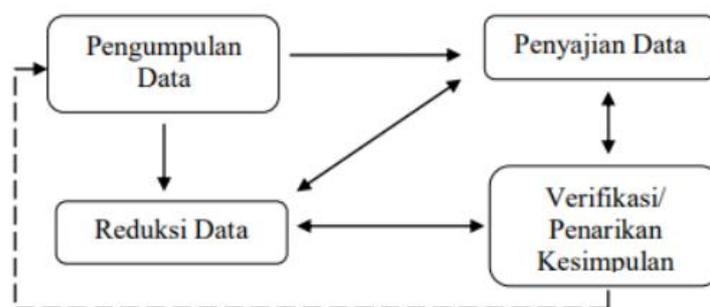
Figure 3. The Stages of Data Analysis adapted from Miles & Huberman[74]

Following the stages of data analysis earlier, the first step was to collect data from interview and document analysis. After that, the data should be reduced by eliminating irrelevant data so that the data obtained was adequate and accurate. The next step was to analyze the data and formulate conclusions from the analysis results.

[74] Soegiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

2.   Validation analysis

The feasibility of the product was assessed by providing validation sheets to experts. Quantitative data were gathered from these validation sheets, which included input from media and material experts. The validation sheets featured descriptive scales with questions or statements th at required responses indicating acceptance or rejection. According to Arikunto, to determine the final score rating for each item, the total score achieved is divided by the maximum possible score. This calculation can be expressed using the following formula:

$$\text{Percentage (\%)} = \frac{Total\ score\ of\ validator\text{'}s\ answer}{Total\ maximum\ score} \text{ x } 100\%$$

The validation sheet consists of two parts. The first part is a comment, criticism and suggestion submitted by the validator, while the second part is a score using a descriptive scale. The researcher used this scale to determine the validity/feasibility of the learning media developed by the researcher. The descriptive scale used is as follows:

5 = Strongly Agree/ Excellent

4 = Agree/ Very Good

3 = Undecided/ Good

2 = Disagree/ Fair

1 = Strongly Disagree/ Poor

The product is considered feasible if the average percentage of validation results from media and material experts exceeds 61%. The validity criteria for the mean score analysis are detailed in the following table.

Table 3.1 Criteria for Validity Analysis Average Score

No	Average	Validity Criteria	Information
1	0%-20%	Not Valid	Revised in total
2	21%-40%	Less Valid	Much Revised
3	41%-60%	Enough Valid	Pretty much revised
4	61%-80%	Valid	Revised as necessary
5	81%-100%	Very Valid	No need to revise

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research findings

1. The findings on analysis phase

The researcher conducted interviews to identify need analysis, student characteristics analysis and expectation of the product. The researcher first validated the interview instrument with the instrument expert. The validated aspects include content, scope, and language. The content aspect ensures that the research objectives and interview goals are clearly stated and the questions are well-structured and easy to understand. The scope of content aspect ensures that the questions cover all relevant aspects of the research without any overlap or repetition. The language aspect emphasizes using good, correct, effective, and efficient Indonesian language appropriate for the respondents' language proficiency level, ensuring clarity and understanding. The following presents the results of the validation for the interview instrument:.

Content $= \dfrac{Total\ score\ of\ validator's\ answer}{Total\ maximum\ score}$ x 100% $= \dfrac{13}{15} \times 100\% = 86.7\%$

Scope $= \dfrac{Total\ score\ of\ validator's\ answer}{Total\ maximum\ score}$ x 100% $= \dfrac{10}{10} \times 100\% = 100\%$

Language $= \dfrac{Total\ score\ of\ validator's\ answer}{Total\ maximum\ score}$ x 100% $= \dfrac{20}{20} \times 100\% = 100\%$

Table 4.1 Data conversion of instruments' validity by the expert

Aspects	Percentage
Content	86.7%
Scope	100%
Language	100%
Average score	**95.6%**

Based on the validation results, the interview instrument received an average score of 95.6% from the instrument expert, indicating that it is classified as feasible category.

Once the instrument was deemed feasible, the researcher interviewed the English teacher. The interview revealed that a significant challenge in teaching English was that students needed more vocabulary. Also, the English teacher had not previously used teaching modules integrating Islamic values. This creates new challenges for the English teacher in preparing students to implement teaching modules integrated with Islamic values. This data was obtained from the following statement.

> English teacher "The challenge faced is the readiness of students in receiving English teaching modules integrated with Islamic values. Students have previously learnt Islamic values in Indonesian as their mother tongue. Therefore, they may find it difficult and not ready to accept English learning integrated with Islamic values." (Interviewed on May 27, 2024).

The English teacher revealed that implementing the English teaching module integrated with Islamic values has benefits, namely that students will become more aware of Islamic values in daily life, so the suitable material to be included in this English teaching module is daily activities as the results of the following interview.

English teacher "One of the benefits is that it makes children more aware of Islamic values that are reflected in daily life (activities), such as honesty." (Interviewed on May 27, 2024).

English teacher "The suitable English topic or material is about daily activities." (Interviewed on May 27, 2024).

The general characteristics of the students in the classroom are that they are active, friendly, and polite. Students' attitudes towards English lessons are enthusiastic, although there are significant differences in English ability among them. The teacher manages this difference by separating students by ability, conducting tests, and providing additional learning for those who need it. Students are already quite good at applying Islamic values, such as greeting, praying before learning, eating, and praying together at school.

English teacher "The characteristics of the students in my class are that the students in the class are active but there are some who are less active but most of them are active, then friendly then polite if you meet them..." (Interviewed on May 27, 2024).

English teacher "There are significant differences in students' abilities; some are bright and some are less so. I separate students by ability with an initial test, then ask the more able students to teach the less able. After group learning, I call the students who have not understood to retest and explain again if there are still those who do not understand." (Interviewed on May 27, 2024).

According to the English teacher, a good teaching module is a teaching module whose learning activities are integrated with Islamic values whose success is measured by how the student applies it in their daily life. The following interview answers can be seen.

English teacher "That is by organizing learning activities that contain Islamic values." (Interviewed on May 27, 2024).

English teacher "By how the students apply Islamic values in their daily lives." (Interviewed on May 27, 2024).

As for additional suggestions from English teachers regarding the design of teaching modules, the design should be simplified.

> English teacher "My suggestion for the design is to simplify it…" (Interviewed on May 27, 2024).

According to English teachers, the most important Islamic values to be integrated into English teaching modules are kindness, honesty, justice, politeness, and positive student habits.

> English teacher "Islamic values that are important to include in the teaching module are kindness, honesty, justice, politeness, and general child behavior." (Interviewed on May 27, 2024).

The interviews revealed a critical need for developing an English teaching module that not only focuses on language education but also integrates Islamic values. Such a module would greatly benefit students by enhancing their English proficiency while also fostering their understanding and application of Islamic values in students' daily lives.

2.   The findings on design phase

During the design phase, the researcher started developing a prototype that outlined the complete teaching module based on the needs analysis, student character analysis, and product expectations. This approach ensured that the designed teaching module effectively addressed the existing problems in learning. Generally, a teaching module comprises three components: general information, core components, and appendices.

a.   General information

The general information included seven elements: teaching module identity, initial competencies, Pancasila student profile, facilities and infrastructure, target students, number of students, and learning models.

In the developed English teaching module, the teaching module identity included the name of the teaching module designer, the researcher, and the researcher's institution, IAIN Palopo. The teaching module was developed in 2024, from April to July 2024. This teaching module was for the elementary school level. The subject of this teaching module was English. This teaching module was for Phase B, which included grades 3 and 4, but this teaching module was explicitly for grade 4. The teaching material discussed was for the first semester, unit 1, with the theme "They are Reading Books in the Library." The time allocation for each meeting was 2x35 minutes. The researcher then determined the initial competencies and statements regarding the knowledge and skills students must achieve before learning the material.

The Pancasila Student Profile, as the ultimate goal of learning, emphasized student character formation. In designing the English teaching module integrated with Islamic values, the researcher chose points of Faith and devotion to God Almighty and noble character, cooperative, and critical reasoning. These values were relevant to Islamic teachings, helped shape students' morals, and encouraged the development of social and critical thinking skills. This integration ensured that students mastered English and had strong characters aligned with Pancasila values and Islamic teachings.

Facilities and infrastructure were the tools and media needed by teachers and students to support the learning process in the classroom. The researcher used facilities appropriate to the learning material, such as flashcards and textbooks. For infrastructure, the researcher chose to use the available classroom.

The researcher designed the teaching module by adjusting the student categories according to their psychological conditions so that the teaching module could effectively facilitate the learning process. The target students for this teaching module were regular students who did not have difficulties understanding the teaching material.

For the learning model, face-to-face learning allowed direct interaction and immediate feedback between teachers and students, strengthening social relationships. TPR involves physical movement to help students understand concepts, making learning more enjoyable and reducing stress. Contextual learning links the material to real-life situations, making learning more relevant and meaningful. Cooperative learning encouraged group cooperation, developed social and communication skills, and enhanced understanding through group discussions. The combination of these four models created a comprehensive and effective learning environment.

b.   Core components

The core component consists of several things; the first was the purpose of learning activities, a statement about what was expected to be achieved by students after participating in a learning process, which consisted of three points,

including the learning outcome phase, elements/domains of learning outcomes, and learning objectives. In the learning outcome phase and elements/domains of learning outcomes, the researcher referred to the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/Kr/2022 concerning Learning Outcomes in Early Childhood Education, Primary Education Level, and Secondary Education Level in the Merdeka Curriculum. In the learning objectives section, the researcher used the teaching module format provided by *Datadikdasmen* platform and then added one point about Islamic values.

Developing this module begins with analyzing the set learning outcomes. The most important thing is that every learning activity must be designed so that Islamic values can be well embedded in students. For example, in the ongoing activity material, students are taught that every good action that is being done has Islamic values in it. Thus, the developed English teaching module will not only help students master English well but will also shape the students' character that are faithful and pious. Integrating Islamic values in English learning will provide added value for students and prepare them to become the next generation of intelligent and noble characters.

The second component is meaningful understanding, which outlines the benefits learners will gain from participating in the learning activity. This aspect of understanding is developed after establishing the objectives for the learning activities.

The third is the Trigger Question, which is designed to help students focus on the learning material and is expected to be answered by students after they have completed certain material.

The fourth is learning materials. The module covers two main topics: Present Continuous Tense and the integration of Islamic values. Students learn sentence structure in English while applying Islamic values in daily activities. This approach supports comprehensive learning, both academically and morally.

The fifth is the learning activity. These learning activities have clear steps and can be done inside and outside the classroom. Their systematic sequence of activities, from introduction to core to closing, allows flexibility in the selection of active learning methods. All stages are designed to ensure students' active involvement in the learning process.

The sixth is the teacher's reflection sheet. Reflection aims to examine the teaching and learning process. Teachers can use reflection to ensure students have mastered the material, find better teaching methods, and provide special assistance to struggling students.

The seventh is assessment. The researcher used two kinds of assessment in this teaching module: diagnostic assessment and formative assessment. Diagnostic assessment is used to identify students' strengths and weaknesses before starting learning. Conducting diagnostic assessments on students is a crucial first step in designing effective learning. In this study, the researcher involved the teacher as the primary resource for the assessment. Through teacher interviews, the

researcher can more deeply explore students' learning conditions and needs. As facilitators of daily learning, the teacher comprehensively understands students' characteristics, learning styles and difficulties they often face. Thus, the diagnostic assessment can be adjusted to the actual learning context in the classroom. The diagnostic assessment results are then carefully analyzed to identify strengths, weaknesses and gaps in student learning. Thus, the researcher can design teaching modules that are more relevant and effective to fulfill students' learning needs, while formative assessment is used to assess and provide feedback during the learning process. Both types of assessment are essential for creating adaptive and responsive learning to student needs.

Finally, there are enrichment and remedial activities. In the learning process, enrichment and remedial activities play an essential role in ensuring all students can reach their full potential. Enrichment activities aim to provide additional challenges to students who have reached or exceeded the competency standards, thus helping them continue developing and not feel bored. On the other hand, remedial activities aim to help students who have yet to reach the competency standards by providing re-explanation, additional practice, and more intensive guidance, ensuring they can follow the learning well. Both activities create a learning environment that is inclusive and adaptive to the needs of each student.

c.   Appendices

In this section, there are three components. The first component is a student worksheet that contains a place for the student's name and class, followed by instructions for answering the questions. The questions are asked using the material plus pictures. Then, at the end, there is a place for the value of the assignment done and the parents' initials. The second is learning media, where in this teaching module, two learning media are used, namely flashcards and vocabulary lists totaling 30 verbs. The researcher used the Canva Pro application to design the images for the flashcards, and the vocabulary sheet was made using Microsoft Word. The last one is teacher and student reading materials that contain reading references related to the material being taught.

The teaching module design phase that the researcher has carried out is a crucial stage in developing a practical and relevant teaching module. Based on the description, the teaching module design process has been carried out systematically and comprehensively. Some essential points that can be taken from this design phase are:

a.   In-depth Analysis: The researcher has conducted an in-depth analysis of learning needs, student characteristics, and product expectations to ensure that the designed teaching module can answer the problems in learning.

b.   Clear Module Structure: The teaching module has a clear structure and consists of three main components: general information, core components, and appendices. Each component has interrelated elements that support the learning process.

c.   Focus on Competence and Character: The teaching module focuses on mastering academic materials and developing students' competencies and characters, especially the values of Pancasila and Islamic teachings.

d.   Utilisation of Variative Learning Models: Researchers combine learning models such as TPR, contextual, and cooperative learning to create an active, engaging, and meaningful learning environment.

e.   Provision of Learning Resources: The teaching module has various learning resources such as student worksheets, learning media, and reading materials to support the learning process.

Overall, the design phase of this teaching module has produced a product that can potentially improve the quality of English language learning at the Islamic primary school level. This teaching module meets the standards of the Merdeka Curriculum and integrates religious values into the learning process. However, to ensure the effectiveness of this teaching module, product validation and product trials (implementation) must be conducted.

3.   The findings on development phase

In the development phase, the researcher went through several stages of product revision to produce a feasible product. After the product design has been determined, the researcher conducts product validation to validators. Four validators are material experts, design and layout experts, and two practitioners.

This Islamic values integrated English teaching module has undergone a rigorous validation process by material experts to ensure the quality and relevance

of the material. There are two aspects that were validated, namely the design of teaching module materials and language. For the design of teaching module materials aspect, the teaching module has been carefully designed so that the material presented is relevant to the learning objectives of English and Islamic values. The learning activities integrate Islamic values naturally into English language activities through the applicable curriculum and student characteristics. In addition, the materials and learning activities are linked to students' daily lives and are comprehensively assessed, covering aspects of English language skills and the application of Islamic values. The Language aspects of this teaching module have also been considered, including grammatical accuracy, clarity of sentences, use of appropriate terms, and the use of polite and respectful language to all parties. The recapitulation results of the teaching module validation for the material design aspect of the teaching module are 93.3% (very valid), and the language aspect is 95% (very valid). Thus, the average score of all aspects is 94.15% in the feasible category.

This teaching module is designed to consider the needs of teachers as a practical learning guide. The design prioritizes practicality and professionalism. Each text element is clearly presented and easily read, while the logical layout facilitates navigation. The selection of appropriate fonts and colors gives an attractive but not overwhelming impression. Consistency of design throughout the teaching module and the use of relevant images support the understanding of the material. Overall, this teaching module is designed to be an efficient tool for teachers in planning and implementing lessons and providing meaningful learning

experiences for students. The design and layout expert validated the teaching module with a total score of 100%, indicating that the design and layout of the teaching module developed were feasible.

Following validation by material experts and design and layout experts, the English teaching module was further reviewed by two practitioners. The validation sheet was explicitly designed to assess Content and Language Aspects, ensuring that the teaching module meets the expected quality standards.

The content aspect includes nine essential criteria that the teaching module must fulfill. First, the teaching material should align with the applicable curriculum, ensuring consistency with established educational standards. Second, students should have clear and achievable learning objectives, providing a measurable and realistic direction in the learning process. Third, the duration of the learning activities should be appropriate, providing sufficient time to effectively achieve the learning objectives.

Next, the material must be appropriate to the student's education level, adjusting the difficulty level to the student's abilities and needs. Fifth, the material should contain appropriate Islamic values, ensuring the integration of religious values in English learning. Sixth, examples and content in the teaching module should be relevant to the Islamic context, providing illustrations appropriate to Muslim students' daily lives. Seventh, the materials should engage students actively, encouraging participation and interaction during the learning process. Eighth, the learning media used should support the learning process, providing

practical tools to support the delivery of the material. Lastly, the assessment should align with the learning objectives, ensuring an accurate evaluation of student achievement.

The Language aspect includes three criteria that ensure appropriate and effective language use in the teaching module:

a. Grammatical accuracy is the main focus, ensuring no grammatical errors can interfere with understanding.

b. Clarity and ease of understanding sentences are prioritized, ensuring the sentences used are easy to understand.

c. The accuracy of using English terms is considered, ensuring that the terms used are by English standards and are easy to understand.

The following data were obtained based on the two practitioners' validation results. The score of the content aspect from Practitioner A was 71.1%, while that of Practitioner B was 93.3%. The average score of the content aspect is 82.2%. For the language aspect, the score is 73.3% from Practitioner A and 86.7% to get an average result of 80%. The overall total score is 81.1%.

Through this validation sheet, educational practitioners can comprehensively assess the English teaching module integrated with Islamic values. Feedback from these practitioners is precious for improving and further developing the teaching module to continue improving the quality and effectiveness of learning in the classroom. From these findings, the teaching

module that has been developed can fulfill most of the expected criteria. However, there is still improvement to achieve optimal learning outcomes for students.

4.   The findings on implementation phase

In the implementation phase, the teaching module that has been validated is then tested. The researcher tested the teaching module on grade 4 students at SDI Datok Sulaiman Palopo. The total number of students in the class was 25 students. The module trial was conducted once with a time allocation of 2 X 35 minutes, starting from 11.30 am-01.10 pm, with the class teacher following the teaching module guidelines directly. During the learning process, the researcher observed teacher-student interaction and students' responses to the material.

At the start of the lesson, the teacher began by reciting the *basmalah*, saying the greeting "*Assalamu'alaikum warahmatullahi wabarakatuh*," and then asking one of the students to lead the prayer before learning. After that, the teacher continued by checking the students' attendance. Before starting learning, the teacher motivated students always to be enthusiastic about studying, and after that, greeted students while asking questions about activities that students had done before coming to school. Before entering the core activities, the students first performed the Dhuhur prayer, followed by lunch.

The core of the learning activity was focused on understanding the Present Continuous Tense through engaging and meaningful activities. The teacher started by connecting the material to students' daily experiences and then introduced the concept of Islamic values that would be integrated. Through Show & Tell

activities, students were invited to actively participate in speaking English orally using correct present continuous tense sentences and relating to Islamic values. The teacher distributed vocabulary list sheets containing 30 verbs and guided students to pronounce the vocabulary correctly. Afterward, the teacher divided students into 5 groups of 4-5 students. Each group was given a picture and was instructed to discuss and interpret the picture, identifying the Islamic values reflected in the activity. Two students, as representatives from each group, presented their group's work in front of the class, with one student demonstrating the action using a simple, continuous sentence and the other mentioning the Islamic values depicted in the picture. Before concluding the core activity, the teacher provided feedback to students and appreciated students' efforts in the learning process. In this way, English language learning was not only focused on the cognitive aspect but also the affective and psychomotor aspects, enabling students to learn English while instilling Islamic values.

The learning activity ends with a material reinforcement and reflection session. Students are invited to repeat the vocabulary they have learned to strengthen their memory. The teacher then emphasizes the importance of implementing Islamic values in everyday life, linking it to the material that has been learned. To conclude, the lesson ends with a prayer led by one of the students, asking for the knowledge gained to be useful.

5.   The findings on evaluation phase

Each stage of teaching module development carried out by researchers must be evaluated at the end of the activity according to the direction of two

supervisors and validators: one material expert, one design and layout expert, and two educational practitioners. This evaluation ensured that the English teaching module integrated with Islamic values has met the expected academic needs and standards.

The material expert provided very constructive feedback regarding the accuracy of the language in the teaching module by carefully correcting typographical errors and suggesting the use of terms that follow the *KBBI* and applicable writing rules, including proper punctuation. This feedback is valuable to ensure that the teaching module is easy for teachers to understand and follows the correct writing standards.

In addition, the material expert also emphasized the importance of the effective use of learning media (flashcards) in learning activities by suggesting that image media should be visually appealing and improve students' critical reasoning skills. The learning media (flashcards) should support interpretation and analysis so that students can be more active in the learning process and develop their critical thinking skills. This suggestion aligns with the objectives of the Pancasila learner profile, which emphasizes the formation of student characters who reason critically and have noble characters.

The material expert's input helped the researcher pay more attention to details in the preparation of the teaching module, ensuring that each element effectively supports the achievement of learning objectives. Thus, the teaching module produced is not only based on the applicable curriculum but can also

provide meaningful learning experiences and build student character through the values of Pancasila and Islamic teachings.

The design and layout expert provided valuable feedback on the visual aspects of the teaching module by suggesting that more attention be paid to the font size selection to ensure the text is not too large or small, making it easy for teachers to read. In addition, they also recommended the consistent use of italics and bold to emphasize important information without compromising readability. Design and layout experts stressed the importance of clear and regular numbering to help structure information well.

Furthermore, the design and layout expert advised selecting the images of learning media (flashcards) relevant to the Islamic context by reminding students that learning media (flashcards) should appropriately support the teaching material and enrich students' understanding of the theme. The emphasis on the relevance of the images to Islamic values is crucial to ensure that all elements in the teaching module support each other in creating a holistic learning experience that meets the learning objectives.

The feedback from the design and layout expert was very helpful in improving the appearance and structure of the teaching module, making it more effective to use. By implementing these suggestions, the teaching module will not only have an attractive and functional design. Still, it will also support achieving educational objectives in a more structured and relevant way.

Practitioners provided valuable feedback on the details of the learning activities in the teaching modules. They suggested that the selection of learning styles be carefully considered to ensure that the learning activities can fulfill the needs of diverse students. In addition, practitioners recommended adjusting the time allocation for each activity to fit the existing class schedule better, allowing all activities to be optimized and students to focus more on the material being taught.

This feedback from practitioners was instrumental in optimizing the design of the teaching module. Considering students' various learning styles, the developing teaching module can be a more inclusive and adaptive learning environment, encouraging active engagement and better understanding. In addition, adjustments to the time allocation help ensure that each activity gets sufficient time to be implemented effectively without neglecting essential components of the learning process.

The combination of practitioners' suggestions regarding learning styles and time allocation improved the quality of the teaching module, making it more responsive to students' needs and more in line with effective learning practices. Thus, this teaching module improved learning effectiveness and provides a more satisfying and rewarding learning experience for students.

Supervisors played a crucial role in the teaching module evaluation process by providing constructive feedback at each evaluation stage. They were actively involved in assessing and monitoring the development of the teaching

modules to ensure that all elements conform to the required academic and practical standards. With their expertise and experience, the supervisors provided valuable guidance regarding material preparation, teaching module structure, and teaching methodology. They ensured that all aspects of the teaching module were aligned with the applicable curriculum.

They assist in identifying and correcting flaws that may not be apparent in the early stages of development, ensuring that the resulting teaching module is practical in delivering the material and meets high-quality standards.

B.   Research Discussion

1.   Analysis phase

This research began by conducting interviews to identify the need to develop English teaching modules integrated with Islamic values. The interview instrument was first validated by instrument experts, covering aspects of content, coverage, and language. The validation results showed that the instrument was very suitable, with an average score of 95.6%. Based on the interview with the English teacher, it was found that the main challenge in learning English is students' limited vocabulary, which can hinder them from understanding texts, following directions, or communicating well, as well as limitations in expressing ideas.[75] In line with Jannah's opinion, holistically integrating Islamic values with other subjects will provide a more comprehensive understanding and empower students to apply religious values in their daily lives.[76]

The general characteristics of the students are active, friendly and polite. However, there are significant differences in their English language skills. The English teacher overcomes these differences by separating students based on ability through an early test. Then, students who are considered to have less understanding of the subject matter will be assisted by friends and teachers, in accordance with Vygotsky's theory of Zone of Proximal Development (ZPD), which is the distance between the ability to solve problems independently and the

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[75] Agus Rofi'i, "Kesulitan Berbicara Siswa Sekolah Dasar Dalam Pembelajaran Bahasa Inggris," *Jurnal Elementaria Edukasi* 6, no. 4 (2023): 1895–1904, https://doi.org/10.31949/jee.v6i4.6851.

[76] Atiratul Jannah, "Peran Pendidikan Agama Islam Dalam Membina Karakter Religius Siswa Sekolah Dasar," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 08, no. 2 (2023): 2758–71.

ability to solve problems under the guidance of adults (educators) or through collaboration with more capable peers.[77] So, students who experience difficulties in learning are able to overcome them with the help and guidance of adults or children who have been trained.[78] Students are also used to applying Islamic values, such as giving greetings, praying before learning and praying together at school. Although students are enthusiastic about English lessons, they may need help in accepting modules that integrate Islamic values, given that they previously learnt these values in Indonesian. To overcome this challenge, teachers need to use a more explicit approach and provide many concrete examples to help students connect Islamic values to the context of English learning.

Expectations for this teaching module product are quite high. The English teacher hoped that this module would not only help students learn English but also help them apply Islamic values in daily life. Therefore, the material that is considered suitable to be included in this module is daily activities. The teacher also suggested that the module design be simplified. The most important Islamic values to be integrated into this module include kindness, honesty, justice, politeness, and students' positive habits. Thus, this module is expected to shape the character of students who are not only competent in English but also have an awareness and application of Islamic values in their lives.

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[77] Nurul Asma, Noviyanti Noviyanti, and Khairunnisak Khairunnisak, "Pengaruh Teori Belajar Vygotsky Pada Materi Aljabar Linear Terhadap Self-Efficacy Mahasiswa Prodi Informatika," *Jurnal Jendela Pendidikan* 2, no. 04 (2022): 496–503.

[78] Sumpena Rohaendi and Nur Indah Laelasari, "Penerapan Teori Piaget Dan Vygotsky Ruang Lingkup Bilangan Dan Aljabar Pada Siswa Mts Plus Karangwangi," *PRISMA* 9, no. 1 (2020): 65–76.

From this analysis phase, there is an urgent need to develop an English teaching module that integrates Islamic values. Analysis of the students' characteristics showed that they were enthusiastic and had a good foundation of Islamic values, although there were differences in their English proficiency. The expectation for this product is that it can help students learn English while applying Islamic values, with a focus on relevant daily activities and a simple design. Thus, this module is expected to provide significant benefits in shaping students' holistic character.

2.   Design phase

The design stage began by collecting references from textbooks, scientific journals, and teaching modules. These references were then analyzed to formulate a conceptual framework that is in accordance with student characteristics and learning objectives. After the conceptual framework was formulated, the next step was to design the teaching module in detail. This design included learning outcomes, material selection, integration of Islamic values, learning activities, Pancasila learner profile, learning media, and assessment instruments.

a.   Learning outcomes

In designing the learning objectives, the researcher referred to the Merdeka Belajar platform, which emphasizes the freedom to develop English teaching modules tailored to students' needs and characteristics. Based on the analysis, there is an urgent need to develop English teaching modules integrated with Islamic values. Therefore, the researcher added a specific learning objective:

students will be able to connect ongoing activities with Islamic values. This objective ensures that the learning process not only enhances language skills but also reinforces students' understanding of religious values in everyday contexts.

b.   Material selection

The material "ongoing activity" (present continuous tense) with the theme "They are reading books in the library" is a very relevant and practical choice for English learning in 4th grade. This theme teaches students about the concept of ongoing time and opens up opportunities to integrate Islamic values naturally. In addition, by focusing on activities that are happening, students can more easily imagine real situations and relate them to their own experiences. The flexibility of this material allows the researcher to design exciting and interactive learning activities, such as miming and presenting. Thus, this teaching module not only helps students master grammar but also instills positive values that align with Islamic teachings.

c.   Learning activities

In selecting learning activities, the researcher aimed to promote a student-centered approach. This approach prioritizes active student engagement, where students are not passive recipients but active participants in the learning process. According to Fitriyah, student-centered learning methods should involve activities

that engage students both physically and mentally, such as question-and-answer sessions, discussions, field trips, demonstrations, and completing assignments.[79]

At the beginning of the lesson, the teacher conducted a question-and-answer session with the students about their activities before coming to school. This method not only serves as an introduction to start the lesson but also as a way to build rapport between the teacher and students and to accustom students to actively participating in class.

Then, students must listen carefully to the teacher explain the concept of present continuous tense and Islamic values. Concentrative listening skills are becoming increasingly important in the fast-paced era of globalization, especially for elementary school-age children experiencing rapid cognitive development. The Merdeka curriculum, which emphasizes active and student-centered learning, further underlines the urgency of this skill.[80] By listening well, students can absorb new information and develop critical thinking, collaboration, and communication skills, which are the main demands of the 21st century.

By phase B learning outcomes, where students are expected to be able to respond to various texts or images orally and in simple writing, the "Show and Tell" activity, also known as "Sharing Time", is one of the most effective methods

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[79] Lailatul Fitriyah, "Pendekatan Student Centered Learning (SCL) Dalam Surah Al-Kahfi," *TA'LIMUNA: Jurnal Pendidikan Islam* 9, no. 01 (2020): 31–51.

[80] Lisa Nur Asmi et al., "Urgensi Menyimak Konsentratif Untuk Siswa Sekolah Dasar Pada Kurikulum Merdeka," in *Prosiding Seminar Nasional: Eksplorasi Penalaran Dalam Riset Untuk Meningkatkan Kualitas Publikasi Ilmiah*, 2023, 102–8.

to develop students' speaking skills.[81] This method allows students to speak in front of their peers, convey ideas or information they understand from texts or pictures, and train their ability to communicate clearly. In addition, this activity also helps improve students' confidence in public speaking and strengthens their skills in expressing their thoughts verbally and in writing. Nevertheless, it does not mean that grammatical knowledge should be ignored but must be considered and harmonized with the need for communicative achievement as a functional language objective.[82]

In phase B, teachers not only focus on spoken English skills but also begin to introduce students to the written form. Teachers often use repetition techniques to help students understand the difference between pronunciation and writing. By the way, the teacher pronounces new words and then follows the students. It is hoped that students can connect the sounds they hear with the letters they see. This technique effectively builds a strong foundation in English learning.

To optimize students' understanding of the material they have learned, the teacher facilitates group discussions. These guided discussions not only encourage students to actively participate but also stimulate them to think creatively.[83] By exchanging ideas with group mates, students can discover new perspectives and

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[81] Putri Datin Hulliyany et al., "The Use of Show and Tell Games in Enhancing Speaking English Learning for Young Learners: A Systematic Review," *ADIBA: Journal of Education* 4, no. 3 (2024): 474–81.

[82] Rustan Santaria, "Cultural Engagement in Teaching and Learning Foreign Language," *Journal of Teaching Dan Learning Research* 2, no. 1 (2020): 41–49, https://doi.org/10.24256/jtlr.v2i1.1396.

[83] Benyamin Nanga et al., "Penerapan Metode Diskusi Untuk Mengaktifkan Proses Berpikir Kritis Siswa Kelas 3 SD Dalam Pembelajaran Bahasa Indonesia," in *4th Annual Proceeding*, vol. 2023, 2023, 36–46.

deepen their understanding of the concepts learnt. In addition, group discussions can also maintain students' learning motivation and ensure they stay focused on the learning objectives.

The miming and presenting activity is an actual application of contextual learning. By acting out everyday activities and connecting them with the present continuous tense sentence structure, students can see the relevance of the subject matter to their lives. Through this activity, students memorize grammar and understand how language is used in real situations. In addition, through this activity, students can also learn to connect their actions with Islamic values, such as helping others, worshipping, or studying.

All activities conducted in this teaching module used the Project-Based Learning (PjBL) approach, which aligns with the characteristics of *Merdeka Belajar*[84]. In PjBL, students are actively involved in the learning process through real-world projects relevant to their daily lives, which encourages them to develop critical thinking, creativity, collaboration, and communication skills. This approach aligns with the principles of *Merdeka Belajar*, which provide students with the freedom and flexibility to learn[85] according to their interests, talents, and learning styles.

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[84] Ahmad Darlis et al., "Pendidikan Berbasis Merdeka Belajar," *Analytica Islamica* 11, no. 2 (2022): 393–401.

[85] Jamilatun Nafia'ah, Dukan Jauhari Faruq, and Siti Mutmainah, "Karakteristik Pembelajaran Pada Kurikulum Merdeka Belajar Di Madrasah Ibtidaiyah," *AULADUNA: Jurnal Guru Madrasah Ibtidaiyah* 5, no. 1 (2023): 1–12.

d.   Pancasila learner profile

All dimensions in the Pancasila learner profile, when associated with Islamic teachings, feel very closely related. Therefore, integrating Islamic values into the learning process is very suitable for achieving the goal of the Pancasila learner profile, namely, strengthening student character. This aligns with Aziz and Hasanah's statement that the Pancasila learner profile can be realized through Islamic values-based character education. Therefore, the researcher integrated Islamic values into English lessons and carefully selected the dimensions of the Pancasila Learner Profile, such as faith and devotion to God Almighty and noble character, cooperation and critical reasoning, which were adjusted to the theme of the material in the teaching module.

1)   Faith and devotion to God Almighty and noble character

Relevance of the dimension of faith and devotion to God Almighty and noble character is, although there is no direct mention of worship activities in chapter 1 of the theme "They are reading books in the library?", the daily activities that are often carried out can be related to the values of faith. Reading books can increase knowledge and insight, which in turn will bring us closer to God. In addition, reading activities can also foster an attitude of tolerance and respect for differences in opinion, which is part of noble character. The relationship with Learning Activities is that in learning activities, group discussions can be a forum for students to respect each other's opinions, work together in completing tasks, and show courtesy in communication. These values

align with the dimensions of faith and devotion to God Almighty and noble character.

2)   Cooperation

The Qur'an, the Muslim's guide to life, has taught the value and importance of cooperation in life together. By working together, everything will become easier. The relevance of the material to cooperation is that many daily activities can be done in cooperation, such as cleaning. Connecting the dimension of cooperation with Islamic values can give students a deeper understanding of the importance of working together and helping each other. In addition, it can also strengthen students' character and foster a sense of caring for others. The relationship with learning activities is that the group discussion activities designed in this lesson directly foster an attitude of cooperation. Students learn to work together, share ideas, and achieve a common goal.

3)   Critical Reasoning

Critical reasoning is critical daily, especially in dealing with various problems and challenges. In Islam, critical thinking skills are taught to distinguish between haq and bathil and make wise decisions. The relevance of the critical reasoning dimension to the Materials is to encourage students to think critically. They have to observe the picture, analyze the information, and then compose an appropriate sentence in the present continuous tense and connect it with the Islamic values reflected in the picture. The relationship with learning activities is that interpreting and making sentences based on the picture requires students to

think logically and systematically. They must connect the picture they see with the correct sentence structure.

The three dimensions of the Pancasila Learner Profile chosen, namely faith and devotion to God Almighty, cooperation, and critical reasoning, are very relevant to the material "They are reading books in the Library?" and the learning activities designed. Although this material directly discusses daily activities, appropriate learning activities can instill character values in students.

e.   Learning media

Contextualized learning was applied to create fun and meaningful English learning. The learning media used are flashcards with pictures of Muslim children doing their daily activities. These pictures are carefully selected to be relevant to the student's lives so that they can relate the language learnt to real situations. In addition, a vocabulary list of verbs that correspond to the pictures is also provided. This combination of pictures and words is expected to help students understand and remember new vocabulary more easily.

f.   Assessment instrument

An assessment rubric is used to measure students' learning achievement objectively. The rubric is designed to assess three crucial aspects, namely

1)   the accuracy of the use of to-be and verb-ing in spoken sentences,

2)   the clarity of pronunciation of English words, and

3)   the students' ability to relate Islamic values to the material being learnt.

The rubric will provide a clear overview of students' English language skills and understanding of Islamic values. The teacher can then provide specific feedback to students to correct their shortcomings and improve their English language skills.

3. Development phase

Based on the teaching module that has been designed, this module has fulfilled all the criteria set out in the Merdeka Curriculum. This module focuses on developing students' listening and speaking skills through the theme of daily activities presented as simple present continuous tense. Using learning media in the form of flashcards with interesting pictures further enriches students' learning experience. This module is stated to fulfill the following criteria:

a. Essential: This module presents a fundamental English concept, the present continuous tense, through the context of daily activities relevant to students' lives. This concept was chosen because it is one of the essential foundations for mastering the English language.

b. Engaging, meaningful, and challenging: The use of attractive picture flashcards and the theme of daily activities make the learning material more vivid and relevant to students. The designed activities also encourage students to participate and interact actively in English, making learning more meaningful.

c. Relevant and contextualized: The chosen theme of daily activities ensures that the learning material is relevant to students' experiences. Using English in familiar contexts helps students connect learning to real life.

d. Continuous: The module is designed according to students' developmental phase in Phase B, where students learn to understand and respond to simple spoken and visual texts. The sequence of activities in the module is logically organized and continuous to support the gradual development of students' skills.

e. Presentation: This module's use of simple language, short sentences, and clear pictures makes it easy for teachers to understand. In addition, the use of interesting learning media, such as flashcards, also increases its attractiveness.

f. Completeness: Teaching modules include all the necessary components, which teaching modules at least contain learning objectives, learning steps, and learning objectives (which include learning media to be used), assessments, information, and other learning references that can assist teachers in carrying out learning.[86]

In particular, the integration of Islamic values in this module is done naturally by selecting themes that reflect Islamic values, such as cooperation, mutual respect, and responsibility. For example, in group discussion activities, students are taught to help each other and respect friends' opinions. In addition, polite language is also part of learning Islamic values. Thus, this teaching module not only meets the standards of the Merdeka Curriculum but also enriches student learning with relevant Islamic values.

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[86] Trianingsih EL et al., "Pelatihan Penyusunan Modul Ajar Dan Asesmen Berbasis Numerasi SMKN 2 Turen Kabupaten Malang," *Jurnal GEMBIRA (Pengabdian Kepada Masyarakat)* 2, no. 3 (2024): 831–37.

The development stage is the core of this research, where the pre-designed English learning module design is realized. The resulting module is intended explicitly for grade 4 Islamic elementary school students. This development process involves several stages of revision, both based on supervisor feedback and expert validation results. Validation was conducted by three groups of experts, namely material experts, linguists, and practitioners, to ensure the quality of the module from various aspects. Through an iterative process of validation and revision, the module continues to be refined to meet the expected quality standards. The final result of this development stage is a learning module that effectively improves students' English language skills and integrates Islamic values harmoniously, thus creating a fun and meaningful learning experience.

4.   Implementation phase

The researcher observed the teacher-student interaction and students' responses to the material taught during the learning process. The results showed that students in the classroom were very active and enthusiastic in participating. The teacher patiently gave instructions to the students, and although some students re-questioned the instructions provided, this showed their curiosity to understand the task better. The teacher carefully ensures all students understand the instructions by repeating explanations when necessary so that each student can follow the learning activities well. The teacher helped create an inclusive learning environment by repeating instructions when needed, but it required additional time. This problem can be overcome by making the classroom conducive before giving instructions to students. Teachers can attract students' attention with

attention grabbers to make the classroom atmosphere conducive.[87] Attention grabber is different from the strategy of correcting bad behavior because, in attention grabber, the teacher does not mention the mistakes made by students but directly gives attention grabbers for students to behave well.

In addition, regarding the division of groups, it was found that some students experienced confusion when asked to sit with group mates based on their attendance sequence numbers because students had not fully memorized their numbers. This situation indicates an opportunity to improve the group division system to make it more effective so that learning time can be optimally utilized.

The students' response to the learning activities was very positive. They seemed enthusiastic about partic ipating in the Show & Tell activities and were eager to discuss and present their group work. Feedback from the teacher was also well received by the students, who seemed motivated to study harder.

During the implementation of the teaching module, there were challenges with the time allocation. The teaching module is allocated 2x35 minutes, from 11.30 am to 1.10 pm. However, there was a break for dhuhr prayer and lunch in the implementation, so the planned time allocation needed to be adjusted accordingly. Nonetheless, the English teacher showed flexibility and creativity in efficiently delivering the material, ensuring students still gain a deep understanding despite the limited time available.

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[87] Yuni Arifadah et al., "Teachers ' Creativity in Usin g Attention Grabber in EFL Class," in *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*, vol. 434, 2020, 283–87.

The learning outcomes indicate that some students are still facing difficulties in their studies. Therefore, teachers need to provide remedial teaching for students who are struggling[88], as they require additional support to achieve better learning outcomes.

From the results of this teaching module implementation, there is room for improvement in several aspects of the teaching module implementation. However, the efforts and adaptations made by teachers have shown high dedication in overcoming the challenges.

5.   Evaluation phase

The evaluation process of English teaching modules integrated with Islamic values carried out by the researcher involving various validators has produced teaching modules that are feasible and ready to use. The comprehensive evaluation process of this teaching module has produced a quality final product. Through constructive input from various experts, ranging from material expert and design and layout expert to educational practitioners, the teaching module was successfully refined regarding content, design, and suitability for learning needs.

The material expert ensured the accuracy of language and terminology, while design and layout experts improved the visual appearance of the module. Educational practitioners provided valuable input regarding the module's

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[88] Masruddin and Nasriandi, "Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text," *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 1094–1100, https://doi.org/10.24256/ideas.v10i1.3024.

suitability for classroom learning conditions. Thus, this teaching module is ready to be used in learning practices.

To conclude Chapter IV, the findings and discussions outlined emphasize the importance of developing an English teaching module integrated with Islamic values. The students are expected to understand and connect the relationship between their learning experiences at school and real-life situations.[89] The implication of this finding leads to the need for educators to continue developing relevant and contextualized teaching materials so that English learning is not only a means of communication but also a medium for instilling religious values. Media and technology can also be utilized in learning that integrates Islamic values, as they have become an active part of all levels of education.[90] Therefore, future researchers are expected to fill this gap by developing more effective approaches in utilizing media and technology to support learning based on Islamic values. The conclusion of this study emphasizes that teaching modules integrated with Islamic values have great potential in forming a generation that is academically smart and religiously intelligent.

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[89] Rustan Santaria et al., "Penerapan Model Pembelajaran Kooperatif Teknik Tudassipulung," in *Prosiding Seminar Nasional*, vol. 02, n.d., 701.

[90] Muhammad Ariel, Sahraini, and Dewi Furwana, "Developing the Content of Webtoon Comic Application as Supporting Media in Learning English Grammar at the 2 Nd Semester English Students of IAIN Palopo," *FOSTER* 1, no. 2 (2020): 139.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

Based on the research results, the English teaching module integrated with Islamic values has been well developed and is suitable for use by grade 4 students. The module successfully combines language learning with the effective inculcation of Islamic values to support students' cognitive and character development according to their developmental stages. The trial of the teaching module showed that students could understand the English material better and were inspired to apply Islamic values in their daily lives. Thus, this module is worth implementing as part of the curriculum to improve the quality of English learning in line with Islamic character education. Overall, this English teaching module integrated with Islamic values meets pedagogical standards and positively contributes to shaping students' character based on religious values, making it a comprehensive and holistic learning tool.

B.   Suggestion

The following are some suggestions from researchers related to this English teaching module.

1.   Teachers using this module should actively participate in training and workshops on integrating Islamic values into English language learning. This will help them understand the best methods to effectively implement this module and adapt it to their classroom contexts.

2. Although this module has been compiled based on rigorous analysis and validation, it is important to provide room for teachers to make adjustments according to local conditions and student characteristics. Flexibility in using the module will allow for better adaptation to each class's specific needs.

3. Continuous evaluation of this module's effectiveness in various learning contexts is required. Teachers and students can provide valuable feedback, which is used to revise and improve the module to make it more relevant and valuable.

4. Consider integrating technology in this module, such as interactive learning applications or other digital resources. These can increase students' interest and facilitate their understanding of English materials while reinforcing Islamic values.

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APPENDICES

Appendix 1 English Module Teaching
Informasi umum

A. **Identitas Modul**

Penyusun : Nurfadilah N
Instansi : IAIN Palopo
Tahun Penyusunan : Tahun 2024
Jenjang Sekolah : SD
Mata Pelajaran : Bahasa Inggris
Fase / Kelas : B / 4
Semester : 1 (Ganjil)
Unit / Tema : 1 / They are Reading Books in the Library
Alokasi Waktu : 2x35 menit

B. **Kompetensi Awal**
1. Siswa mampu mengekspresikan aktivitas menggunakan *verb*-ing.
2. Siswa mampu membuat kalimat tentang kegiatan yang sedang berlangsung.
3. Siswa mampu mengaitkan kegiatan yang sedang berlangsung dengan nilai-nilai Islami.

C. **Profil Pelajar Pancasila**
1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
2. Bergotong royong
3. Bernalar kritis

D. **Sarana dan Prasarana**
1. Ruang kelas
2. Media pembelajaran (*flashcard & vocabulary list*)
3. Buku Pembelajaran kelas IV serta sumber referensi lain

E. **Target Peserta Didik**
Peserta didik regular: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. **Jumlah Peserta Didik**
Jumlah peserta didik perkelas maksimum 25 orang.

G. **Model Pembelajaran**
1. Pembelajaran tatap muka
2. TPR (*Total Physical Response*)
3. *Contextual learning*
4. *Cooperative learning*

Komponen Inti

A. Tujuan Kegiatan Pembelajaran

1. Fase capaian pembelajaran:

Pada akhir Fase B, peserta didik memahami dan merespon teks lisan dan visual sederhana dalam bahasa Inggris. Dalam mengembangkan keterampilan menyimak dan berbicara, peserta didik mengikuti/merespon instruksi atau pertanyaan sederhana dalam bahasa Inggris dan membagikan informasi dengan kosakata sederhana. Peserta didik merespon berbagai teks/gambar secara lisan dan tulisan sederhana dengan alat bantu visual dan komunikasi non-verbal. Pada Fase B, peserta didik dapat berinteraksi dengan menggunakan bahasa Inggris sederhana.

2. Elemen/Domain CP:

   a. Menyimak dan berbicara (*listening and speaking*).

   b. Menulis dan mempresentasikan (*writing and presenting*).

3. Tujuan Pembelajaran:

   a. Siswa mampu menyebutkan kegiatan menggunakan *verb*-ing.

   b. Siswa mampu membuat kalimat tentang kegiatan yang sedang berlangsung.

   c. Siswa mampu mengaitkan kegiatan yang sedang berlangsung dengan nilai-nilai Islami.

B. Pemahaman Bermakna

1. Meningkatkan kosakata siswa tentang kegiatan yang sedang berlangsung.

2. Meningkatkan kemampuan siswa dalam membuat kalimat tentang kegiatan yang sedang berlangsung.

3. Meningkatkan pemahaman siswa tentang hubungan kegiatan yang sedang dilakukan dengan nilai-nilai Islam.

C. Pertanyaan Pemantik

1. *What are you doing?*

2. *What is she/he doing?*

3. *What Islamic values are reflected in the ongoing activities?*

D. Materi Pembelajaran

1. *Present Continuous Tense*

Present Continuous Tense digunakan untuk menggambarkan suatu tindakan yang sedang berlangsung saat ini.

Rumus:

Subject + am/is/are + Verb(-ing)

2. Nilai-nilai Islam

Nilai-nilai Islam seperti kejujuran, kepedulian, kesabaran, tanggung jawab, dan syukur merupakan prinsip-prinsip penting yang membentuk karakter yang baik. Kejujuran menciptakan kepercayaan, kepedulian membangun solidaritas, kesabaran membantu menghadapi ujian, tanggung jawab memastikan amanah terlaksana, dan syukur mengajarkan rasa terima kasih atas nikmat yang diterima. Nilai-nilai ini menjadi dasar perilaku yang positif dalam kehidupan sehari-hari.

a. Kejujuran/*honesty* (*Ash-Shidq*)

Ash-Shidqq yang artinya jujur atau benar merupakan sifat wajib yang dimiliki oleh para Rasul Allah, seperti Nabi Muhammad. Beliau memberi contoh langsung dalam berbuat jujur, hingga beliau mendapat gelar *Al-Amin* atau yang dapat dipercaya. Metode yang digunakan Nabi Muhammad dalam membina karakter jujur adalah metode targhib dan tarhib. Targhib merupakan metode untuk memotivasi diri agar senang melakukan kebaikan, sedangkan dengan tarhib, seseorang diharapkan merasa takut akan konsekuensi buruk jika melakukan perbuatan yang tidak benar. Metode ini menjadi salah satu metode yang ringan dan mudah untuk dilakukan dalam membina kejujuran.

b. Kepedulian/*caring* (*At-Ta'awun*)

Kepedulian dalam Islam merupakan salah satu aspek ajaran yang diajarkan Nabi Muhammad Saw kepada umatnya. Kepedulian dalam Islam dapat diterapkan dengan berbagai cara, diantaranya dengan memberikan bantuan dan sumbangan kepada mereka yang membutuhkan serta menghormati, memuliakan, dan saling menolong dengan tetangga. Adapun kepedulian secara umum adalah sikap memperhatikan, menghiraukan, dan bertindak proaktif terhadap kondisi atau keadaan sekitar. Kepedulian merupakan nilai dasar dan sikap dasar dan keberpihakan diri seseorang terhadap persoalan atau permasalahan yang ada dilingkungan sekitar. Sikap kepedulian sendiri dapat membantu meningkatkan kesehatan mental. Hal ini karena ketika kita peduli dengan orang lain, kita akan merasa terhubung dengan mereka dan merasa senang.

c. Kesabaran/*patience* (*As-Sabr*)

Sabar adalah ketabahan seseorang dalam menghadapi berbagai ujian yang diberikan oleh Allah SWT. Dalam Al-Qur'an, konsep sabar memiliki berbagai makna, tergantung pada situasi yang dihadapi. Beberapa bentuk sabar meliputi: ketabahan dalam menghadapi musibah, kemampuan menahan diri dalam menghadapi godaan, keberanian dalam peperangan, kesantunan dalam menahan amarah, kelapangan dada saat menghadapi bencana, kemampuan menyembunyikan rahasia saat mendengar gosip, sikap zuhud terhadap kemewahan, dan qana'ah dalam menerima rezeki yang sedikit. Konsep-konsep ini memiliki kesamaan dengan konsep dalam psikologi Barat seperti *self-control*, *resilience*, *perseverance*, dan *acceptance*.

d. Syukur/*gratitude* (*Ash-Shukr*)

Syukur adalah pengakuan terhadap nikmat yang diberikan oleh Allah, disertai sikap tunduk kepada-Nya dan menggunakan nikmat tersebut sesuai kehendak-Nya. Syukur merupakan aspek penting dalam kehidupan, karena dengan bersyukur, Allah memudahkan jalan bagi seseorang untuk meraih impian dan kesuksesan, selama rasa syukur itu ditujukan hanya kepada-Nya. Menurut tafsir Ibnu Katsir dan Al-Ibriz, syukur berarti berterima kasih, mengakui nikmat, dan menampakkan rasa syukur melalui pujian. Syukur melibatkan pengakuan atas nikmat dengan lisan melalui pujian, dengan hati melalui pengakuan, dan dengan anggota tubuh melalui ketaatan. Allah menginginkan manusia untuk bersyukur agar mereka dapat menarik kebaikan dalam hidup. Dengan bersyukur, seseorang akan menerima lebih banyak nikmat yang lebih baik dan lebih diberkahi.

3. Integrasi Nilai-nilai Islam

Mengintegrasikan nilai-nilai Islam dalam pembelajaran Bahasa Inggris adalah upaya yang positif untuk membentuk karakter peserta didik yang berakhlak mulia. Pendekatan ini bukan hanya sekadar mengajarkan kemampuan berbahasa asing, tetapi juga menanamkan nilai-nilai keagamaan sejak dini. Nilai-nilai Islam bisa diterapkan dalam kegiatan sehari-hari, seperti mengungkapkan kebaikan, membantu orang lain, dan beramal. Kita bisa menggunakan Present Continuous Tense untuk menggambarkan bagaimana kita menerapkan nilai-nilai ini dalam aktivitas sehari-hari. Berikut adalah beberapa contoh penerapan nilai-nilai Islam dalam kegiatan sehari-hari dengan menggunakan *Present Continuous Tense*.

a. Kejujuran/*honesty* (*Ash-Shidq*)

I am telling the truth to my teacher.

b. Kepedulian/*caring* (*At-Ta'awun*)

I am helping my friend clean the classroom.

c. Kesabaran/*patience* (*As-Sabr*)

I am waiting patiently for my turn.

d. Syukur/*gratitude* (*Ash-Shukr*)

I am thanking Allah for giving me a good day at school.

E. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 menit)
   - Guru memberikan salam pembuka dan mengajak siswa untuk berdoa bersama (dipimpin oleh salah satu siswa) dilanjutkan dengan mengecek kehadiran siswa.
   - Guru mengingatkan pentingnya niat baik dalam belajar sebagai bentuk ibadah kepada Allah.

- Guru menyapa siswa dan mengajak mereka berbincang tentang kegiatan yang Dilakukan Sebelum Berangkat Ke Sekolah.

2. Kegiatan Inti (50 menit)

   a. *Concentrative Listening*

   - Siswa menganalisis kegiatan yang mereka lakukan sebelum ke sekolah, kemudian mereka mengaitkan kegiatan tersebut dengan konsep *Present Continuous Tense* (termasuk konsep waktu, verb-ing, dan penggunaan *to be*) sebagai bentuk penerapan materi yang akan dipelajari.
   - Siswa mendengarkan penjelasan singkat oleh guru tentang konsep nilai-nilai Islam yang akan diintegrasikan ke dalam pembelajaran bahasa Inggris (seperti kejujuran, kesabaran, tanggung jawab, keikhlasan, dll).

   b. *Show & Tell*

   - Siswa mengamati gambar yang ditunjukkan oleh guru dan kemudian mengidentifikasi kegiatan yang terdapat dalam gambar tersebut berdasarkan pertanyaan pemantik yang diajukan oleh guru.
   - Siswa diberi kesempatan untuk mengemukakan jawaban mereka dengan menganalisis pertanyaan yang diberikan, dan guru memberikan apresiasi kepada siswa yang berani berbicara, sebagai bentuk motivasi dan dukungan.
   - Guru mengoreksi jawaban siswa kemudian memberikan contoh kalimat *Present Continuous* yang sederhana sesuai dengan gambar, misalnya "*She is eating.*" Dengan memahami bahwa "*She is eating*" adalah lebih dari sekadar aktivitas fisik, namun terdapat nilai-nilai Islam yang tercermin dari tindakan tersebut, seperti bersyukur dan kejujuran. Siswa diajak untuk tidak hanya menikmati makanan, tetapi juga menyadari asal-usulnya, bersyukur atas nikmat tersebut, dan menjaga kejujuran dalam setiap tindakan kita terkait dengan makanan .

   c. *Repetition*

   - Siswa mengidentifikasi 30 kosakata kata kerja yang diberikan oleh guru, kemudian melatih pelafalannya dengan cara meniru pengucapan guru secara berulang.

   d. *Discussion*

   - Siswa dibagi ke dalam beberapa kelompok. Masing-masing kelompok diberikan 2 gambar oleh guru.
   - Siswa menginterpretasi tindakan pada gambar yang diberikan dan membuat hubungan antara tindakan tersebut dengan nilai-nilai Islam.

e. Miming & Presenting

- Setiap perwakilan kelompok terdiri dari 2 siswa maju ke depan kelas. Salah satu siswa memperagakan kegiatan yang ada pada gambar dan menyebutkan contoh kalimat sederhananya dalam kalimat present continuous sedangkan siswa yang satunya menyebutkan nilai-nilai Islam yang ada pada gambar.
- Guru memberikan umpan balik dan koreksi jika diperlukan, serta mengapresiasi upaya siswa.

3. Kegiatan Penutup (10 menit)
   - Pada tahap ini siswa diajak untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar. "*Repeat after me: eating, praying, etc*"
   - Guru menekankan pentingnya nilai-nilai Islam pada setiap kegiatan dalam kehidupan sehari-hari.
   - Pembelajaran diakhiri dengan ucapan terima kasih, motivasi dan doa bersama (dipimpin oleh salah satu siswa), memohon kepada Allah agar ilmu yang diperoleh dapat bermanfaat dan diterapkan dalam kehidupan sehari-hari.

F. Refleksi

1. Kendala yang saya hadapi selama proses pembelajaran
   Jawaban:………………………………………………………………
   ………………………………………………………………………
   ………………………………………………………………………
2. Bagaimana keterlibatan siswa selama pembelajaran?
   Jawaban:………………………………………………………………
   ………………………………………………………………………
   ………………………………………………………………………
3. Metode pembelajaran apa yang paling efektif hari ini? Mengapa?
   Jawaban:………………………………………………………………
   ………………………………………………………………………
   ………………………………………………………………………
4. Bagaimana Anda menilai efektivitas manajemen kelas Anda hari ini?
   Jawaban:………………………………………………………………
   ………………………………………………………………………
   ………………………………………………………………………

5. Apa langkah pengembangan diri yang akan Anda ambil untuk meningkatkan kualitas pembelajaran berikutnya?
    Jawaban:…………………………………………………………………………
    …………………………………………………………………………………
    …………………………………………………………………………………

G. Asesmen/Penilaian

1. Asesmen Diagnostik: dilakukan di awal dengan pre-tes yang dapat mengetahui kemampuan awal siswa, asesmen dilakukan oleh guru dengan pertanyaan pemantik atau tanya jawab sebagai tindak lanjut.
2. Asesmen formatif: Guru melakukan penilaian saat siswa berdiskusi dan memberikan penilaian tugas peserta didik mengisi LKPD yang dikerjakan.

Tabel 6.1 Rubrik Penilaian

No	Nama Siswa	Akurasi Grammar (ketepatan penggunaan To Be dan Verb-ing)			Kejelasan pelafalan			Mampu mengaitkan nilai-nilai Islam ke dalam materi			Rata-rata ($\frac{Jumlah\ nilai\ siswa}{9} \times 100\%$)
		1	2	3	1	2	3	1	2	3	
1.											
2.											

H. Kegiatan pengayaan dan remedial

1. Pengayaan adalah kegiatan pembelajaran yang diberikan pada siswa dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara maksimal.
2. Remedial diberikan kepada siswa yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang.

Lampiran

A. Lembar Kerja Siswa

Nama   :

Kelas   :

Petunjuk : Buatlah kalimat present continuous tense sesuai dengan gambar, kemudian tentukan nilai Islam yang tercermin dari kegiatan tersebut berdasarkan nilai Islam yang telah dipelajari .

What is she doing?

Answer:

………………………………………………

….....……………..………………………

………….......

What Islamic values are reflected in the ongoing activities?

Answer:

………………………………………………

………………………………………………

………….......

What is she doing?

Answer:

………………………………………………

….....…………………………………

………….......

What Islamic values are reflected in the ongoing activities?

Answer:

………………………………………………

………………………………………………

………….......

Nilai	Paraf Orang

B. Media Pembelajaran

1. *Flashcard*
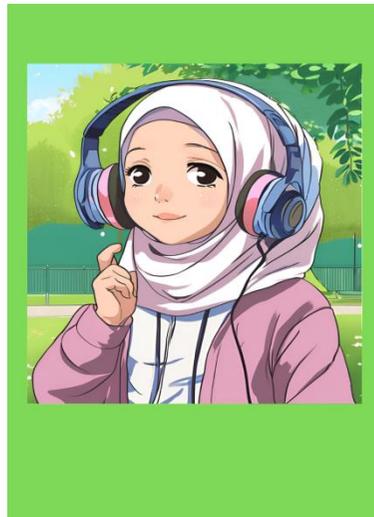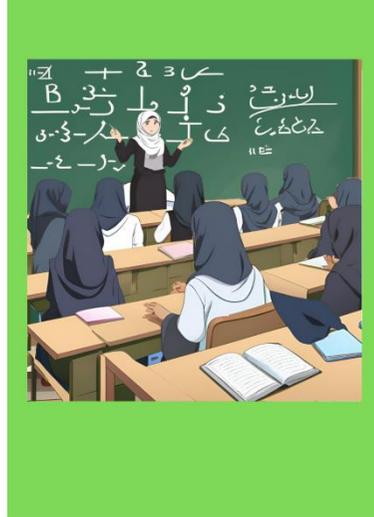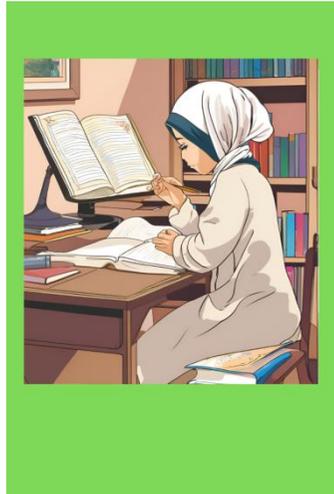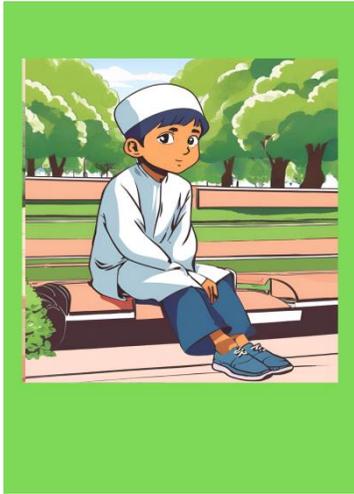
2. *Vocabulary list*

Wake up	: Bangun	*Clean*	: Membersihkan	*Visit*	: Mengunjungi
Eat	: Makan	*Get*	: Mendapatkan	*Draw*	: Menggambar
Study	: Belajar	*Smile*	: Tersenyum	*Dress*	: Berpakaian
Teach	: Mengajar	*Sweep*	: Menyapu	*Give*	: Memberi
Work	: Bekerja	*Mop*	: Mengepel	*Drink*	: Minum
Walk	: Berjalan	*Take*	: Mengambil	*Speak*	: Berbicara
Read	: Membaca	*Put*	: Menaruh	*Wait*	: Menunggu
Write	: Menulis	*Help*	: Menolong	*Pray*	: Berdoa
Listen	: Mendengarkan	*Forgive*	: Memaafkan	*Ask*	: Meminta
Play	: Bermain	*Sleep*	: Tidur	*Apologize*	: Meminta maaf

C. Bahan Bacaan Guru & Siswa

1. Buku bahasa Inggris kelas 4 SD Yudhistira Kurikulum Merdeka – Basic English 4 New Edition
2. Artikel 'Strategi Penanaman Nilai-nilai Pendidikan Islam pada Peserta Didik' oleh Raden Ahmad Muhajir Ansori. https://ejournal.alqolam.ac.id/index.php/jurnal_pusaka/article/view/strategi-penanaman-nilai-islam
3. Artikel 'Pembinaan Nilai-nilai Kejujuran Menurut Rasulullah Saw' https://journal.uinsgd.ac.id/index.php/jra/article/view/14346/6152
4. Artikel 'Kepedulian Sosial dalam Perspektif Hadis' https://journal.uin-alauddin.ac.id/index.php/alfikr/article/view/19170/10792
5. Website: https://pmb.unjani.ac.id/yuk-berani-peduli-bangun-budaya-kepedulian-untuk-masa-depan-yang-lebih-cerah/#:~:text=Ketika%20kita%20semua%20saling%20peduli%2C%20kita%20akan%20saling%20menjaga%20dan,mereka%20dan%20merasa%20lebih%20bahagia
6. Artikel 'Sabar dalam Perspektif Islam dan Barat' https://ejournal.kopertais4.or.id/mataraman/index.php/murabbi/article/view/3225/2434
7. Artikel 'Syukur dalamPerspektifAl-Qur'anSetudi komparasi tafsir ibn katsir dan Tafsir Al Ibriz' https://www.ejournal.iaifa.ac.id/index.php/takwiluna/article/view/1090/789

Appendix 2 Interview transcript

English Teacher *"Karakteristik siswa di kelas saya yaitu siswanya di dalam kelas aktif tapi ada sebagian yang kurang aktif tapi sebagian besar yang aktif, kemudian eee yaaa ramah kemudian sopan kalau ketemu, kemudian apa lagi? Itu saja kayaknya"*

English Teacher *"sikapnya kalau belajar bahasa Inggris? Kalau saya lihat itu siswanya cukup antusias"*

English Teacher *"Kalau perbedaan signifikan ada, pasti ada yang yang cukup cerdas dan adalah sebagian yang di bawah. Hmm, bagaimana mengelolahnya yaitu pertama saya pisahkan dulu, saya saya tes dulu yang mana yang sudah bisa yang mana yang tidak bisa, yang tidak bisa, saya eee kembalikan lagi misalnya yang bisa ajarkan temannya yang tidak bisa, saya bagi kelompok dulu. Kemudian setelah di ajarkan saya panggil lagi ke depan ini siswa yang tidak bisa tadi yang diajarkan toh, saya panggil ke depan meja ke depan kelas kemudian saya tes lagi, tes ulang kalau masih ada yang belum mengerti saya jelaskan lagi ke mereka kembali"*

English Teacher *"Sejauh mana? Kalau dalam menerapkan contohnya? Hmmm. kalau untuk dalam menerapkan kalau mereka ketemu gurunya begitu mereka salim, kemudian kalau masuk kelas mengucapkan salam, sebelum belajar berdoa, sebelum makan berdoa, seperti itu. Sholat dhuha berjamaah sebelum belajar biasanya sekali seminggu . shalat wajib shalat ashar dan dhuhur di sekolah, berjamaah juga. Kemudian ada juga ada sebelum memulai pelajaran juga biasanya siswa disuruh dulu menghapal srah-surah pendek. Itu saja."*

English Teacher *"kalau sikap dan perilaku cukup baik baik dalam mengikuti pembelajaran, cukup baik mengiuti intruksi apa yag diberikan, dan cukup bertanggung jawab saja dengan apa yang diperintahkan."*

English Teacher *"Hubungannya, hubungannya cukup baik, baik tidak ada ji yang bagaimana karna mungkin sudah naik kelas jadi na taumi yang mana benar yang mana tidak."*

English Teacher *"Karna di dalam kelas ada sebagian siswa yang pintar dan ada yang tidak jadi saya berarap modul ajar ini yang dikembangkan dapat menggunakan metode yang membuat siswa aktif secara keseluruhan."*

English Teacher *"Manfaatnya, eee salah satu manfaatnya itu eee membuat anak menjadi lebih sadar akan nilai-nilai Islam yang tercermin dalam kehidupan sehari-hari, seperti kejujuran."*

English Teacher *"Topik atau materi bahasa Inggris, eeee sepertiya topik yang cocok itu tentang daily activity atau kegiatan sehari-hari."*

English Teacher *"Yaitu dengan mengadakan kegiatan-kegiatan pembelajaran yang mengandung nilai-nilai Islam."*

English Teacher *"Dengan cara bagaimana anak-anak tersebut menerapkannya dalam kehidupan sehari-hari."*

English Teacher *"Tantangannya yaitu, apa ya? Tantangannya yaitu ee kesiapan siswa dalam menerima modul ajar bahasa Inggris yang terintegrasi dengan nilai Islam, karena eee siswa sebelumnya sudah belajar eee tentang nilai-nilai Islam tapi tantangan ini, karna di di dalam kelas, mereka belajar nilai-nilai Islam dalam mother language-nya atau bahasa ibu mereka, yaitu bahasa indnesia sedangkan untuk mengajarkan bahasa Inggris yang terintegrasi dengan nilai-nilai Islam itu mereka itu kayak lebih agak susah, lebih susah untuk menerima mungkin mungkin belum siaplah kira-kira."*

English Teacher *"Dukungan eeee tentunya dukungan dari sekolah terutama, kemudian dari orang tua. Kalau dari sekolah itu misalnya kayak penyediaan media ajar, kalau dari orang tua itu siswa itu mungkin membantu siswa kembalilah mengulang pelajaran yang telah diajarkan di sekolah."*

English Teacher *"Untuk desainnya eee saran saya lebih disederhanakan saja, kemudian untuk konten modul ajarnya ee bagaimana nilai-nilai Islam ini yang dimasukkan ke dalam modul ajar ini sudah sesuai dengan semestinya, seperti itu."*

English Teacher *"Nilai-nilai Islam yang penting dimasukkan ke dalam modul ajar yaitu pertama seperti kebaikan, kejujuran, keadilan, kesopanan hal-hal yang umum lah seperti yang dilakukan oleh anak-anak."*

English Teacher *"Hmm sebaiknya modul ajar bisa bermanfaat, modul ajar Anda ini bisa bermanfaat bagi siswa dan guru dan bisa digunakan oleh sekolah lain untuk dijadikan referensi."*

Appendix 3 Documentations

The researcher interviewed English teacher

English teacher implemented the developed product

The student presented the material

LEMBAR VALIDASI INSTRUMEN

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek isi, cakupan dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Interval skala yang digunakan sebagai berikut:

   1: Tidak layak

   2: Kurang layak

   3: Cukup layak

   4: Layak

   5: Sangat layak

4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
I	**Aspek Isi (*content*)**	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan wawancara dinyatakan dengan jelas.				✓	
c	Pertanyaan wawancara terstruktur dengan baik dan mudah dipahami oleh narasumber					✓
II	**Aspek Cakupan (*scope of content*)**	1	2	3	4	5
a	Pertanyaan wawancara mencakup semua aspek yang relevan dengan penelitian					✓
b	Pertanyaan wawancara tidak ada yang tumpang tindih atau berulang					✓
III	**Aspek Bahasa (*language*)**	1	2	3	4	5
a	Butir-butir pertanyaan wawancara dirumuskan dalam Bahasa Indonesia yang baik dan benar.					✓
b	Butir-butir pertanyaan wawancara dirumuskan dalam Bahasa Indonesia yang					✓

	efektif.					
c	Butir-butir pertanyaan wawancara dirumuskan dalam Bahasa Indonesia yang efisien.					✓
d	Butir-butir pertanyaan wawancara dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden					✓

C. Komentar

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D. Saran

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E. Kesimpulan

Instrumen wawancara ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

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Palopo, 25 Mei 2024

Penilai Kelayakan

Dewi Furwana S.Pd.I., M.Pd.

LEMBAR VALIDASI UNTUK AHLI MATERI

Nama validator : Sukirman, PhD.

Umur : 39

Jenis kelamin : Laki-laki

Pendidikan : ☐ S1 ☐ S2 ☑ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 ☐ 4-6 tahun ☑ ≥ 6 tahun

A. Petunjuk Pengisian

Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
Berikan komentar atau saran tambahan yang dianggap perlu pada akhir lembaran ini.

Skala deskriptif yang digunakan adalah sebagai berikut:

5 = Sangat Layak

4 = Layak

3 = Cukup Layak

2 = Kurang Layak

1 = Tidak Layak

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
	Desain Bahan Modul Ajar	1	2	3	4	5
1.	Materi yang disajikan relevan dengan tujuan pembelajaran Bahasa Inggris dan nilai-nilai Islam.				√	
2.	Modul sesuai dengan kurikulum yang berlaku					√
3.	Kegiatan pembelajaran yang mengintegrasikan nilai-nilai Islam secara natural dalam aktivitas Bahasa Inggris.				√	
4.	Materi dan kegiatan sesuai dengan karakteristik dan kebutuhan siswa					√
5.	Keterkaitan Materi dengan Aktivitas Sehari-hari					√
6.	Penilaian mencakup aspek kemampuan Bahasa Inggris dan penerapan nilai-nilai Islam					√
	Kebahasaan	1	2	3	4	5
1.	Ketepatan Tata Bahasa					√
2.	Kejelasan dan Kemudahan Memahami Kalimat				√	

Dipindai dengan CamScanner

3.	Ketepatan Penggunaan Istilah Bahasa Inggris					✓
4.	Penggunaan bahasa yang sopan dan menghormati semua pihak					✓

C. Komentar

Secara konten sudah layak pakai, Hanya salah pengejaan tulisan:

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D. Saran

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E. Kesimpulan

Modul Ajar Bahasa Inggris ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

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Palopo, 23 Juli 2024

Penilai Kelayakan
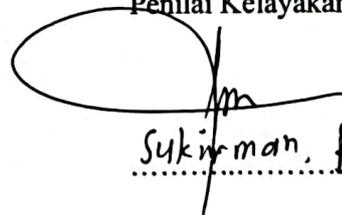
Sukirman, Ph.D.

ANGKET EVALUASI UNTUK AHLI *DESIGN* DAN *LAYOUT*

Nama validator : Magfirh Thayyib

Umur :

Jenis kelamin :

Pendidikan : ☐ S1 ☐ S2 ☑ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 ☐ 4-6 tahun ☑ ≥ 6 tahun

A. Petunjuk Pengisian

Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
Berikan komentar atau saran tambahan yang dianggap perlu pada akhir lembaran ini.
Skala deskriptif yang digunakan adalah sebagai berikut:

5 = Sangat Layak

4 = Layak

3 = Cukup Layak

2 = Kurang Layak

1 = Tidak Layak

B. Penilaian Kelayakan

No.	Aspek	Kelayakan				
		1	2	3	4	5
1.	Kejelasan dan keterbacaan teks					√
2.	Tata letak elemen desain					√
3.	Pemilihan font dan warna mendukung kenyamanan membaca					√
4.	Elemen-elemen desain konsisten di seluruh modul					√
5.	Penggunaan gambar relevan dengan materi					√
6.	Kesan estetis secara keseluruhan					√

C. Komentar

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D. Saran

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E. Kesimpulan

Modul Ajar Bahasa Inggris ini (lingkari salah satu pilihan)
1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

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Palopo, 27 Juli 2024
Penilai Kelayakan

May Firah Thayyib

LEMBAR VALIDASI UNTUK PRAKTISI

Nama validator : NUR AFNI

Umur : 29 tahun

Jenis kelamin : Perempuan

Pendidikan : ☑ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☑ 0-2 tahun ☐ 2-4 ☐ 4-6 tahun ☐ ≥ 6 tahun

A. Petunjuk Pengisian

Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
Berikan komentar atau saran tambahan yang dianggap perlu pada akhir lembaran ini.
Skala deskriptif yang digunakan adalah sebagai berikut:

5 = Sangat Layak

4 = Layak

3 = Cukup Layak

2 = Kurang Layak

1 = Tidak Layak

B. Penilaian Kelayakan

No.	Aspek	Kelayakan				
		1	2	3	4	5
A	**Aspek Isi**					
1.	Materi ajar sesuai dengan kurikulum yang berlaku					√
2.	Tujuan pembelajaran jelas dan dapat dicapai					√
3.	Ketepatan Durasi Pembelajaran				√	
4.	Materi sesuai dengan tingkat pendidikan siswa					√
5.	Materi mengandung nilai-nilai Islam yang sesuai					√
6.	Contoh dan konten dalam modul ajar relevan dengan konteks Islami					√
7.	Materi mampu melibatkan siswa secara aktif					√
8.	Media pembelajaran yang digunakan mendukung proses pembelajaran				√	
9.	Penilaian sesuai dengan tujuan pembelajaran yang telah ditetapkan				√	
B	**Aspek Bahasa**	1	2	3	4	5
1.	Ketepatan tata bahasa				√	
2.	Kejelasan dan kemudahan memahami kalimat				√	
3.	Ketepatan penggunaan istilah bahasa Inggris					√

C. Komentar

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D. Saran

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E. Kesimpulan

Modul Ajar Bahasa Inggris ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

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Palopo, 29 Juli 2024

Penilai Kelayakan

NUR AFNI

LEMBAR VALIDASI UNTUK PRAKTISI

Nama validator   **: Muhammad Arif, S.Pd., M.Pd., Gr.**

Umur   **: 32 Tahun**

Jenis kelamin   **: Laki-laki**

Pendidikan   **:** ☐ **S1**   ☑ **S2**   ☐ **S3**   ☐ **Professor**

Pengalaman Mengajar   **:** ☐ **0-2 tahun**   ☐ **2-4**   ☑ **4-6 tahun**   ☐ **≥ 6 tahun**

A. Petunjuk Pengisian

Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
Berikan komentar atau saran tambahan yang dianggap perlu pada akhir lembaran ini.
Skala deskriptif yang digunakan adalah sebagai berikut:

5 = Sangat Layak

4 = Layak

3 = Cukup Layak

2 = Kurang Layak

1 = Tidak Layak

B. Penilaian Kelayakan

No.	Aspek	Kelayakan				
		1	2	3	4	5
A	**Aspek Isi**					
1.	Materi ajar sesuai dengan kurikulum yang berlaku				✓	
2.	Tujuan pembelajaran jelas dan dapat dicapai				✓	
3.	Ketepatan Durasi Pembelajaran			✓		
4.	Materi sesuai dengan tingkat pendidikan siswa			✓		
5.	Materi mengandung nilai-nilai Islam yang sesuai				✓	
6.	Contoh dan konten dalam modul ajar relevan dengan konteks Islami				✓	
7.	Materi mampu melibatkan siswa secara aktif			✓		
8.	Media pembelajaran yang digunakan mendukung proses pembelajaran			✓		
9.	Penilaian sesuai dengan tujuan pembelajaran yang telah ditetapkan				✓	
B	**Aspek Bahasa**	**1**	**2**	**3**	**4**	**5**
1.	Ketepatan tata bahasa				✓	
2.	Kejelasan dan kemudahan memahami kalimat				✓	
3.	Ketepatan penggunaan istilah bahasa Inggris			✓		

C. Komentar

Aspek Ketepatan Durasi Pembelajaran patut diperhatikan dan disesuaikan berdasarkan hasil tryout. Aspek Attention Grab atau Kompetensi Guru sendiri tidak dicantumkan di Penilaian Kelayakan. Tapi dari konteks dan hasil dari product tryout ryout ini, bisa disimpulkan ada beberapa aspek kelayakan yang terlibat seperti poin 3, 4, 7, dan 8. Perlu menambahkan Vocabulary Lists sesuai dengan gambar Flash Cards di modul ajar tersebut sebagai bekal guru dan peserta didik. Pemaparan kosakatanya pun bisa dikonsep menjadi beberapa variasi yang berbeda tergantung variabel Jumlah Peserta Didik, Karakteristik Peserta Didik, Level CEFR Peserta Didik, Kondisi Kelas, Infrastruktur Penunjang, dan Kompetensi Guru. Sebagai contoh di rencana kegiatan pembelajaran di kegiatan inti mu sekarang itu "show & tell" plus "miming & presentation" dalam model Cooperative Learning.

Variasi learning model lain bisa pakai Direct Instruction dan "repetition" kalau peserta didiknya sedikit. Bisa juga pakai Game-Based Learning seperti "chain words" atau "matching words" dalam format team atau duo. Bisa juga pakai Blended Learning kalau fasilitas infrastruktur pengajarannya lengkap dengan pemaparan kosakatanya pakai "video" atau "audio recording" dilanjutkan dengan "online quiz" pakai Kahoot, Quizizz, atau Wordwall. Bisa juga pakai Flipped Classroom kalau peserta didik dan fasilitas sekolah berada pada level intermediate.

D. Saran

Total Physical Response itu Learning Metode yang berfokus pada pengajaran bahasa yang menggabungkan gerakan fisik dengan pembelajaran bahasa, saya paparkan beberapa variasi Learning Model di atas pakai berbagai elemen dan mekanik seperti Direct Instruction, Cooperative Learning, Game-Based Learning, Blended Learning, ataupun Flipped Classroom. Semisalnya mau tetap pada pakem yang telah kamu dan supervisor mu tentukan, silahkan saja. Keywords yang ingin saya sampaikan untuk diperhatikan selanjutnya itu "Learning Styles", "Well-being School", dan "Students' Boredom" yang saat ini sedang kamu hadapi saat Product Tryout mu.

E. Kesimpulan
Modul Ajar Bahasa Inggris ini (lingkari salah satu pilihan)
1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.
Semua hal yang tercantum di kolom komentar dan beberapa chats WhatsApp berkaitan product validation dan product tryouts.

Kupang, 31 Juli 2024
Penilai Kelayakan

Muhammad Arif, S.Pd., M.Pd., Gr.

<u>SURAT KETERANGAN</u>
No. 184/UJI-PLAGIASI/VIII/2024

Yang bertanda tangan di bawah ini:

|		
Nama	:	Dewi Furwana, S.Pd.I., M.Pd.
NIP	:	198708312015032006
Jabatan	:	Sekretaris Prodi Tadris Bahasa Inggris

Menerangkan bahwa naskah tesis berikut ini:

Nama	:	Nurfadilah N.
NIM	:	2205040013
Program Studi	:	Tadris Bahasa Inggris
Judul	:	**"Developing English Teaching Module Integrated with Islamic Values in Islamic Elementary School"**

Telah melalui pemeriksaan cek plagiasi (turnitin) dengan hasil 25% dan dinyatakan memenuhi ketentuan batas minimal plagiasi ($\leq$ 25%). Adapun hasil cek plagiasi terlampir.

Demikian surat pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 30 Agustus 2024
Hormat Kami,
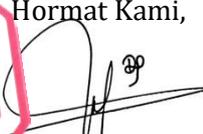
Dewi Furwana, S.Pd.I., M.Pd.
NIP 198708312015032006

SURAT KETERANGAN
Nomor: 421.2/016/SDI.PDS/X/2024

Yang bertanda tangan di bawah ini:

Nama	:	**NURSADIK, S.Pd**
NIP	:	19641231 198511 1 042
Jabatan	:	Kepala Sekolah
Alamat Instansi	:	Jl. Puang H. Daud No. 05

Menerangkan bahwa

Nama	:	**NURFADILAH N**
NIM	:	2205040013
Asal Perguruan Tinggi	:	Institut Agama Islam Negeri (IAIN)
Jurusan	:	Tadris Bahasa Inggris

Telah melaksanakan penelitian di SD Islam Datok Sulaiman Palopo mulai tanggal 15 Juli sampai 13 September 2024 untuk memperoleh data guna penyusunan Tugas Akhir Tesis dengan judul *"DEVELOPING ENGLISH TEACHING MODULE INTEGRATED WITH ISLAMIC VALUES IN ISLAMIC ELEMENTARY SCHOOL.*

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 09 Oktober 2024
Kepala Sekolah,

NURSADIK, S.Pd
NIP. 19641231 198511 1 042
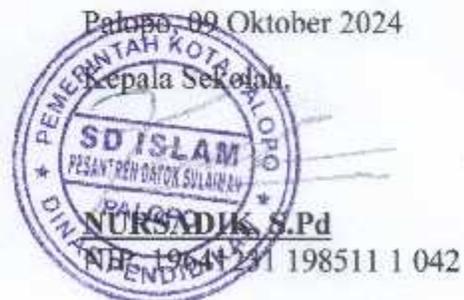
CURRICULUM VITAE

Nurfadilah N, was born in July 25th, 1998 in Palopo. Her parents' names are Nasruddin and Nasirah. She has one brother and three sisters. She is the fifth child from five siblings. She began her study at Elementary School at SDN 306 Pasamai in 2004 and graduated in 2010. She continued her study at MTsN Belopa and graduated 2013. After that, she continued her study at SMA Negeri 1 Belopa and graduated in 2016. And the next year in 2017, she continued her study at Cokroaminoto Palopo University and took English Language Education Study Program and graduated in 2022. She continued her postgraduate program in IAIN Palopo in 2022, majoring in English Education Study Program.