Development of an Islamic-based English textbook for third Grade Elementary Students

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ABSTRACT. *The development of textbooks is one of the main factors in successful learning. This Islamic-based English textbook has the distinctive characteristics of contextual and Islamic-based material which is equipped with 4 aspects of language skills. This research aims to develop an Islamic-based English textbook and examine the validity and attractiveness of the textbook being developed. The research method used is research and development using the Borg & Gall design. The results of this research show that the development of English textbooks has good qualifications, as evidenced by the results of validation by material experts with a percentage of 80%, design experts with a percentage of 92%, and class teachers with a percentage of 94%. Textbooks have a high level of attractiveness as evidenced by the results of interviews and questionnaires with students with a percentage of 90.04%, so textbooks have fulfilled aspects of development & needs in the learning implementation process.*

Keywords: *Textbook development, English for Elementary Students, Islamic*

INTRODUCTION

English in Elementary Schools or Madrasah Ibtidaiyah is A foreign language among students because the language is not used in daily communication or introduction to learning. Mastery English must be started from an early age, especially at the elementary school level, because English is an international language used for communication throughout the world. Some language skills that must be mastered in elementary school learning include: reading, writing, speaking, and listening. These skills must be supported by students' interests, textbooks, and quality learning.

Teaching materials are all materials that are systematically arranged to cover competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing learning implementation (Prastowo, 2014). Teaching materials as a learning medium have an important role in the learning process, namely as a reference for students and teachers to increase learning effectiveness. For students, teaching materials become reference materials whose contents are absorbed in the learning process so that they can become knowledge. Meanwhile, for teachers, teaching materials are a means of conveying information to students (Belawati, 2003).

The development of teaching materials, in this case namely textbooks, is an effort to increase effectiveness in learning. One effort to improve the quality of education through teaching materials is expected to have a positive impact on education in Indonesia (Prastowo, 2014). Good teaching materials will be able to increase student motivation and learning outcomes. Apart from that, the development of teaching materials must also pay attention to the characteristics and needs of students because basically, students have different creativity and abilities. The existence of appropriate teaching materials is also important to support the implementation of teaching and learning activities (Susilawati et.al. 2020).

The development of English language textbooks that are integrated with Islamic material aims to form spiritual souls and instill a love of Allah, the Qur'an, and the Prophet Muhammad from an early age because it is equipped with stories of the Prophet Muhammad, daily prayers,

hadith of the prophet, examples of Islamic-based activities such as reading the Koran, congregational prayers and Islamic-based English songs. Apart from understanding Islamic material, students can also understand English material contextually and are equipped with 4 aspects of language skills.

The results of research conducted by (Risnawati 2017) with the title Development of Environment-Based English Teaching Materials to Improve the Vocabulary and learning outcomes of Students in Elementary Schools show that these teaching materials can increase students' understanding and interaction with the surrounding environment, thus the use of participants' vocabulary English education is helped because students learn in real conditions during the learning process. Subsequent research by (Oktariani & Juwita RP, 2019) on the development of elementary school English teaching materials shows that English teaching materials in the form of animated videos of traditional games can improve students' vocabulary and speaking skills.

Based on the results of the researcher's observations, the English language textbooks used in *Madrasah Ibtidaiyah* or elementary schools only focus on learning material, so it is necessary to apply English language learning in a real context or contextually linked to things around the students so that the language English is no longer just a foreign language applied in theory but little by little it can become part of everyday communication tools (Maduwu B., 2016). Textbooks that have certain characteristics will be remembered and provide more learning motivation for students, in this case, the researcher wants to develop an English language textbook that is integrated with Islamic material. Instilling spiritual aspects from an early age is a way to train and develop the personality and Islamic character of students.

The material developed in this textbook focuses on "Daily Activities" so it is very suitable to be linked to Islamic-based activities that students usually do at home and school so that it is following contextual-based learning. The purpose of developing textbooks for students is to increase their understanding of English language material and increase their love of Islam through interesting and fun learning. For teachers, this textbook can be used as an additional manual and varied learning resource to create appropriate learning for the 21st century.

METHOD

This research uses research and development methods (Research *Development*) with Borg & Gall design. This design (Sugiyono, 2018) has several stages, namely:

1) Data & Information Collection

At this stage, the researcher conducted interviews with English teachers and made observations of English language learning in Elementary Students.

2) Planning

At this stage, researchers plan the textbooks being developed, namely determining learning materials, targets, integration with Islam, and evaluating textbooks.

3) Product Development

The textbook development stage starts with structuring the content and structure of the textbook, then preparing learning activities that are interesting and appropriate to the characteristics of grade 3 students, then preparing the textbook with the addition of broader material such as practice and integration of Islamic material in the form of prayers. , hadith, stories of the prophet, songs, and Islamic-based activities, and finally preparing an evaluation.

4) Product validation

The validation used in this development research is the validation of English subject experts, learning media design experts, English teachers, and students as product users. The purpose of this validation is to obtain data in the form of suggestions, directions, and assessments of the product being developed, then researchers can make revisions to the product being developed. The validation subjects in this research were lecturers who had background knowledge in their respective fields as well as English teachers who had teaching experience.

5) Product revision

Products that have been validated by experts are then revised by researchers to improve them and use suggestions from validators improving the quality of the product being developed, namely English textbooks.

6) Product trial

Trials are designed to determine the feasibility of the product that has been developed. The stages in this trial were conducting trials on a small scale, after which the researchers carried out large-scale trials on grade 3 students.

The data analysis technique used to analyze quantitative data from validation results is by calculating the average value. The formula for calculating the average value is as follows:

$$P = \frac{\sum x}{\sum xi} P = \frac{\sum x}{\sum xi}$$

$$x\ 100\%$$

Information:
P: Appropriateness
$\sum x$: Number of assessment answers
$\sum xi$: Highest number of answers

Table 1.1
Eligibility Level Qualification based on Percentage

Percentage (%)	Eligibility criteria	Information
80-100	Valid	No revision
60-79	Fairly valid	No revision
40-59	Not valid	Some revisions
0-39	Invalid	Total revision

RESULTS AND DISCUSSION

The results of the development of Islamic-based English language textbooks are based on the fact that there are no Islamic-based English language textbooks available for *madrasah ibtidaiyah* or elementary schools. This textbook development product has been validated by material, design, and learning experts so that it can be utilized and used widely by students.

This English textbook contains Islamic material including prayers, hadith, stories of the prophet, songs, and Islamic-based activities. Not only that, this textbook is equipped with Islamic visual images and illustrations by Muslim customs in Indonesia. The hope of researchers through the development of this textbook is that students can instill the values of Islamic teachings from an early age in students and be able to emulate them. Learned stories of the Prophet and can apply daily spiritual-based activities.

This textbook is adapted to the characteristics of Elementary Students students, namely the presence of concrete interests in everyday life. This is aligned with the textbook that was developed in the form of activities that students usually do every day. Elementary school/madrasah ibtidaiyah age students are at the concrete operational stage, namely, children develop logical thinking, tied to perceptual facts. This means that children can think logically but are still limited to concrete objects and can carry out conservation (Septianti et al., 2020).

An important factor in learning English in madrasah ibtidaiyah & elementary schools is building interest and motivation to learn because English is not a mother tongue which is usually used for daily communication, so there needs to be activities that are very interesting and effective in the learning process. A good textbook must contain the motivation to learn aspect, namely when students read a textbook, the child will be motivated to learn without having to be forced by the teacher because books are a learning medium (Jannah R., 2016).

The textbook developed by researchers contains activities and activities that help master vocabulary (Vocabulary), Speaking (Writing) & Listening (Listening) to create effective, efficient, and enjoyable learning. Not only that, this English textbook can improved student learning outcomes because it is packaged in simple language by elementary /MI language development.

Expert Validation Results

Analysis of media design expert validation results for Islamic-based English books shows a percentage of 92% with the following criteria:

1) suitability of images, and color of writing in textbooks that are integrated with Islam;
2) The packaging cover design is very attractive;
3) *Layouts*, letters, and writing are very appropriate to the characteristics of Elementary Students.

Textbooks validated by design experts have very valid qualifications so textbooks do not need to be revised. The layout design must be interconnected and provide emphasis, emphasis can be in the form of providing different colors and larger font sizes (Kurniawan et al., 2019). The layout of textbooks has been proven to influence students' motivation and understanding. (Yvonne B. 2016) explains that good textbooks are supported by an attractive layout design, this is because the harmony between the layout design of the book and how the visual elements are designed can influence the level of participants' attention.

Material expert validation of Islamic-based English textbooks was carried out in two stages. The first stage is to obtain suggestions from the validator, namely: adding more detail and clarity to the Glossary in the textbook, the Listening aspect can be used as a guide for speaking, so it is better to put the listening aspect before speaking. Next, the researcher revised the textbook that had been developed previously and then carried out the second stage of validation with the following criteria:

1) Suitability of Islamic-based English language textbooks with the 2013 curriculum;
2) Suitability of Islamic-based English language teaching materials with language skills;
3) Suitability of learning objectives Islamic-based English language teaching materials;
4) Suitability of the material presented with the English syllabus;
5) Suitability of Islamic-based English language teaching materials to the situation of grade 3 elementary school students;
6) Suitability of the language used in Islamic-based English language teaching materials;
7) Suitability of types and forms of images Islamic-based English language teaching materials;
8) The presentation of material and performance instructions are easy for students to understand;
9) Conformity of the contents of Islamic-based English teaching materials with learning materials;

10) Presentation of material according to the character of the subject.

Textbooks validated by design experts have very valid qualifications so textbooks do not need to be revised. Validation by English language learning experts is carried out on English teachers who have teaching experience so they know the needs and characteristics of class 3 MI students. The assessment criteria for textbooks include (1) suitability of the physical appearance of Islamic-based English language teaching materials (2) clarity of learning objectives for Islamic-based English language teaching materials (3) clarity of Islamic-based English language teaching materials (4) suitability between pictures and material in Islamic-based English teaching materials (5) clarity of assignments and exercises in Islamic-based English teaching materials (6) ease of understanding material in Islamic-based English teaching materials (7) ease of language used in Islamic-based English teaching materials (8) the attractiveness of the content in Islamic-based English teaching materials (9) the suitability of teaching materials used in learning (10) teaching materials can motivate for students to learn English.

Textbooks validated by learning experts are at a percentage of 94% with very valid qualifications so textbooks do not need to be revised. Teaching materials have a very high influence and role in the learning process, this is due to the relationship between teachers, learning resources, and students (Walid et.al. 2017).

The need for textbooks is currently still a top priority in carrying out teaching and learning activities. Textbooks are not only the main reference for students in learning but also a reference for teachers in the learning process (Nurdeani, N. 2014). The aim of developing an Islamic-based English textbook is to provide the instillation of spiritual values from an early age which is packaged with interesting learning activities using English as an introduction and also as a reference for teachers in improving the quality of learning.

The level of attractiveness of Islamic-based English textbooks

The results of textbook validation for the development of Islamic-based English language textbooks for class three of Elementary Students subjects obtained a percentage of 90.04%. The results of the field trial assessment on each component as analyzed quantitatively can be interpreted as follows:

a. The cover appearance of the Islamic-based English textbook received a score of 96% so it can be concluded that this cover attracts the attention of students;

b. Ease of learning using Islamic-based English textbooks gained a percentage 92% thus shows that textbooks can make it easier for students to learn;

c. You can use English textbooks giving students enthusiasm for learning, obtaining an assessment with a percentage of 94.6%;

d. Islamic-based English textbooks make it easier for students to understand the learning material, obtaining an assessment with a percentage of 90.6% so that this textbook can be used by students to understand English language material and can be applied in everyday life, especially on the spiritual side;

e. The questions contained in the Islamic-based English textbook can be easily understood and worked on by students, receiving an assessment with a percentage of 90.6%;

f. The type and size of letters found in Islamic-based English textbooks make it easier for students to read and understand the material. This aspect received an assessment of 98.6%;

g. The words used in Islamic-based English textbooks are by the characteristics of Elementary Students. In this aspect, students need to deepen the vocabulary in the textbooks, this was obtained by an assessment of 84%;

h. The language used in Islamic-based English textbooks is easy to understand and received an assessment with a percentage of 98.6%;

i. The use of textbooks requiring the help of other people such as friends, teachers, or parents received an assessment with a percentage of 74.6%. This is because English is not

the language used by students who need direction & assistance from teachers or parents to accompany the learning process;

j. The Islamic-based English language textbook is very interesting to study and received an assessment with a percentage of 90.4%.

The attraction of students towards English textbooks is proven by The results of interviews with several students stated that this textbook is different from other textbooks because it has an attractive, interesting design, and can arouse students' motivation to learn because it is equipped with daily prayers, Islamic songs, and contextual activities close to students.

The attractiveness of students can also be seen during observations or observations while learning is taking place. Students are very enthusiastic and interested in studying Islamic-based English books. They are very enthusiastic about practicing speaking English in front of the class to create a fun and meaningful learning atmosphere. The attractiveness of teaching materials can also be a stimulus for students to read and study teaching materials because the attractive aspect can determine how the content of the textbook is conveyed (Amelia, DJ, 2018).

CONCLUSION

Based on the development process and assessment results of the Islamic-based English language textbook for class III Elementary Students, it can be concluded that the Islamic-based English language textbook for class III Elementary Students students obtained good qualifications, proven by validation results by material experts with percentage 80%, design expert with a percentage of 92%, class teacher with a percentage of 94%. Textbooks have a high level of attractiveness as evidenced by the results of interviews and questionnaires with students with a percentage of 90.04%. Apart from that, researchers also use suggestions and comments from validators to improve and improve the quality of the textbooks being developed.

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