

## English for Daily Activities: Textbook Developed for Islamic Education Study Program at STAIN Mandailing Natal

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### Abstract

This research project aims to create teaching materials in the form of textbooks specifically designed for English courses, focusing on "English for Daily Activities" within the PAI study program at STAIN Mandailing Natal. The research methodology employed in this study is research and development, utilizing the ADDIE model (Analysis-Design-Develop-Implement-Evaluate). Data collection involves three main instruments: 1) needs analysis tools, 2) validity assessment tools, and 3) practicality evaluation tools, with the practical stage serving as the project's concluding phase. The outcomes of the research and development process yielded a positive impact on both lecturers and students during the learning process. The validation results indicate high levels of validity, with a total validation percentage of 83.85%, falling within the "very valid" category. Limited trials or practicality testing of the textbooks were conducted by gathering feedback from lecturers and students. The results show strong practicality, with its total percentage of 86.09%, classifying the developed textbook as "very practical" to use by lecturers and students within the Islamic Education Study Program at STAIN Mandailing Natal.

**Keywords:** Textbook, Teaching Materials, Islamic Studies

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## INTRODUCTION

Education holds a central and pivotal role in society, directly impacting students' intellectual, social, spiritual, and developmental aspects. Education is a lifelong process that involves learning, and this process is facilitated through practice and experience with the assistance of educators. Learning is a comprehensive journey that encompasses cognitive (Cuevas et al., 2023; Warsi et al., 2023), psychomotor (Ganc et al., 2021; Yoshida et al., 2022), and values and attitudes (Mou, 2023; Tong et al., 2022) changes over an extended period (Djamaluddin. & Wardana, 2019).

Reading plays a vital role in various exercises and experiences during the learning process (Hintze & Shapiro, 1997). Reading offers numerous benefits, such as enhancing memory, improving communication skills, and broadening one's horizons (Raviranjana, 2021). Reading materials also play a critical role in the teaching process, serving as essential tools for educators in delivering knowledge effectively. In essence, textbooks and teaching materials act as facilitators alongside educators in the classroom.

The Islamic Religious Education (PAI) Study Program at STAIN Mandailing Natal offers English courses as part of its general curriculum, spread over four semesters with eight credit hours. To enhance the integration of English into the learning experience, there's a need for tailored teaching resources. Currently, the available English teaching materials in the PAI program are limited and generic. Moreover, these materials haven't been customized to meet the specific needs of PAI students. Based on interviews and observations, the existing materials often consist of handouts, slides, worksheets, and compilations gathered randomly from the internet, which lack standardization. Suhartono (2014) emphasized the importance of adapting teaching materials to the unique needs of each class, as different classes have distinct characteristics. Customizing materials to the students' requirements significantly impacts their comprehension and learning mastery.

In the context of the PAI study program, English falls under the English for Specific Purposes category, requiring materials tailored to students' needs and related to Islamic-based education. Learning materials must incorporate Islamic studies' distinctive characteristics, setting them apart from other programs. Given the challenges and observations outlined above, the primary aim of this study is to develop textbooks for English courses, specifically "English for Daily Activities," tailored to the needs of PAI study programs at STAIN Mandailing Natal. The development of these textbooks aims to provide the program with suitable teaching materials, enabling English lecturers to enhance their teaching quality and empowering students to take an active role in improving their English language skills.

## **THEORETICAL REVIEW**

### **Teaching Materials**

Tomlinson defines teaching materials as resources used by teachers, writers, and students to enhance the quality of learning (2012). They can also be described as instructional tools containing learning steps and instructions to facilitate independent learning by students, even in the absence of a teacher (Magdalena et al., 2020). Teaching materials play a crucial role in different learning styles (Deng et al., 2022; Ezzeddine et al., 2023; Goosen & Steenkamp, 2023), be it traditional, group-based, or self-directed (Hagopian & Nohria, 2021). The importance of adapting teaching materials to students' conditions, can be achieved through various methods, including creating materials from scratch, transforming existing materials, or assembling sources without significant modification.

Teaching materials are paramount in the English teaching process. Teachers rely on textbooks, reading materials, audiovisual resources, and images to support their instruction. While commercial English teaching materials are available, many educators continue to create their materials, selecting, evaluating, adapting, and generating content to suit their teaching needs. This process draws from material design and development literature, with textbooks being a fundamental component of teaching materials.

### **Developing of Teaching Materials**

Developing teaching materials involves efforts by authors, educators, or students to provide information and experiences using language designed to facilitate language learning. To create effective materials, it's essential to consider learners' needs and learning objectives (Tomlinson, 2012). Adaptation, which involves modifying, adding, eliminating, or enhancing materials to suit learners' needs, is a critical step in the development process (Colevas et al., 2022; Lavrenteva & Orland-Barak, 2023; Runge et al., 2023). Materials should be exploratory, enabling students to understand, experience, and discover the language.

Tomlinson's principles for developing language learning materials stress the importance of materials making a positive impact, fostering comfort, building self-confidence, aligning with students' situations, facilitating student-centered activities, and

aligning with students' lives. These principles emphasize the need to identify student needs, analyze those needs, and collect materials accordingly, considering students' conditions and expected language use situations.

### **Learning Materials for Islamic Religious Education**

The term "English for Islamic Studies" arises from researchers' recognition of English learners who are also studying Islamic subjects. Graduates from Islamic studies programs must be prepared to engage with the international world, necessitating proficiency in English and Islamic terminology. Materials should help students develop both their English language skills and their knowledge in Islamic studies, enriching their vocabulary and reading comprehension.

### **Development of Early Adult Students**

Early adulthood, typically spanning from 18 to 40 years, signifies a stage where individuals transition into adulthood, facing various characteristics and challenges such as emotional tension, social alienation, and changing values. For early adult students, concrete and socially relevant textbooks are essential for supporting their learning processes and social lives. Several relevant studies offer insights into teaching materials, syllabus design, and development for specific purposes, emphasizing the importance of aligning materials with students' needs and program focus.

## **METHOD**

### **Research Design**

This study aims to describe the implementation of learning in English for Daily Activities courses, so to collect the data the researcher uses the R and D method with an analytical descriptive approach. Furthermore, it will produce products in the form of textbooks for English courses (English for Daily Activities) in the Islamic Religious Education Study Program, STAIN Mandailing Natal. The model in this study follows the concept of the ADDIE model that are *Analysis, Design, Develop, Implement, dan Evaluate* (Kent L Gustafson & Barnchand, 2002). The stages in this model are:

1. Analysis Phase, at this stage the procedures carried out are:
  - a. Analyze the needs of lecturers and students, both in terms of learning objectives (RPS), learning processes, learning materials, learning media, learning evaluation and the characteristics and needs of students in the Islamic Religious Education Study Program STAIN Mandailing Natal.
  - b. Analyzing the context namely looking at the financial condition of the students of the Islamic Religious Education Study Program STAIN Mandailing Natal to have textbooks.
  - c. Analyze the theory about teaching materials. In order to facilitate the author in designing textbook products.
2. Designing, at this stage the procedures carried out are:
  - a. Make a design that is in accordance with the results of the analysis of the needs of lecturers and students;
  - b. Collection of theory related to the material;
  - c. Cover design making;
  - d. Design of the contents of the book.
3. Develop product development in this case has been made. After that, the validation of lesson plans and textbooks developed by experts was carried out, consisting of 2 predetermined validators.
4. Implementing, implementation is a real step to implement the textbooks that have been developed. At this stage the textbooks that have been developed have passed the validation stage and are ready to be printed in book form. After that what is done is the practicality stage (limited trial) related to textbooks that have been made and validated and then applied to learning by lecturers and students.

5. Evaluation Stage, in this stage it can be seen that the textbooks developed are in accordance with the objectives. The evaluation stage can occur in the previous stages in Analysis, Design, Develop and Implement. This is called formative evaluation, because its purpose is for revision needs. For example, at the design stage, a formative evaluation is needed, namely an expert review to provide recommendations on the design that has been made.

### **Instruments**

The subjects in this study were primary data sources (learning process) and secondary data sources (related documents and references regarding textbook development). The subjects of this study were: 2 lecturers for the English for Daily Activities course and 89 students in the 3rd semester of the Islamic Religious Education Study Program. The types of data in this development research were qualitative and quantitative data. Data collection techniques are carried out in stages: 1). Needs analysis instruments that require observation and interview guidelines; 2). Validity instruments that require RPS validation sheets and textbook validation; 3). The practical instrument uses a lecturer and student response questionnaire which contains the results of a limited trial.

### **Data Collection Procedures**

The data analysis techniques used are: 1) Needs data analysis using steps according to Miles and Huberman in (Sugiyono., 2015) starting from data reduction through analysis of constraints on the learning process by not using teaching materials, data presentation and finally conclusions and verification, 2) Validity analysis where the researcher conducted an analysis of the SLP validation sheet and textbooks. To find out whether it is valid or not, you can use the following formula:

$$\text{Percentage} = \frac{\text{Gain score}}{\text{Maximal Score}} \times 100$$

Then after calculating the percentage, the results are interpreted using the following categories (Riduwan, 2005):

Table 1. Validity Category Table

Criteria	Percentage Range (%)
Very valid	81-100
Valid	61-80
Fair	41-60
Less valid	21-40
Invalid	0-20

### **Data Analysis Procedures**

The data analysis technique is practicality analysis using a questionnaire instrument for implementing learning from textbooks that have been made. Then the practicality percentage is also calculated through the following formula:

$$\text{Percentage} = \frac{\text{Gain score}}{\text{Maximal Score}} \times 100$$

Then after calculating the percentage, the results are interpreted using the following categories (Riduwan, 2005):

Table 2. Practicality Category Table

Criteria	Percentage Range (%)
Very Practical	81-100
Practical	61-80
Fair	41-60
Less practical	21-40
Inpractical	0-20

## RESULT AND DISCUSSION

The research findings highlighted a need for engaging and interesting textbooks among students. Prior to this study, lecturers had not created specific textbooks aligned with the Outcomes of the Islamic Religious Education Study Program, which led to a lack of focus on mastering material in accordance with the program's objectives. According to Oktiani (2017), educators should develop teaching materials and learning designs that are diverse and adaptable to their students' needs and abilities. Lecturers also expected the textbook's usage duration to be efficient with respect to learning time. Students desired textbooks that were both captivating and clear, making it easier for them to comprehend the learning materials and achieve their learning objectives optimally. Furthermore, such textbooks would enable students to study independently.

### Design

The design phase's objective was to create a textbook design titled "A Teaching Book English for Islamic Education: English for Daily Activities," specifically tailored to the English for Daily Activities course. This textbook's content was developed to align with the needs of Semester I students in the Islamic Religious Education Study Program at STAIN Mandailing Natal. The design aimed to make the textbook as appealing as possible to motivate both lecturers and students to use it effectively, ultimately impacting the achievement of learning objectives.

### Development

At this stage, the developer carried out textbook validation with two designated validators. The Research and Development (R&D) Procedure of Study Plan (RPS) and the textbooks underwent validation, and any necessary adjustments were made based on the validators' recommendations.

### Implementation

The feedback and input from the validators included the following: 1) Enhancing the attractiveness of the book cover, 2) Providing clearer explanations related to material presentation, 3) Adapting images in the textbook to the students' developmental level, for instance, substituting cartoon images with pictures of students wearing headscarves to reflect the institution's context (STAIN), 4) Improving the organization of some material presentations, 5) Clarifying instructions for exercises. These suggestions were incorporated, and the textbook was revised until the validators certified its validity. Subsequently, a practicality test was conducted involving lecturers and students.

### Evaluation

In this stage, a comprehensive evaluation of the developed textbooks was carried out by the developer. The presentation of trial data and data analysis involved:

#### Validation of data

RPS validation data results are as follows:

Table 3. RPS Validation Result of *English for DailyActivities*

Number	Assessment Aspect	Percentage (%)	Definition
1	Format	90 %	Very valid
2	Content	88,7 %	Very valid
3	Languange	90 %	Very valid
Total		88,9 %	Very valid

RPS English validation results for Daily Activities with a percentage of 88.9% are categories that are very valid. Data from the validation results of the textbook "A Teaching Book English for Islamic Education: English for Daily Activities" are as follows:

Table 4. Textbook Validation Result of *English for DailyActivities*

Number	Assessment Aspect	Percentage (%)	Definition
1	General Criteria	76,25 %	Valid
2	Specific Criteria	90 %	Very valid
3	Practice aspect	87,50 %	Very valid
4	Technical aspect	80 %	Very valid
Total		83,85 %	Very valid

The results of textbook validation with a percentage of 83.85% are very valid categories.

### 1) Practicality Data

The results of the practicality of textbooks for lecturers and students are as follows :

Table 5. Results of Practical Textbooks for Lecturers and Students

No	Respondents	Percentage (%)	Definition
1	Lecturer	84,54 %	Very Practical
2	Students	87,65 %	Very Practical
Total		86,09 %	Very Practical

The practical results of textbooks with a percentage of 86.09% are in the very practical category.

The use of the ADDIE model in this case greatly assists developers in producing a teaching book product "A Teaching Book English for Islamic Education: English for Daily Activities" which suits the needs of lecturers and students in the STAIN Mandailing Natal Islamic Religious Education Study Program. Previously there were no textbooks developed by lecturers. Students experience difficulties in repeating learning at home and there are no references in learning. Before the existence of textbooks, students were less interested in following the learning process. After the existence of the textbook "A Teaching Book English for Islamic Education: English for Daily Activities", students are motivated to repeat learning at home independently and tend to be more enthusiastic.

The research findings indicate that students of the Islamic Religious Education program need an English textbook that specifically matches their English language proficiency level. On the other hand, English teachers also require a textbook rich in Islamic studies content relevant to students' daily lives. Furthermore, this textbook is designed to include 13 topics of learning materials in the form of texts, relevant Quranic verses, and exercises. All of these learning materials are integrated in a way that the texts and exercises share the same theme. Moreover, the course book developed by the researchers has demonstrated its high validity, as confirmed by 83% survey participants. Further, a substantial majority, comprising 87% of the respondents, expressed their appreciation for the book's practicality when utilized in the context of their English for Daily Activity course within the academic program for Islamic Religious Education at STAIN Mandailing Natal.

A number of relevant earlier research outcomes, even though there is still a limited body of work on the development of textbooks for Islamic studies, highlight intriguing aspects of this research results. Istiqomah and Maunah (2020) findings emphasized the need for flexible learning styles, difficulty grading, cultural content, diverse topic coverage, communicative teaching, balanced vocabulary and grammar, varied exercises, an appealing layout, and alignment with student needs and goals in an English textbook for Islamic studies. While not all the factors mentioned have been thoroughly covered, the textbook has been carefully designed, taking into consideration nearly all of the aspects. Additionally, Fitriyah (2018) claims that the textbook they designed focuses only on speaking skills, the textbook in this research prioritizes reading skills to accommodate students whose English proficiency is not yet productive. A particularly interesting finding is the research by Najwa (2020), which states that English department students taking the course "English for Islamic Studies" struggle to understand texts because the topics covered in the reading materials are too broad and not familiar in their daily lives. This presents a contradictory situation, where English language students have difficulty with Islamic reading texts, while Islamic education students learning English face challenges in language learning practice. To conclude, the English textbook for Islamic education students is designed by considering students' difficulty levels, including engaging and familiar themes, and incorporating varied exercises. This is to meet the specific, progressive learning needs of students and align with the PAI curriculum at STAIN Mandailing Natal. Despite the efforts made, the researchers acknowledge that the book developed in this study still possesses certain shortcomings and requires improvement. The content of the material in this book is predominantly centered around vocabulary, grammar, and reading and writing. There is almost no content included to enhance students' listening and speaking skills. This is crucial for ensuring that students' English language proficiency improves uniformly across all language aspects.

Accordingly, addressing the requirements of English language education within the Department of Islamic Education, there is an urgent call for creating a fresh textbook that adeptly incorporates the four crucial language skills: listening, speaking, reading, and writing. This integration should be thoughtfully harmonized to guarantee that students receive thorough and equally distributed guidance in each skill. In accomplishing this, the textbook is poised to assume a central role in advancing students' proficiency in engaging in everyday English conversations, especially within the context of Islamic studies.

Finally, it is advisable to create textbooks by incorporating input from a variety of research participants, considering the diverse range of students' proficiency levels. This approach ensures that the resulting textbook becomes accessible and beneficial to a broader spectrum of learners. By involving samples from different educational institutions and considering the varying abilities of students, the textbook can be tailored to accommodate a wider audience, making it a valuable resource for more extensive learners

## CONCLUSION

Based on the results of research and development of the textbook "A Teaching Book English for Islamic Education: English for Daily Activities" has a positive impact on lecturers and students in the learning process. The validation results of the general criteria assessment are 76.25%, special criteria are 90%, practical aspects are 87.50% and technical aspects are 80%. The total validation results for the textbook "A Teaching Book English for Islamic Education: English for Daily Activities" with a percentage of 83.85% are very valid categories. The implementation of practicality or limited trials of textbooks is carried out by distributing the practicality of the responses of lecturers and students. The results of filling out the lecturer response questionnaire with a percentage of 84.54% and students 87.65%. The total percentage results for the practicality of the textbook "A Teaching Book English for Islamic Education: English for Daily Activities" is 86.09% in the very practical category. This means that the textbooks developed are very practical to use by lecturers and students of the Islamic Religious Education Study Program STAIN Mandailing Natal.

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