Infusing Islamic Values Into Reading Module For Islamic Senior High School Students

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Abstract

English reading modules designed to meet the needs of the students at madrasahs are relatively limited. Therefore, this development study reported on the designing process of an English reading module for grade X students of Islamic senior high school through ADDIE framework. This study was conducted through the phases of analysis, design, development, implementation, and evaluation. The participants were 67 students and three English teachers from 9 Islamic senior high schools in Bengkulu City and three module validators. The instruments were subject-expert, student, and teacher questionnaires. The findings on need analyses revealed the students' and teachers' expectations on English reading modules containing Islamic values. As a follow-up, a reading module consisting of ten chapters with religious topics in genre-based texts were designed. The evaluation of the module demonstrated that from a 1.0 to 5.0 scale, the module received a score of 4.0 (categorized as good) by the media expert, 4.2 (categorized as excellent) by content and a language expert, 4.1 (categorized as good) by the three English teachers, and 4.3 (categorized as excellent) in a small group evaluation. To conclude, the English reading module is feasible for classroom use. The implication and recommendations for education stakeholders and future researchers are provided.

Keywords: English as a foreign language; Islamic Senior high school; Islamic values; reading skill; Research and development

Introduction

Recently, there has been an increase in voices criticizing English teaching resources from ideological perspectives (Graves & Garten, 2019). The situation is exaggerated by the tendency that instead of treating teaching materials as 'cultural artifacts,' most of the teachers view the materials as 'curriculum artifacts' (Gray, 2016). This indicates that many teachers often follow the prescribed coursebook without assessing its suitability and ignore its appropriateness to student needs. This situation is regrettable since textbooks not only constitute the curriculum that accommodates the learning objectives, the syllabus, skills, and methodologies, but also serve as a bridge between the teachers and students (Jazadi et al., 2023). Therefore, rather than just adopting a textbook, teachers should carry out material adaptation to suit the teaching and learning situations (Mustofa & Wirza, 2023). Moreover, learners have special rights when it comes to deciding the content of courses they are to undergo, ideally assessed before classes begin, at their inception, and as they proceed (Long, 2005). In this regard, needs analysis plays a crucial role in ensuring that the content

reflects learners' goals, backgrounds, and expectations, particularly in context-specific settings like Islamic education institutions. Additionally, there is an urgency of providing obvious support for teachers in Islamic education institutions to design English language materials that serve as textbook supplementary and peace promotion (Kristiawan & Picard, 2021).

The importance of integrating Islamic values into English learning has been reported by various authors. Djamdjuri et al. (2021) believed that religious value inclusion will equip Muslim students with good English language skills as well as high moral standards. Similarly, Nafiah (2020) emphasized the role of textbooks to build students' religious and spiritual characters and as behavior guidance. Other scholars, Madkur and Albantani (2017) highlighted the urgency of the integration of Islam in all school subjects, as Muslim teachers are responsible for preserving religious values through their classroom activities. Finally, the infusion of religious values into English teaching materials serves as a support for keeping peace across the nation and respecting diversity while fulfilling students' learning needs (Kristiawan & Picard, 2021), especially in such a culturally-diverse nation as Indonesia. Therefore, it is clear that the inclusion of religious values has positive impacts on learners' personal development in multiple aspects, including academic, social, and personal life.

Several scholars have responded to the aforementioned notions by conducting development research on English modules integrating Islamic values across the levels of education (see Berlin et al., 2022; Darmayenti & Yustina, 2021; Faridi & Bahri, 2016; Fitriyah, 2018; Nafiah, 2020; Syafi'i & Gestanti, 2017; Qamariah, 2015). They found that most students and teachers perceived a lack of Islamic content in the textbooks they used, resulting in the failure of the textbooks to accommodate their learning needs as Islamic students. More specifically, Faridi and Bahri (2016) found that the textbooks used in Islamic junior high schools lacked Islamic narrative materials. Based on this finding, they designed an English reading module incorporating Islamic values for students of an Islamic junior high school in Central Java. Another scholar, Nafiah (2020) designed an English module containing Islamic values and Jambi local wisdom for grade IX students at Islamic junior high school. In a higher education context, Fitriyah (2018) developed instructional material to help troubleshoot the communicative problems of Islamic education students. Nurkamto et al. (2021) found that the unavailability of Islamic content-integrated teaching materials contributes to low attention and motivation of Islamic secondary school students. Hence, the authors recommend teachers select and design reading materials by considering the context of the Islamic secondary school.

Previous studies have made valuable contributions by addressing the limited availability of English modules that incorporate Islamic content. Nonetheless, there remain areas that merit further exploration, particularly regarding the variety of genre-based texts included in the modules and the scope of their implementation. For example, Faridi and Bahri (2016) focused on narrative texts, while Nafiah (2020) included only procedure text in the module. Expanding upon previous studies, the current study developed a module that integrates a wider range of genre-based texts, including descriptive, narrative, and recount texts, as well as transactional, interpersonal, and informative texts. In terms of the implementation phase, previous studies provided valuable insights through smaller participant groups. Nafiah (2020) conducted the module implementation with 26 students from one school, while Faridi and Bahri (2016) did not specify participant numbers. To enhance the applicability and reliability of the findings, this study included both a small group evaluation with 15 students and a field test involving 67 students across three different schools. The current study is guided by the following research questions:

     1. What were the procedures of developing English reading module for Islamic

students of senior high school grade XI?

2. How were the responses of the EFL students, teachers and experts regarding the module?

Research Method

The current study employed Research and development (R&D), which is a broad category describing the entity of basic research, applied research, and development activities (Kainulainen, 2014). One of the areas in development research is learning and instruction, in which the researchers will not only focus on the theoretical bases but also find out how the developed module works (Akker, 1999). The development adopted in this study was ADDIE model. According to Branch (2009), ADDIE model is an appropriate framework for developing educational resources and other learning materials. The concept of ADDIE model is shown in Figure 1:
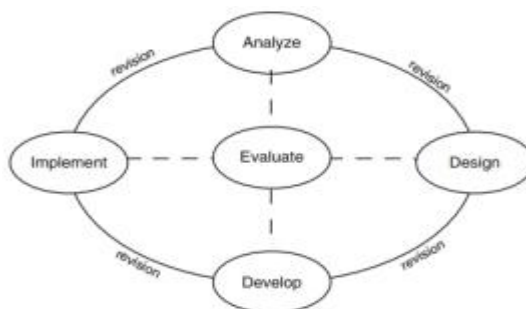
Figure 1. The Concept of ADDIE Model (Branch, 2009, p. 2)

The process of module development was guided by ADDIE model, as shown in Figure 1. The first stage started with analyzing the needs of the students and teachers regarding the materials they use in the teaching and learning process. Secondly, a draft of the module was designed based on the results of the need analysis administered in the first phase. Third, the draft was developed into a module readily available for the implementation stage. Fourth, the developed module was implemented in the classroom. Finally, the evaluation was carried out three times through one-to-one evaluation by subject experts and teachers, small group evaluation with 15 students, and field testing involving 67 students.

Data Collection Instrument

The instruments employed in this study was used to gather information on the need analysis, as well as the validity tests toward the module by the participants, such as students, teacher, and experts. The experts involved in validity tests were an expert in language, content, and media. The data were collected through student, teacher, and expert questionnaires. The field note contains the lists of textbooks used in nine Islamic senior high schools (madrasahs) in Bengkulu City. The closed questionnaires were used to collect the students' and teachers' opinions regarding the textbooks they used and the need for appropriate teaching and learning materials.

Prior to data collection, the instruments were assessed for validity using Aiken's V formula using IBM SPSS Statistics. The teacher needs analysis yielded an Aiken's V of 0.87302 (highly valid), while the student needs analysis scored 0.87464 (highly valid). Additionally, the questionnaire administered to students had a validity value of 0.85185 (highly valid), and the questionnaire given to teachers showed a value of 0.89899. Finally, the questionnaire completed by the media expert had a validity of 0.90643, whereas the questionnaire for the content expert scored 0.85556. These validity tests demonstrate that the instruments possess adequate validity and can be employed immediately to collect the data.

The reliability of the instruments used in both the need analysis and the evaluation of the Reading module was assessed using the Intraclass Correlation Coefficient (ICC) for Average Measures. In the teacher need analysis, the ICC reached 0.831, with a 95% confidence interval ranging from 0.596 to 0.940. Similarly, in the student need analysis, the ICC was 0.850, with a 95% confidence interval between 0.739 and 0.917. Regarding the evaluation of the Reading module, the student assessment questionnaire obtained an ICC of 0.815, with a confidence interval ranging from 0.681 to 0.897. The teacher assessment questionnaire recorded an ICC of 0.796, with a 95% confidence interval between 0.660 and 0.882, indicating a high level of reliability and consistency in measuring the intended construct. From the expert evaluations, the media expert questionnaire achieved an ICC of 0.950, with a 95% confidence interval between 0.901 and 0.977, reflecting excellent reliability. Meanwhile, the material expert questionnaire showed an ICC of 0.911, with a confidence interval ranging from 0.836 to 0.955, also indicating strong internal consistency. These findings demonstrate that all instruments used in the study are statistically reliable and appropriate for assessing the quality and relevance of the Reading module.

The Participants

A total of 67 students and three English teachers from 9 Islamic senior high schools in Bengkulu City, as well as a content, language, and media expert, were purposively selected (Merriam, 2009). They were intentionally selected based on their ability to elucidate a specific theme, concept, or phenomenon and their knowledge of, and/or experience with, the focus of empirical inquiry (Robinson, 2014). In this research context, the selection was based on several considerations. First, the students and teachers were coming from Islamic education backgrounds. Second, the three experts (each in content, language, and media) played decisive roles to make an accurate evaluation and improvement of the module developed in this study. To fulfill the research ethics, several informed consents were delivered to the students, teachers, and validators prior to the data collection. The consent letters help participants to independently make decisions and choices that promote their self-interest (Cox-White & Zimbelman, 1998, as cited in O'Reilly & Kiyimba, 2015). Moreover, the researchers had obtained a research permit from the Institute for Research and Community Service (LPPM) at UINFAS Bengkulu prior to data collection, and submitted it to the Investment and One-Stop Integrated Services Office (DPMPTSP) of Bengkulu City to obtain the official research recommendation letter. Following this, the researchers started to collect the data at the research sites in accordance with the approved procedures.

Data Collection Procedure

The 5-scale Likert questionnaires were used to collect information from the students, teachers, and experts regarding the developed module. The collection procedures were as follows. First, questionnaires for the students, teachers, and experts were designed. Then the module was distributed to all the participants (the students, teachers, and experts) and the questionnaires were delivered to them. Each of the participant members was given three days to fill out the questionnaires. Finally, we collected the questionnaires from the participants to put their responses into dataset analyses.

Data Analysis Technique

The validity questionnaires collected from the students, teachers, and experts were analyzed using descriptive statistics by employing Statistical Package for the Social Science (SPSS26.0) as it aims to measure the mean (score average) of the five Likert-scare questionnaires. The score is interpreted into five different levels (excellent, good, average, fair, and poor). The score interpretation technique is shown in Table 1.

Table 1. Score Interpretation of the Module Evaluation (Adopted from Widoyoko, 2009)

Score average (mean)	Value
≥ 4.3	Excellent
> 3.4 - 4.2	Good
> 2.6 - 3.3	Average
> 1.8 - 2.6	Fair
≤ 1.7	Poor

Result and Discussion

The development of the reading module was conducted through need analysis, design, implementation, and evaluation, as presented below.

1. Analysis Stage

As the initial phase, analysis was aimed to identify the probable causes for a performance gap by investigating the needs of students and teachers as well as auditing the available Resources (the textbooks used in the schools). The need analysis of students (N=67) is shown in Figure 2.
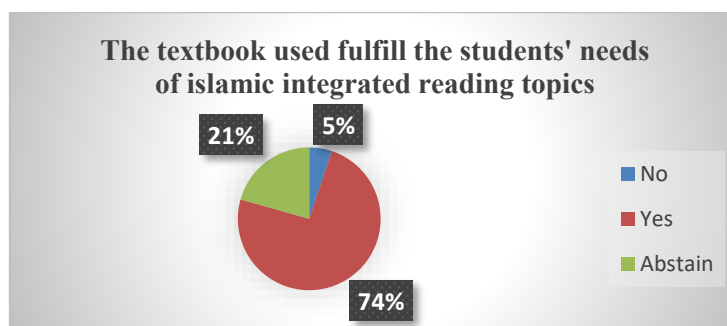
Figure 2. The Analysis of Student Needs on Learning Resources

As Figure 2 shows, as many as 72% of the students agreed that among the four language skills, reading was the most urgently needed in English language learning. There was only a handful of the students (5%) disagree, while the other 23% were neutral or abstained. Next, the need analysis from the Teachers' Perspectives (N= 3) is presented in Figure 3.
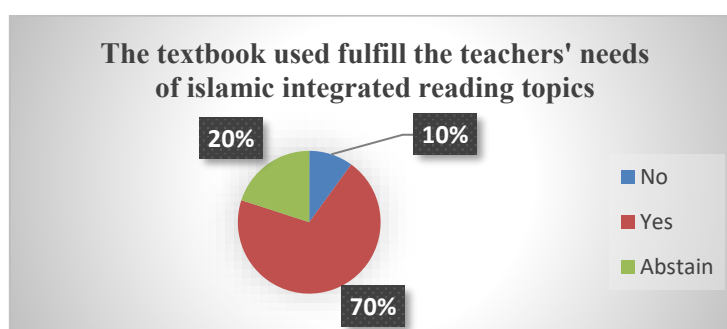
Figure 3. The Analysis of Teacher Needs on Learning Resources

Figure 3 demonstrates the teachers' perceptions toward how the ELT textbooks they used in teaching contribute to the fulfillment of students' needs for Islamic-integrated reading topics. The majority of the teachers (70%) believed that Islamic-related reading topics were not facilitated in the textbooks. While only 10% of them perceived the textbooks

have fulfilled the students' needs for Islamic-related topics, the other 20% were unsure about the statement. Therefore, based on the teachers' views, the textbooks failed to accommodate students' needs for reading content embracing Islamic values. The need analyses were followed by evaluation of the available textbook.

There were five different textbooks investigated regarding the number of Islamic integrated content provided by each textbook. The evaluation result of the five EFL textbooks used by the participants is shown in Table 2.

Table 2. The Evaluation Result of Islamic Cultural Contents in Five English Textbooks Used in Islamic Senior High Schools in Bengkulu

Types of content	TB 1		TB 2		TB 3		TB 4		TB 5	
	N	%	N	%	N	%	N	%	N	%
Islamic integrated content	0	0	0	0	0	0	0	0	3	8.33
Non-Islamic culturally integrated content	50	100	34	100	48	100	31	100	33	91.67
Total	50	100	34	100	48	100	31	100	36	100

Information:
TB: Textbook
TB 1: *Pathway to English* Grade X (revised edition)
TB 2: *Pathway to English* Grade X *Kelompok Peminatan*
TB 3: *English for Senior High School* Grade X (first edition)
TB 4: *Pathway to English* Grade X General Program (first edition)
TB 5: *Bahasa Inggris SMA/MA* Grade X Kemendikbud

As Table 2 shows, the Islamic-integrated contents in the five most popular English textbooks used in Islamic senior high schools in Bengkulu were not sufficiently incorporated. It, therefore, supports the need for analyses conducted on the students as well as the teachers in Islamic senior high schools in Bengkulu.

2. Design Stage

In the Design stage, a draft of the module was designed based on two aspects: (1) students' and teachers' responses to the need analysis collected through the questionnaires, and (2) the evaluation results of five textbooks. The first draft consisted of a pre-introduction (containing the design of the book cover and main title page), introduction (content mapping and lists of contents), main content (containing ten chapters), and finally, closing (containing references and glossary). The draft was revised three times before it was put into the development stage.

3. Develop Stage

Using the final draft as the guideline, the developed module was consisted of three parts: pre-introduction, introduction, main content, and closing. Each of the parts are presented as follows. First, pre-introduction of the module was consisted of main book cover, main title page, copy right and preface, as shown in Figure 4 and 5.
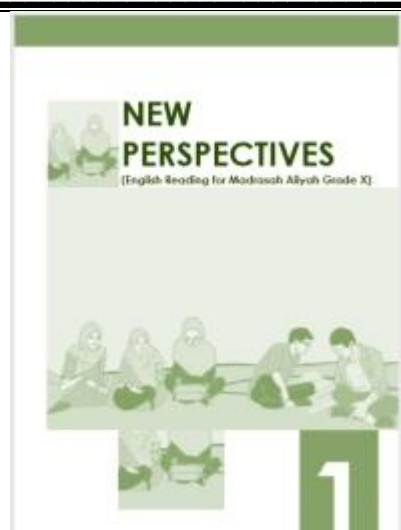
Figure 4. Main Book Cover

Figure 5. Main Title Page

Figures 4 and 5 are pre-introduction, which display the outlook of the main cover of the book. The main cover and main title page contained information on the textbook title as well as the illustration representing the students in an Islamic education context. New Perspectives was chosen as the title of the textbook to imply the role of the textbook, which was to offer English learning material for Islamic students from different points of view. The students would be provided with English reading topics containing topics familiar with their daily lives and the settings of their schools.

Secondly, the introduction of the module consisted of content mapping and lists of contents, as presented in Figures 6 and 7.

Figure 6. Content Mapping

Figure 7. Lists of Contents

Figure 6 displays information on content mapping while Figure 7 is the information of list of the chapters. Content mapping contained some essential information on the content of the textbook, such as the number and the topic of each chapter as well as the learning objectives and the social functions of the topic presented in each chapter. The objectives and

social functions of each topic in the chapters followed the Basic Competencies of 2013 curriculum for grade X students. The list of contents presented the title of each chapter and the number of pages it occupied. As shown in Figure 7, there are ten chapters covered in the textbook, with each focusing on specific learning objectives.

Third, the main content of the module consisted of 10 chapters based on the 2013 curriculum. The ten main topics include 1) self-introduction; 2) expressions of complimenting; 3) expression of planning and intention; 4) expression of encouraging; 5) informing about past events; 6) descriptive texts; 7) announcements; 8) retelling stories of past events; 9) narrative text; 10) lyrics and songs. The ten topics were developed into several types of reading texts, followed by an explanation of genre-based structures, and student activities.

There were 4 types of reading texts presented in the reading sections, namely transactional texts, interpersonal texts, informative texts, and genre texts. First, in transactional text, the content included was simple conversational text with the topic of planning and intention. Second, in interpersonal texts, the content in the text was in the form of simple conversational texts about self-introduction, giving praise, and showing sympathy and support. Third, in informative text, the type of text presented was an announcement. Fourth, in genre texts, the types presented were descriptive, narrative, and recount texts. One instance of genre-based text integrating Islamic value is shown in Figure 8.
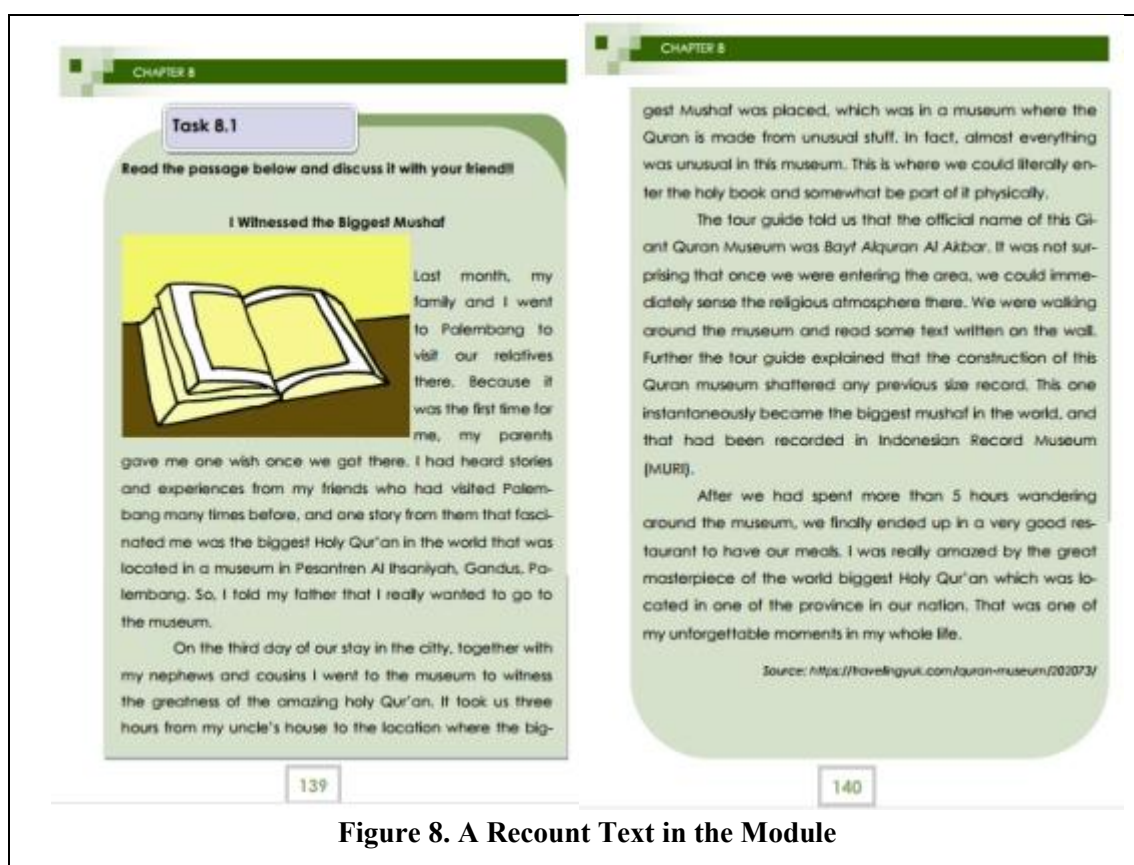

Figure 8. A Recount Text in the Module

Figure 8 displays a genre-based text. The text is categorized as recount text since its social function is to inform readers about the past event experienced by the writer (Mustofa and Kurniawan, 2023). The text informed the readers about the past event experienced by the writer and his family. Therefore, the text was called a recount text. Moreover, since the text was designed for students at Islamic schools, the topic of the text focused on Islamic culture. Each passage was immediately followed by reading comprehension questions to

evaluate how well the students understand the text. Figure 9 is an example of questions following the passage.

Figure 9. Reading Comprehension Assignment

Figure 9 displays the task on reading comprehension based on the previous passage (see Figure 8). There were five essay questions in Figure 9, which aimed to test student comprehension of the text.

Next, the types of reading activities that were designed consisted of identifying and responding to language expressions and identifying social functions and language features in a number of transactional texts, informative texts, and genre texts.

The final section of the module was closing, which consisted of a glossary page and a bibliography. The glossary page contained a list of vocabulary and their meaning previously discussed in the main contents of the module. It served as a help for students to find definitions of terms/words they find in reading texts. The glossary and references are shown in Figures 10 and 11.

Figure 10. Glossary

Figure 11. References

Figure 10 is the glossary, a subject-specific listing of terms and definitions (Richards and, Schmidt, 2010: 248). It provided the readers with definitions of the vocabulary contained in the reading texts in the module. Then, what is shown in Figure 11 is a list of references used as the resources of the contents delivered in the module, including the reading texts, the conversation sections, as well as the exercises. Upon the completion of Develop stage, the module was put into the Implement stage.

4. Implement stage

During the implementation stage, English teachers from three Islamic senior high schools in Bengkulu City participated in the study. The schools were purposively selected to represent different accreditation levels: School A (accredited A), School B (accredited B), and School C (not accredited). In each school, the module was implemented by the English teacher in one class across three teaching sessions.

5. Evaluate stage

The evaluation of the module was carried out through 3 stages. The first stage was a one-to-one evaluation, involving 1 material subject expert and 3 English teachers, followed by the small group evaluation stage, involving 15 student participants, consisting of 5 students representing each of the three schools involved. At this stage, the students were gathered in one room at each school and presented with the unrevised module. This was followed by a field testing, involving 67 students who were randomly selected from School A (N=35), School B (N=17), and School C (N=15). In this stage, the participating students were presented with the revised version of the English reading module. This stage was allotted to 2 sessions. In the first session, students read the contents and worked on the reading assessments presented in the module for 30-45 minutes. Then, in the second session, the students were asked to fill out a feasibility questionnaire of the module.

The evaluation results are presented as follows: one-to-one evaluation by a media expert (Table 4), content and language evaluation by a subject-matter expert (Table 5), content and language evaluation by three English teachers (Table 6), and a small group evaluation (Table 7). The outcome of the media expert's validation is detailed in Table 4.

Table 4. Validation Result from a Media Expert (N=1)

No	Criteria	Score average	Value
1	Module component	4.0	Good
2	Clarity of Instructions	3.5	Good
3	Text clarity and readability level	4.6	Excellent
4	Layout Quality	3.5	Good
5	Module anatomy	4.6	Excellent
6	Image quality	4.0	Good
	Total	4.0	Good

Table 4 demonstrates that based on the media expert's evaluation, the aspect of module component, instruction clarity, layout quality, and image quality was in good criteria. Then, the other two aspects: text clarity and readability and module anatomy were in excellent criteria. The final score of the media expert was 4.0, meaning that the module was considered to be in good criteria. This finding means that overall, the media aspect of the module met the quality requirement of a feasible module. Then, information on the evaluation result by a content and language expert is shown in Table 5.

Table 5. Evaluation Result by a Content and a Language Expert (N=2)

No	Criteria	Score average	Value
1	Conformity with learning objectives	4.7	Excellent
2	Content Eligibility	3.7	Good
3	Social and cultural integration	4.2	Good
4	Language and structure feasibility	4.5	Excellent
5	Test Evaluation Completeness	4.8	Excellent
6	The component of module	4.0	Good
7	Feasibility of Activities	4.3	Excellent
8	Clarity of Instructions	4.0	Good
9	Layout Quality	4.0	Good
10	Conformity of the module with Scientific Approaches and Text-Based Approaches	4.3	Excellent
	Total	4.2	Excellent

Presented in Table 5 is the evaluation of the module based on the presentation of the content and language. The aspects considered to be in excellent criteria were content conformity with learning objectives, language and structure feasibility, test evaluation completeness, the feasibility of activities, and the conformity of the module with Scientific Approaches and Text-Based Approaches. Therefore, it implies that the content and language expert considered the module to be in excellent criteria, with a scoring average of 4.2. Next, the evaluation results of the content and language aspect by the three English teachers is displayed in Table 6.

Table 6. Content and Language Evaluation Results by the English Teachers (N=3)

No	Criteria	Score average	Value
1	Conformity with learning objectives	4.8	Excellent
2	Content Eligibility	3.7	Good
3	Social and cultural integration	4.2	Good

4	Language and structure feasibility	4.5	Excellent
5	Test Evaluation Completeness	4.7	Excellent
6	The module components	4.3	Good
7	Feasibility of Activities	3.7	Excellent
8	Clarity of Instructions	3.6	Good
9	Layout Quality	4.1	Good
10	Conformity of the module with Scientific Approaches and Text-Based Approaches	3.8	Excellent
	Total	4.1	Good

Table 6 provides information on the content and language evaluation by three English teachers participating in this study. The three teachers agreed that the aspect of conformity with learning objectives, language and structure feasibility, test evaluation, activities, and conformity of the module with Scientific Approaches and Text-Based Approaches were in the excellent category. Other aspects, such as content eligibility, social and cultural integration, the component of the module, instruction clarity, and layout quality were classified as good categories by the teachers. Finally, the results of a small group evaluation (involving 15 students) and field testing (involving 67 students) are presented in Table 7.

Table 7. Results of a Small Group Evaluation (N=15) and Field Testing (N=67)

No	Criteria	Score average	Value	Score average	Value
		N=15		N=67	
1	Content Eligibility	3.9	Good	4.3	Excellent
2	Material equipment	4.2	Excellent	4.4	Excellent
3	Activity suitability	3.8	Good	4.3	Excellent
4	Clarity of Instructions	4.0	Good	4.3	Excellent
5	Language and Structure Eligibility	3.9	Good	4.3	Excellent
6	Text Clarity	4.2	Excellent	4.2	Excellent
7	Layout Quality	4.3	Excellent	4.3	Excellent
8	Image Quality	4.5	Excellent	4.7	Excellent
	Total	4.1	Good	4.3	Excellent

As shown in Table 7, the score mean obtained from 15 participants in the Small Group Evaluation was 4.1 out of 5.0. It indicates that the participants considered the module in good criteria. However, this evaluation was conducted before the revision. The evaluation result in field testing involving 67 participants shows a higher average score (4.3), indicating that there was an improvement in the module quality.

Discussion

The current development research is initiated by investigating the needs of students and teachers as well as the evaluation of currently in-use English textbooks as the main resources. The purpose of the Analyze phase is to identify the probable causes for a performance gap (Branch, 2009). The need analyses show that both students and teachers agree that the textbooks they currently use do not provide adequate learning content embracing religious values they are familiar with. This particular outcome resonates with the earlier studies by Indonesian researchers (see Faridi & Bahri, 2016; Fitriyah, 2018; Nafiah, 2020; Syafi'i & Gestanti, 2017; Qamariah, 2015). The current study reports the mutual agreement between the students and teachers on the inadequacy of topics closely related to Islamic cultures and practices in the textbooks used in the schools. It means the textbooks do not successfully fulfill the relevance principle by presenting content that is

familiar to the learners and shared across their community (Tomlinson, 2012, pp. 256). These results are useful references to design the reading module for the students. Moreover, the teachers' need analysis is also essential since their knowledge, beliefs, and perceptions are a fundamental contribution to the effective education process (Maman, Ramly, & Asnur, 2023).

The results of need analyses are supported by the evaluation results of the five EFL textbooks used in the schools where this study is conducted, which show a limited number of topics containing Islamic values. It is in line with Tomlinson (2013) who asserted that evaluation aims to assess the value or the potential value of a set of materials used in learning. This particular finding confirms the previous study conducted by Darmayenti, and Yustina (2021). They revealed that most of the books used in English classes, especially in Islamic higher education have not focused on developing Islamic characters. However, a study by Muslim et al. (2022) revealed a different outcome, where an abundant number of Islamic values are found to be integrated into various types of genre-based texts in the textbook.

The next step, which is the development stage, is aimed to generate and validate the learning resources that will be required during the life of the instructional modules (Branch, 2009). The module is designed to facilitate learners to connect the text to their lives, replicate real-life use of language, and accommodate the goals of both learners and teachers (Tomlinson, 2012). As shown in the main content section, this English reading module focuses mainly on genre-based text, as it has been adopted in primary, secondary, tertiary, professional, and community teaching contexts in programs for native speakers of English as well as ESL and EFL learners (Derewianka, 2003). Moreover, genre-based pedagogy has been adapted to the Indonesian national curriculum for English subjects since 2004 (Emilia, 2005; Ningsih & Gunawan, 2019). Therefore, the module is designed to promote Islamic values while still adhering to the curriculum policy in Indonesia. It is shown by the topics delivered in the genre-based texts in the module.

Apart from the genre-based approach, the module also follows the syllabus of Curriculum K13 for grade X English lessons as provided by Kemendikbud (2018). It consists of ten topics: self-introduction, expressions of complimenting, expression of planning and intention, expression of encouraging, informing about past events, descriptive texts, announcements, retelling stories of past events, narrative text, and lyrics and songs, each of which is covered in each chapter of the developed reading module. Therefore, the module designed in this study has adhered to the curriculum policy issued by the government.

Moreover, the topic of each genre-based text in the module is focused on Islamic values since it is designed to fulfill the needs of students in madrasah Aliyah and Islamic senior high schools. Some instances of Islamic contents incorporated in the module are retelling experience witnessing mushaf (Quran) and the illustrations where male and female students are wearing clothes according to Islamic guidance. It is similar to the development study by Darmayenti and Yustina (2021) who included among others the Islamic history (the childhood of the Holy Prophet Muhammad), and the etiquette of dressing in Islam (wearing a headscarf for females).

The evaluation stage is used to assess the quality of the instructional modules and processes, both before and after implementation, and it is a crucial process to strengthen the module (Branch, 2009). In this context, the evaluation is completed through questionnaires distributed to the students, teachers, and experts. Based on the evaluation from the users and subject experts, the module is considered feasible for immediate classroom use. The positive outcome of the evaluations by users and subject experts is also reported by various authors conducting development research on English textbooks for Islamic students (Darmayenti &

Yustina, 2021; Nafiah, 2020). Darmayenti and Yustina (2021) reported that the students and four English language experts considered the content eligibility, linguistics aspect, presentation, and graphic components of the module to be in a good category. Moreover, Nafiah (2020) found that the validity questionnaires filled out by module users and validators indicate that the English module she designed fulfills the criteria of suitability, practicality, and usefulness.

Conclusion

This study has filled in the gap left in the body of research by designing an English reading module for students of Islamic senior high schools. This study aims to explain the procedure of English reading module development for Islamic senior high schools based on the need analysis and textbook evaluation and to investigate the responses of users (students and teachers) as well as the validators towards the developed module. The findings show the students' and teachers' agreement on the need for an English teaching textbook (reading module) containing Islamic values. Moreover, the participating students, teachers, and experts in content, language, and media show that the module is in good and excellent categories, meaning that it is feasible for classroom use.

However, this study comes with several limitations. First, the participants only represented Islamic students in Bengkulu City, while many Islamic students are coming from various backgrounds across Indonesia. Furthermore, the developed module is only tested out on a relatively small scale with a limited number of stakeholders involved. Therefore, the module has not received meaningful inputs from various education stakeholders for a better-quality learning resource. Additionally, the module was designed for a specific cultural and religious context, which may pose challenges for implementation in more diverse or secular educational settings.

We suggest that all stakeholders in education, such as English subject curriculum developers, and textbook publishers involve EFL teachers and students in the process of textbook design to have a better understanding based on the need analysis. Through collaborative work, suitable and high-quality learning resources can be generated to help students in Islamic schools achieve optimum results in English learning. Moreover, we strongly encourage future researchers to develop a module of English subjects based on the currently in-use curriculum to meet the current English learning situation.

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