

Developing English Materials with Religious Content for Students of State Hindu University of I Gusti Bagus Sugriwa Denpasar

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Abstract

Contextual and integrated teaching and learning is one of the most important issues to discuss in the respect of educating students with particular social background. This empowers students to actively learn a subject because the material provided is close to their daily lives while being integrated to other subject. This study aims to develop an English teaching material integrated with Hindus religious values for students of State Hindu University of I Gusti Bagus Sugriwa Denpasar, employing a Research and Development design by adopting the ADDIE model. Further, students are expected to not only improve their English skills, but also strengthen their religious values. The analysis phase includes needs analysis by examining the current syllabus, observing the teaching in classroom, and interviewing students. During the design process, the product is decided to be in a form of e-module integrating religious values. Development process focuses on the validity test of the product and also field tryout to examine the product's practicality and usability. The validity test involves five experts on content, layout, and display of the product where all components resulted in valid category. The result on the field tryout toward small group also reveal that the content aspect get 717 points (78%) and categorized as good, the layout aspect get 620 points (77%) and categorized as good, and language aspect get 435 (75%) and being categorized as good. The result of this study is expected to provide lecturers with options in teaching English as compulsory subject in higher Education.

Keywords: Integrated Teaching Materials, Religious Content, English Subject.

The availability of teaching materials that is suitable to the learners needs has always been an appealing issue in an effort to achieve effective instructional process. In the context of English language teaching, developing teaching materials is necessary since this process enables teachers to adjust the objectives of teaching and learning as a basis to selecting materials,

deciding teaching strategy, as well as assessing them (Manurung, 2017). Furthermore, the development of the materials will not only improve learners' cognitive ability, but also apply the contextualization of concepts as well as integrate other educational aspect like character (Atmazaki et al., 2020; Jin, 2017). As a nation consisting of various religions,

racess, cultures, and ethnicities, Indonesia has a variety of characters that should be instilled through the next generation, whether integrated in cultural, religious, or language lessons. Moreover, looking at the emerging cases of intolerance, harassments, and violence in the name of religion, involving various parties in the efforts to emphasize characters in teaching becomes more crucial, including English educators. Kim (2020) states that English teachers lately have been mandated with the responsibility to not only help learners learn the target language, but also learn its culture while not leaving their own. From this explanation, it can be concluded that educators in the field of foreign languages are required to improve students' communicative competence through cultural understanding, conversation, norms, and social values.

These previous explanation is an interesting reflection on the relation of the integration of language learning with character education particularly in learning as a foreign language. Strengthening character in learning English in religiously charged institutions can be conducted through the insertion of religious values during learning. Therefore, it is necessary to mention that teachers in this respect need a product developed specifically to integrate these values in the teaching materials that will be implemented. In line with this thought, Pratiwi (2018) argues that the process of integrating the desired values in learning will indeed encounter various challenges such as adjusting to the diversity of students, connecting values with teaching materials. However, these challenges can be solved by carefully designing the teaching materials.

State Hindu University of I Gusti Bagus Sugriwa Denpasar is one of educational institution in which its education system emphasizes the importance of implementing Hindu religious values as an effort to fulfill the demands of the Act of National Education System. Therefore, in addition to including religious studies as mandatory subjects for all majors, other

specific courses should also be able to integrate Hindu religious values contextually including English as a subject.

In that respect, the researchers conducted preliminary observation regarding the implementation of English learning in the departments at the State Hindu University of I Gusti Bagus Sugriwa Denpasar. The preliminary study was conducted by interview and document study.

English subject are included in the compulsory courses in every department at State Hindu University of I Gusti Bagus Sugriwa Denpasar, except for the English Language Education Department, which scientifically requires courses with special nomenclature. The English courses are administered in the initial semester of the students' study period which has weight of 2 credits in one semester. The determination of the weight of the course also means that the implementation of learning is carried out in 16 meetings. From the results of interviews with two English lecturers, the materials included in the lesson plan are expected to be able to help students in the basics of communication in English. Thus, the selection of the materials is determined carefully by taking into account the principle of feasibility and also the general-specific presentation procedure. Furthermore, the lecturer stated that every meeting has actually been attempted so that the course achievements can be resolved, particularly those with divine values, but limitation of time and resources are the main problem.

In the analysis of the other samples of the syllabus, it was found that English instruction in certain majors did not set yet integrate the divine values. This findings also indicates that character education through contextual integration of Hindu religious values in English needs to be improved. With the various previous findings from the preliminary study, the solution to the problem that the researchers offer is to develop teaching materials for English courses that integrate Hindu religious values contextually.

The development of specific teaching materials

which further being reviewed for their usefulness helps teachers to feel more prepared in delivering lessons (Artika et al., 2020). In line with that, Tuimur and Chemwei (2015) state that the development of teaching materials aims to provide satisfaction for students as a direct impact of effective and structured learning. Moreover, by developing English teaching materials that are more contextual to the background of students as religious individuals, the materials delivered can be hand in hand, such as improving communicative abilities which is also accompanied by the application of religious values in daily context. Referring to this explanation, the researchers intends to develop English teaching materials containing Hindu religious values which are presented contextually for students of the State Hindu University of I Gusti Bagus Sugriwa Denpasar. Thus the formulation of problems in this study can stated as follows: (1) How is the proses of the development of English teaching materials with Hindu religious values for students of State Hindu University of I Gusti Bagus Sugriwa Denpasar? (2) How is the applicability and practicality of the product developed from students' perspective?

Method

This study is categorized into research and development design by employing ADDIE model to develop the product. The ADDIE model is a basic guide that contains a systematic procedure for solving the problems found in the preliminary analysis in this study. The design of the ADDIE model is provided as follows:

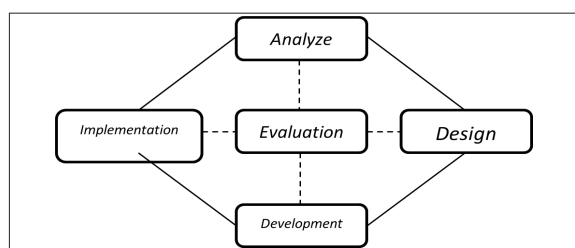


Figure 1. ADDIE Model

This stage begins with the analysis phase where this stage focuses on identifying

problems and the needs of potential users of the products who happens to be the lecturers and students who are involved in the instructional process. As the aforementioned explanation in the previous part has highlighted that the absence of teaching materials that are integrated with Hindu religious values is a major need. The significance of this product is also reflected from the importance of building character of students through the values contained in Hinduism.

The second phase is design. This stage aims to determine the framework of the materials to be presented and determine the integration of religious values in the specified chapter. The material compiled is also presented with the principle of contextual approach. The third phase is development. This stage is conducted to determine whether or not the product developed is in accordance with its functions and objectives found during analysis and design phase. Validation of the instruments in the form of validation checklists are administered to instructional design experts to check whether the content, layout, and language has been appropriately used. After all these processes are completed, the phase continues to field tryout on small group of students to determine the practicality and feedbacks from them for the improvement of the products developed.

Finally, the evaluation phase is carried out to revise the product based on the result of validation and field tryout process. This study involves several parties as the subjects of the research particularly on validity test and practicality test of the developed product. There are five experts involved specialized in instructional design who are selected as the validators of the product. As for the practicality test, the subjects involved are 23 students of State Hindu University of I Gusti Bagus Sugriwa Denpasar who are taking English course in the running semester.

There are various methods employed to collect the data. In the analysis phase the data is collected through document study to

the syllabus, lesson plan, as well the learning resources. The product testing requires two primary data sources which are collected from assessment or validation from experts before entering the implementation phase.

During the implementation or product testing, the data are gathered through the response of the subjects who are directly involved in the test. As a result of the data collection method, the data are analyzed through two means covering quantitative and qualitative analysis.

Quantitatively, descriptive statistical analysis is used to answer the formulation of the main problem in this study. Specifically, the descriptive analysis is used to process data from expert validation of the developed product. Qualitative analysis is also needed to help the researchers classifying the information obtained from the results of reviews, responses, criticisms, and input from experts for revision of the product.

Specific in quantitative analysis, the analysis utilizes Lawshe technique where the researcher involves five experts who assess the product in terms of the content, layout, and language. Each expert (Subject-matter expert) is faced with three options namely (1) irrelevant, (2) less relevant/needs improvement, and (3) relevant. The task of the experts is to put a tick (√) in the category that is deemed appropriate. The validity score is indicated by Content Validity Ratio (CVR) = $(n_e - N/2) / (N/2)$ where n_e is the number of validators involved and providing relevant response, N is the total of validators, while CVR is the degree of agreement among experts (validators) on each item indicating the level of validity of content, layout, and language which has a range from -1 to 1. In a condition where the $CVR > 0$, the item is declared valid, while it is declared invalid and needs revision if the $CVR = 0$. In the conditions where the $CVR < 0$ the item is invalid and removed.

On the other hand, the response of the students is collected through a questionnaire and presented in percentage. The formula

used to see the percentage of each aspect can be explained as follows.

$$\text{Percentage} = (\Sigma X) / \text{SMI} \times 100 \%$$

ΣX : Score

SMI : Ideal Maximum Score

Furthermore, to calculate the percentage of all subjects the formula used is as follows:

$P = F/N$, With F (total percentage of subject) and N : number of subjects.

Lastly the interpretation of the result is based on the criteria set as follows:

Table 1. Conversion of the Practicality Test

Percentage (%)	Category
90-100	Excellent
75-89	Good
65-74	Moderate
55-64	Bad
0-54	Very Bad

Results and Discussion

Results on the Analysis Stage

As what has been explained in the previous chapter that this study employs an ADDIE model as the reference to develop the product covering analyze, design, develop, implement, and evaluate. The findings from the analysis phase finds out that the arrangement of the materials in the current syllabus is in accordance with the CEFR (Common European Framework of Reference for Languages). CEFR is a description of a mastery level of English on the aspects of interaction, speaking, listening, reading, and writing. In each level of CEFR, the description is manifested in can do levels that indicate a learner has mastered certain competencies. The levels range from A1, A2, B1, B2, C1, and C2. The result of the analysis of the lesson plan shows that the CEFR level that is used as the reference is A2-B1. On the contrary, the result of the unstructured interview toward the lecturers of English reveals that the real level that students currently at is A1-A2. This difference affects students badly in learning.

From the perspective of the lecturers, the discrepancy in the preparation of the lesson

plans is also influenced by the availability of teaching materials that can be used. In this case, there are very limited number of textbook that they can access.

After analyzing the teaching materials used, the researchers find out that the book places a social context in which English users as native speakers as the main reference. As explained in the previous sections, this has impact on the gap between students who in fact are speakers of English as a foreign language and being accustomed to different daily context. Likewise, the gaps also affect the learning method that can be applied. As reflected in the syllabus and statements from the lecturers, the most common learning methods are lecturing, questions and answers, and discussion. This situation indicates that learning is more deductive in nature and overrides the context of language use in students' daily lives. Thus, it can be concluded from the analysis phase that there is a high needs of a new teaching materials that is adjusted to students CEFR level and close to their context of living at the same time.

The Design of the Materials in the Teaching Materials with Religious Values Integration

The design and structure of the materials is referring to the findings from the analysis. Therefore, the developed product covers the A1-A2 CEFR level as well as putting forward the students' daily life context. The structure of the materials is provided as follows

Table 2. The Design of the Developed Teaching Materials Integrated with Religious Values

Bab	Materi	Nilai-Nilai Agama Hindu	Metode Pembelajaran
I	Greetings (Spelling, Pronoun and be, auxiliary verbs, articles, time, days and date,)	Sraddha, Tatwam Asi, Tri Hita Karana (Parahyan-gan), Catur Guru, Catur Asrama	Drilling, Contextual Language Teaching, communicative language teaching

II	Family and Friends (vocabulary on family, affirmative negative, and interrogative present simple, making friends)	Tri Hita Karana (Pawongan), Tatwam Asi, Tri Kaya Parisudha	Cooperative learning, Contextual Language Teaching
III	Freetime Activities (Telling about hobbies, Adverb of Frequency, Expressing likes and dislikes, announcing an event)	Sraddha, Tri Hita Karana, Tri Kaya Parisudha, Panca Satya, Catur Paramitha	Contextual Language Teaching
IV	Learn to be good (Helping People, Preposition, Approximate pronoun, Expressing opinion, have to)	Tatwam Asi, Catur Paramitha	Project-Based Learning, Contextual Language Teaching
V	Special Occasion (describing people clothes, present continuous, present simple and continuous comparison,	Tri Kaya Parisudha, Tri Hita Karana	Contextual Language Teaching, Project-Based Learning

This table reflects that the insertion of the students' daily context in the form of Hindu religious values has been inserted in the design of the product. The design of the product is open to modifications considering more values to be inserted within the book. Taking a closer look to the design, there are some Hindu religious values inserted in the product developed namely *Tri Kaya Parisudha*, *Tri Hita Karana*, *Sradha*, *Tatwam Asi*, *Panca Satya*, *Catur Parimta*, *Catur Guru*, *Catur Asrama*, where its content is presented directly and indirectly. Direct presentation means that

the content becomes part of the materials presented. Meanwhile, indirect observation refers to the integration is put implicitly in a form of character education that are in line with the values.

Validity Test Results on the English Teaching Materials Integrated with Religious Values

The developed instructional materials with religious values is in a form of electronic module that has undergone validation process from five experts in instructional design. The result of validity test of the English teaching materials with religious values is presented as the following.

Table 3. Recapitulation of the Validity Test on Content Aspect

Item	CVR Result	CVR Table	Category
1	1,00	0,99	Valid
2	1,00	0,99	Valid
3	1,00	0,99	Valid
4	1,00	0,99	Valid
5	1,00	0,99	Valid
6	1,00	0,99	Valid
7	1,00	0,99	Valid
8	1,00	0,99	Valid
9	1,00	0,99	Valid
10	1,00	0,99	Valid

Based on Table 3 all of the items in CVR result > CVR table. Thus, this indicates that the content of the developed product is considered valid, yet there some suggestion from the validators such as ensuring the unity of the materials, increasing the number of tasks and projects, and providing more religious values in a form character education.

The second validity test is toward the layout aspect of the product developed. The result is provided as follows.

Table 4. Recapitulation of the Validity Test on Layout Aspect

Items	CVR Result	CVR Table	Category
1	1,00	0,99	Valid
2	1,00	0,99	Valid

3	1,00	0,99	Valid
4	1,00	0,99	Valid
5	1,00	0,99	Valid
6	1,00	0,99	Valid
7	1,00	0,99	Valid
8	1,00	0,99	Valid
9	1,00	0,99	Valid
10	1,00	0,99	Valid
11	1,00	0,99	Valid
12	1,00	0,99	Valid
13	1,00	0,99	Valid
14	1,00	0,99	Valid
15	1,00	0,99	Valid

Referring to Table 4, all items for validity test is considered valid since the CVR result > CVR table from the layout aspect. However, there are also some suggestion from the validator for this point, some to mention are making the cover design more interesting to attract readers' attention, the illustration of the picture is recommended to use real pictures instead of animation or cartoon, and the contrast effect on the figures that should not be too sharp.

Lastly, the developed English teaching materials integrated with religious values is also tested for its validity from the aspect of the use of the language. The result of the validity test is provided as follows.

Table 5. Recapitulation of the Validity Test from the Language aspect

Items	CVR Result	CVR Table	Category
1	1,00	0,99	Valid
2	1,00	0,99	Valid
3	1,00	0,99	Valid
4	1,00	0,99	Valid
5	1,00	0,99	Valid
6	1,00	0,99	Valid
7	1,00	0,99	Valid
8	1,00	0,99	Valid
9	1,00	0,99	Valid

From Table 5, it can be seen that all the items reflect that the CVR result > CVR table, thus all items are considered valid. Some

suggestions from the experts are as follows, (1) put more formal language considering the e-module is for academic purposes, (2) simplify the language since the level of the students ranging from A1-A2.

Practicality Test of the English Teaching Materials with Religious Values

The practicality of the product is measured through the response of the students as users. There are 23 students involved who state their response on three aspects of the product which are content, layout, and language through a five scale questionnaire. The response of the students is provided as the following.

Table 6. Students' as Users Response toward the English Teaching Materials with Religious Values

Number of Users	Aspects	Total Score	%	Category
23	Content	717	78%	Good
	Layout	620	77%	Good
	Language	435	75%	Good

From the result, it is revealed that the students who are treated by using the e-module as the developed product have good response on the three aspects being measured. The response on the content aspect shows total score of 717 (78%) and being categorized in good category. Likewise, the response toward the layout aspect is also in a good category with total score of 620 (77%). Lastly, the total score of the response toward the language aspect is at 435 (75%) and being categorized as good. Thus, it can be concluded that the product developed has fulfilled the practicality aspects of a product.

Discussion

From the development of English teaching materials containing Hindu religious values, it is necessary to mention that the product is feasible to be used in the actual teaching and learning context in classroom. The validity of the product from three main indicators by five experts through Lawshe

technique implies that:

1. The structuring of the teaching materials in the development of the product (English teaching materials integrated with Hindu religious values) has been designed in detail, easy to be understood and shows a unified learning system from general to specific discussion
2. The valid decision on the content aspect shows that the materials contained in the product is accurate and based on current context as well as refers to the CEFR level that is in accordance with the general nature of the students by integrating the religious values within either explicitly or implicitly.
3. The language aspect of the product shows that the sentence structure in the English teaching materials integrated with Hindu religious values is effective in the respect of conveying the message, increasing motivation, as well as suitable for students to use in real learning situation.
4. The layout aspect has shown that the English teaching materials is qualified to be published since it has fulfilled the criteria of number of pages, cover design, and content design of a module.

Developing teaching materials is compulsory for any educator, be it in elementary, secondary, and higher education level since it related to the effort to achieve the learning objectives. Teaching materials or a subject matter can be arranged or designed systematically to enable students to learn independently and in accordance to the learning objectives so that both teachers and students focus on achieving it. A good teaching materials must include learning instructions, competencies to be achieved, content, supporting materials, as well as evaluation of the learning achievement. In short, students are able to produce, evaluate, and analyze or interpret meaning in the target language.

Furthermore, the findings from users' response is in good category and it implies that the English teaching materials integrated

with religious values is acceptably well. The findings from practicality test also reflect that the developed product help students to easily understand the materials as well as being motivated in learning. The response or practicality test is a reflection of trustworthiness of a product before it is being used in real situation. Once the response and the impact are effective, the product is considered valuable for its users.

Lastly, a developed product must comply with the quality assurance consisting of validity, practicality, and potential effect. This is in line with what is stated by Ploom that a product must fulfill four criteria including 1) being relevant to the needs of scientific knowledge, 2) consistent with the logical procedure of a product development, 3) being practical once it is applied, and 4) the effectiveness is matched to the expectation.

Conclusion

From the findings and discussion, it can be concluded that the process of developing the English teaching materials has matched to the ADDIE principles from analysis, design, development, implementation, and evaluation. The result from the validity test and practicality test also shows that the product is valid and practical from the context of content, layout, and language. The findings from the practicality test also signifies that the book has good responses from the students as users of the product.

The researchers also admit that there are some limitations of this study, one of which is that the effectiveness of the product is not yet examined through other reliable approaches. Therefore, it is hoped that future prospective researchers would conduct this kind of study. It is also necessary to mention that the values integrated in this product can be elaborated more and integrated in more context across various students level of English mastery.

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