Developing English Modules with Integrated Islamic Values and Jambi Local Wisdom

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Abstract
Since studies about integrating Islamic values and local wisdom, especially in the Jambi context, have been scarcely found in the literature, this research is aimed to investigate the integration of such values in the English module that is suitable and practical for high school students. This developmental research used ADDIE approach which consists of five stages: analyze, design, develop, implement and evaluate. The sample for this study was an English teacher and 38 students of class IX of at one of the Islamic junior high school in Jambi by using instrument interviews, observation, and questionnaires. Based on the result of the validity questionnaire by two expert validators, a mean percentage of 82.07% is obtained and categorized as very valid. The result of students’ practicality questionnaire shows a percentage of 83.86% and categorized as very practical. Meanwhile, the result of teachers’ practicality is 87.50%, and also categorized as very practical. It could be concluded that the integrated Islamic values and Jambi local wisdom on the English module is suitable, practical and beneficial for both students and teacher. The researcher further recommends using this module for teaching English, especially for the procedure text type as discussed in the paper.

Keywords: English module, integrated, Islamic values, Jambi local wisdom.

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1. INTRODUCTION

Learning English as a foreign language in Indonesia may contain Western norms and cultures which are different from Eastern and Islamic values. Based on the researcher’s observation on some Islamic junior high schools in Jambi in the teaching and learning process for English subject, the teachers and students used primary books and worksheets of which topics and contents were still widely used in other public schools. For example, the theme about Saturday night party in daily life conversation; in the descriptive text about “Cinderella” and “Snow White”, the procedure text about “How to Make Fried Rice”, etc. The contents of those materials did not show Islamic values for Islamic schools in Indonesia, and even did not support local cultures especially in the Jambi context.

Islamic values are very important to be inserted or integrated to all subjects in schools, including English, as one way to build religious and spiritual characters for students and as guidance to behave. Therefore, there are additional or supplementary materials containing Islamic values for the students under the Ministry of Religious Affairs as a part of the characteristics of Islamic schools. In the literature, there are several studies about integrating Islamic values in learning English (Amelia, 2012; Laily et al., 2012; Rohmah, 2012). The previous works focus on how to integrate and develop media with Islamic contents in learning English. These studies only explain and describe the way to integrate Islamic values in learning, but not on implementing the product in the classroom.

Besides, maintaining culture as a local wisdom is the way to support and enrich the Indonesian wisdom. Local culture act is as a history awareness that requires a long time to build (Karim, 2012). Jambi local wisdom which is rich in culture is commonly left by the young generation because of the era degradation and technology development (Nurdin, 2017). There were studies about developing Science books by integrating Jambi local wisdom by Jufrida et al. (2019) and developing E-Module based local wisdom for kindergartens by Sofyan et al. (2019), of which results were feasible for the students with very good category. However, to date, the researcher has not found any research dealing with integrating Jambi local wisdom into English materials in the learning process, so that it is also important to include cultural values into the subjects in schools, especially English subjects.

Based on the gaps between theories and reality, it is necessary to conduct a study by developing a supplementary material, in the form of English module, which integrates Islamic values and Jambi local wisdom for the ninth-grade students of Islamic junior high schools in Jambi. The results of this study are expected to be beneficial for teachers and school policy makers in using teaching materials that support local wisdom in developing the character of the students.

2. LITERATURE REVIEW

2.1 English Module

Teaching material consists of material/substance of lessons arranged systematically, displaying a complete figure of the competencies that will be mastered by students in learning activities. According to Depdiknas (2008), the aims of
arranging teaching materials are: (1) helping students learn something, (2) providing various types of instructional materials, (3) facilitating educators in implementing learning, and (4) so that learning activities become more interesting. Modules are learning tools that contain material, methods, limitations, and ways of evaluating materials designed to achieve the expected competencies according to their level of complexity.

According to Depdiknas (2008), there are some characteristics of a good module. First, self-instructional; that is by using a module, a person or participant learns to be independent in learning, not dependent on other people. Second, self-contained; that is, all learning material from one competency unit or sub-competency learned is contained in one module as a whole. Third, stand-alone; that is, the modules developed do not depend on other media or do not have to be used together with other learning media. By using a module, learners are not dependent and must use other media to learn and or do assignments on the module. Fourth, adaptive; the module should have a high adaptive power to the development of science and technology. It is said to be adaptive if the module can adjust the development of science and technology, and is flexible to use. Fifth, user-friendly; the module should be friendly with the wearer. Each instruction and information exposure that appears is helpful and friendly to the wearer, including the user’s ease in responding and accessing as desired. The use of simple language, easy to understand and uses terms that are commonly used are characterized as user-friendly.

2.2 Islamic Values

Values can be defined as something valuable, qualified and useful to human beings. According to Muhaimin and Mujib (1994), there are two sources of values, the first of which are normative values that come from the ideas of humans in managing social life in the form of positive legal content, norms, customs, and ethical behavior. The second is the prescriptive value derived from the revelation which is a sharia (Islamic law or the religious law that is formed based on Islam) theme in the form of commands and prohibitions in revelation and the embodiment of morals. Besides, values need to be developed to make virtuous people. Various efforts are still being made to improve the quality of human resources in facing the current era of globalization. One of the major efforts is to reconstruct an education system that is more adaptive, flexible, and in accordance with the development of learners’ abilities that are colored by Islamic spiritual values as a powerful value in guiding their activities. Its orientation emphasizes the effort to develop and foster students’ attitudes and behavior under Islamic ethical values.

Integrating Islamic values into subjects in schools is also one way to build an Islamic spirit that can fortify students in their behavior. Rohmah (2012) recommends three ways in integrating Islamic values in the learning process of English. First, writing and using special English textbooks with Islamic nuances. In this way, a writer or a writer team compose and write an English book which contains specifically about Islamic message and content. This kind of book is not available freely in the market. Second, by using authentic materials taken from the daily lives of Muslim communities in English speaking countries to be used in the learning process in class. Authentic materials can be in the form of letters, catalogs, novels, magazines, newspapers, brochures, songs, short stories, calendars, postcards, DVDs, radio
Developing English modules with integrated Islamic values and Jambi local wisdom

recordings, and TV recordings in English. The last way is by using ELTIS Islamic Life Resource Pack, which is a supplementary material for junior high school level. It has 12 sets of ready-to-use worksheets and each set consists of 20 sheets. This package also comes with a Teacher’s Guide which contains instructions on the steps of learning for teachers and students.

Furthermore, Rohmah (2012) also added two ways of integrating Islamic messages in English textbooks. The first is the ‘direct’ way by explicitly mentioning Islamic topics and messages. For example, the topics of ‘How to Perform Wudhu’, ‘Muslim to Muslim’, ‘Five Pillars in Islam’ and ‘Economic Concept in Islam’ openly display the message of Islam so students can understand various Islamic teachings written in the English texts. Also, the students can try to express their opinion and ideas related to Islamic content in English. The second way is ‘inclusive’, taking the message of Islam indirectly through images, names, buildings, activities, language and so on. The images used in the book should adjust to the reality of Muslim society, for example, pictures of veiled women, pictures of men with Islamic cap and sarong (a lengthy fabric, often wrapped around the waist, worn by both men (mostly) and women), pictures of mosques, etc.

In addition, Amelia (2012) has also designed an English learning based on an Islamic approach by: 1) using codes mixing or switching between English expressions and Islamic expressions that are appropriate based on the context, 2) linking the topics taught with the teachings of Islam in accordance with how to quote verses of the Qur’an (the Muslim holy book of life guidance from Allah, the one God) or hadith (records of the sayings or tradition of the Prophet Muhammad) that are relevant to explain about Islam, 3) using Islamic names for people, places or events in making examples of sentences or conversational texts, and 4) giving assignments to students to write or look for certain types of texts related to Islamic values related to the topic being taught.

2.3 Jambi Local Wisdom

Cultural values and local wisdom are important national characters. From the historical perspective, according to Karim (2012), the search for local wisdom is part of the historical awareness because local wisdom is formed in time. Recognition of the existence of local wisdom is usually done through tracking of how local wisdom is formed. Oral traditions contain values or behavior of the local people in interacting with the environment in which they live wisely, and this is called local wisdom. In general, local wisdom is all forms of knowledge, beliefs, understanding or insight as well as customs or ethics that guide human behavior in life (Rahim, 2015).

Jambi, as one of the provinces in Sumatra, has its local culture and local wisdom. Jambi has foods, clothes, buildings, and events that are special and describe its characteristics. Tempoyak and pempek (traditional food), lacak and tengkuluk (traditional clothing), are some of Jambi’s local wisdom which express the existence of Jambi’s society. Moreover, the values of local wisdom can be used for learning in schools and can be applied to all fields of study (Wuryandani, 2010). In integrating the values of local wisdom for teaching and learning at school, teachers have to adjust to the subject matter delivered, the methods used, and the level of student development. By integrating the values of local wisdom, it is hoped that students will have an
understanding of the local wisdom of their region to create a love of culture in Indonesia.

From the discussion above, it can be concluded that Islamic values can control human behavior, while local wisdom can increase love for the homeland. Therefore, integrating both values in the form of teaching materials or other approaches in the teaching and learning process in schools is very important due to many benefits of the existence of Islamic values and local wisdom owned by the students.

3. METHODS

3.1 Development Style

This study is classified as a research and development (R&D) type. According to Sugiyono (2010), R&D is a research method used to produce certain products and test the effectiveness of these products. In this case, the product produced was an integrated English module of Islamic values and Jambi local wisdom for ninth-grade students at one of the Islamic junior high schools in Jambi. The development model used was the ADDIE approach, which stands for analysis, design, development, implementation, and evaluation (Branch, 2009). The ADDIE approach was used in this study because it is suitable in making teaching materials.

![ADDIE approach](image)

Figure 1. ADDIE approach (Branch, 2009).

Based on Figure 1, there are five steps in applying the ADDIE approach. For more detail, the procedures for developing an integrated English module of Islamic values and Jambi local wisdom are: 1) analyzing the need, feasibility and requirements for the development of teaching materials by validating the problem, determining instructional goals, analyzing students, identifying available source and finding a potential system, 2) designing draft module and questionnaires (for validity and practicality), 3) developing the product realization by validating it to two validators, trying it out to one to one and small group trial, and doing some revisions, 4) implementing English module in the classroom, and 5) doing evaluation, giving practicality questionnaires to the students and English teacher and doing final revision.
3.2 Research Sample

The integrated English module was validated by two expert validators from Universitas Islam Negri Sulthan Thaha Saifuddin Jambi. After the module was valid, one to one trial was done to three students with low, medium and high ability. The students for this trial were chosen based on the recommendation from the English teacher. After that, a small group trial was done for eight students of class IX B MTs Laboratorium Kota Jambi which were selected randomly. The module was then implemented in class IX D MTs Laboratorium Kota Jambi which consisted of 26 students. Therefore, the subjects of this study were an English teacher and students of class IX of MTs Laboratorium Kota Jambi, making a total of 37 students.

3.3 Instruments and Data Collection Techniques

The instruments used for this research were:
1. Semi-structured interview
   The researcher interviewed and asked 10 semi-structured questions to the English teacher and students to know the problems that happened and identify their needs.
2. Observation
   The researcher did observation to know the condition of the school and the learning process in the classroom.
3. Validity questionnaire
   After the module was made, two expert validators assessed its validity in terms of content eligibility, linguistic component, presentation component and graphic component in the validity questionnaire.
4. Practicality questionnaires
   After implementing the product, the teacher and students of the class filled in the practicality questionnaire to know students’ and teacher’s perceptions about the product in terms of aspects of ease of use, efficient use of time and benefits.

3.4 Data Analysis Technique

The data obtained were the result of validation questionnaires and the result of practicality questionnaires. Then the data were analyzed in some ways and are explained in the next sub-sections.

3.4.1 Analysis of validity

Validity questionnaire was given to two expert validators to assess in terms of content eligibility, linguistic component, presentation component, and graphic component. The Likert scale range of 1-4 was used to assess it.

| Score | Category     |
|-------|--------------|
| 4     | Very agree   |
| 3     | Agree        |
| 2     | Disagree     |
| 1     | Very Disagree|
Maximum score = 4x total item

\[
\text{Validity} = \frac{\text{gained score}}{\text{maximum score}} \times 100\%
\]

| Interval Score | Validity Category |
|----------------|-------------------|
| 76-100         | Very valid        |
| 51-75          | Valid             |
| 26-50          | Valid enough      |
| 0-25           | Not valid         |

3.4.2 Analysis of practicality

Practicality questionnaire was given to the teacher and students to know their perceptions toward the use of integrated Islamic values and Jambi local wisdom based English module in the classroom in terms of aspects of ease of use, efficient use of time and benefits. The Likert scale range of 1-4 was used to score it.

\[
\text{Practicality} = \frac{\text{gained score}}{\text{maximum score}} \times 100\%
\]

| Interval Score | Practicality Category |
|----------------|-----------------------|
| 76-100         | Very practical        |
| 51-75          | Practical             |
| 26-50          | Practical enough      |
| 0-25           | Not practical         |

4. RESULTS

The module was developed for several steps, namely analyze step, design step, develop step, implement step, and evaluate step. However, this research was limited to development and to evaluate the first phase. The following are the results of each step.

4.1 Analyze Step

The purpose of this stage is to determine and define learning conditions in terms of various aspects. The researcher has conducted interviews and observations of teachers and students of MTs Laboratorium Kota Jambi to find preliminary information about the English learning process. From the information obtained from the interview, the students had difficulties in understanding English lessons especially for the ability to understand English texts. It happened because of the lack of English vocabulary they mastered and also the lack of students’ interest in reading.

Besides, from the observation, teaching materials used in schools were still limited. The teacher used English textbooks, namely ‘English on Sky’ and ‘English in Context’, and a student worksheet (Lembar Kerja Siswa or LKS), but students did not have textbooks and only used student worksheets. The contents of the book are general
as those used in other public schools, there are no Islamic characteristics or the local cultural characteristics of Jambi. The lack of handbooks and supplementary books caused students to lack information about reading material being studied.

Furthermore, MTs Laboratorium Kota Jambi implemented the 2013 Curriculum (or K13). In the K13 syllabus of English subjects for ninth grade in semester I, the type of text studied was procedure text. Then the researcher identified the learning objectives as follows. They are, students should be able to:

- identify the social function of the procedure text.
- analyze the structure of the text and linguistic elements from the procedure text.
- explain the general information from the procedure text in the context of its use.
- identify the specific information contained in the procedure text correctly.
- use vocabulary, sentence connectors and imperative sentences appropriately.

4.2 Design Step

At this design step, several things were designed, namely designing an initial draft module and designing a validity and practicality questionnaire instrument.

4.2.1 Module design

The initial draft of the preparation of the English language module consisted of cover modules, basic competencies, indicators, material about text procedures along with examples and explanations, and exercises for students. The first appearance of the module can be seen in Figure 1.

![First draft module](image)

**Figure 2.** First draft module.

4.2.2 Questionnaires design

In addition to the initial draft module, instruments of validity and perception of students and teachers were also designed. Table 3 shows the aspects and number of items of the questionnaires for validity and practicality.
Table 3. Questionnaire instruments.

| No. | Validity Questionnaires | No. | Practicality Questionnaires |
|-----|--------------------------|-----|-----------------------------|
|     | Aspects                  | Item | Max Score | Aspects                  | Item | Max Score |
| 1.  | Content eligibility      | 6    | 24        | 1.  | Ease of use         | 6    | 24        |
| 2.  | Linguistic components    | 6    | 24        | 2.  | Efficiency of learning time | 2    | 8         |
| 3.  | Presentation components  | 6    | 24        | 3.  | Benefits            | 6    | 24        |
| 4.  | Graphic components       | 5    | 20        | Total                        | 23   | 92        | 14  | 56         |

Validity instrument consisted of four aspects: content eligibility (6 items), linguistic component (6 items), presentation component (6 items), and the graphic component (6 items). Therefore, the total statements in this instrument were 23 items. Furthermore, the instrument of practicality perception consisted of 3 aspects, namely ease of use (6 items), the efficiency of learning time (2 items), and benefits (6 items), so the total number of statements were 14 items. In addition, validity instrument would be filled by two experts and practicality instruments would be filled by the students and English teacher by checking one of the options in Bahasa Indonesia as SS (Sangat Setuju or strongly agree) with the score of 4, S (Setuju or agree) with the score of 3, TS (Tidak Setuju or disagree) with the score of 2, and STS (Sangat Tidak Setuju or strongly disagree) with the score of 1.

4.3 Develop Step

At this step, the development of an English module that integrated the Islamic values and Jambi local wisdom for the class on material understanding of the procedure text was to be completed. There were two activities in this step, namely module validation and product trial which consisted of one to one trial and small group trial.

4.3.1 Module validation

The modules that were compiled were later validated by two expert lecturers to assess the feasibility of the modules before they were used. The requirements became validators of this module were English lecturers who are Muslim and know the culture of Jambi. There were several suggestions given by validators and the researcher revised the English module based on the suggestions and input from the validators. After the module was revised, the two validators filled in the questionnaire of the validity of the product in terms of content eligibility, linguistic component, presentation component, and graphic component. The results of the two validators’ assessment of the English module can be seen in Table 5.

Table 5. The results of module validation.

| No. | Aspects              | Validator 1 | Validator 2 | Mean percentage |
|-----|----------------------|-------------|-------------|-----------------|
| 1.  | Content eligibility  | 19 79.17%   | 24 100%     | 89.58%          |
| 2.  | Linguistic components| 19 79.17%   | 20 83.33%   | 81.25%          |
| 3.  | Presentation components| 18 75%     | 20 83.33%   | 79.17%          |
| 4.  | Graphic components    | 15 75%      | 16 80%      | 77.5%           |
|     | Maximum score        | 92 100%     | 92 100%     |                 |
|     | Score                | 71 77.17%   | 80 86.96%   | 82.07%          |
|     | Category             | Very Valid  | Very Valid  | Very Valid      |
Based on the data in Table 5, it can be seen that the mean percentage from two validators for content eligibility aspect is 89.58%, linguistic components is 81.25%, presentation components is 79.17%, and graphic components is 77.5%. Then the percentage value of Validator 1 is 77.17% and Validator 2 is 86.96%. So, the average of the two validators is 82.07% which belongs to a very valid category.

4.3.2 Product trial

The module that had been validated and declared valid was then tested to the students. The first trial was by doing one to one trial for students who had low, medium and high ability to know their responses to the module. The three people were students in class IX B MTs Laboratorium Kota Jambi. They were asked to read and study the English language module and were asked for their opinions and suggestions about the material, language, and graphic modules. After the English module was tried out on three students and revised, a trial was carried out again, namely a small group trial on eight other students from Class IX MTs Laboratorium Kota Jambi. They were taught the material in the module and were asked to respond to the contents of the module. From the results of the questionnaire responses given to students, on average they could understand the contents of the module, but they also gave some suggestions.

Following is the input from students through one to one trials and small group trials, the module was revised again. The final display module is as shown below:

Figure 3. Final draft module.
Figure 4. Indicators and learning objectives.

Figure 5. Theories of procedure text.
Figure 6. Example of procedure text and its analysis.

Figure 7. Exercises.
4.4 Implement Step

At this stage, it was time to conduct the implementation of teaching in the classroom by using media modules that have been prepared. The subject of the study were students of class IX D MTs Laboratorium Kota Jambi consisting of 26 students. The teaching and learning process were carried out in four meetings, where the researcher also acted as a teacher who taught English lessons directly to the students using this module. The material contained in the module was about the ability to read procedure text which was suitable to the syllabus used at the school.

4.5 Evaluate Step

After the module media was implemented in the teaching process in the classroom, the next stage was the evaluation to find out the perceptions of students and teachers regarding the practicality of the module. At the end of the lesson, students were given a practicality questionnaire to find out their perception on the aspects of ease of use, efficient use of time and benefits.

Table 6. The results of module practicality.

| No | Aspects                        | Teacher | Students |
|----|--------------------------------|---------|----------|
| 1. | Ease of use                    | 22      | 91.67%   | 88.67%   | 85.26% |
| 2. | The efficiency of learning time| 7       | 87.5%    | 86       | 82.69% |
| 3. | Benefits                       | 20      | 83.33%   | 87       | 83.65% |
|    | Maximum score                  | 56      | 100%     | 104      | 100%   |
|    | Score                          | 49      | 87.5%    | 87.22    | 83.86% |
|    | Category                       |         |          | Very Valid | Very Valid |

After the overall scores of the student’s questionnaires have been accumulated, a percentage of 83.86% is obtained with a very practical category (see Table 6). In addition, the researcher provided a practicality questionnaire for the teacher to know the perception of the English teacher as a facilitator in the class about the additional resources of this English module in learning. Based on the calculation of the average result, English teacher score is 87.50%, which falls into a very practical category. The teacher believed that this module was very useful and expected to be developed for other types of texts. After knowing the perceptions of students and teachers, this module was still improved based on suggestions and input from students after their use in class so that it could be used to a wider range of students.

5. DISCUSSION

The first step was the need analysis step. Based on observations and interviews with students and teachers related to the learning process in school, the problem that occurs was related to the lack of sources of reading material for students because students only had one handbook, English worksheets or LKS (Lembar Kerja Siswa). One student worksheet seemed insufficient for the students; thus, supplementary teaching materials were needed. The researcher offered a supplementary teaching material product in the form of a module because of its practicality. There are five characteristics of the modules according to the instructions of the Ministry of National
Education (Depdiknas, 2008). They are self-instructional (self-learning according to learning objectives), self-contained (all materials of one competency is in one module as a whole), stand-alone (without having to use together with other learning media), adaptive (adjusting the development of science, technology and culture), and user-friendly (helpful and friendly with the user).

The second step was the design stage. At this stage, the learning objectives were reformulated based on the 2013 curriculum and adjusted to the IX syllabus of English Language for Islamic junior high school in Indonesia (Kemendikbud, 2017). At this stage, the researcher also designed an initial draft of the English language module and looked for sources of material and images to be included in the module.

The next was the develop stage. The initial module that was compiled was later validated by two experts to assess the feasibility of its use in terms of material content, language, presentation, and graphics. This is in line with the statement from Depdiknas (2008) which mentions that the indicators assessed by the validators include content feasibility, clear information, and correct grammar of the language and use of the language effectively and efficiently. Based on the results of the assessment of Validator 1, an average of 77.17% was obtained with some suggestions. She asked to give more integration of Islamic and cultural values in the reading examples, improve the front cover with some images of Jambi Islamic culture and focus on the skills to be achieved in the exercise of the problem. Validator 2 gave an average value of 86.96% and suggested that the instructions should also be made in Indonesian so that students could better understand and adjust the picture to the context.

Then the initial module was revised according to the suggestions and input from the two validators. From the two validator values, it was obtained an average value of 82.07% with a very valid category. Based on the validity criteria of Purwanto (2009), the range scores from 76-100 are categorized as very valid. This means that the content of the material from the English module follows the basic competencies and syllabus, the language used is appropriate with the ability level of MTs students, and the presentation of images in the module is interesting. In other words, the English module based on the integration of Islamic values and Jambi local wisdom is worth testing.

After the module was confirmed valid, then a one to one trial is carried out on three students with low, medium and high ability to be asked for their opinions about the module. They suggested that the language should be simplified and the basic competencies should be written in Indonesian so that they were easier to understand. Then the module was revised again and tested in a small group trial with eight other students. Some of them suggested to add more pictures in the module. The fourth revision was made according to the students’ input for improvement of the module.

The fourth stage is the implementation step of teaching in class IX D Mts Laboratorium Kota Jambi consisting of 26 students using the compiled module. The teaching and learning process were carried out during 4 meetings. After the module was implemented in the classroom, the next step was the evaluation to find out the perceptions of students and teachers regarding the practicality of the module. At the end of the lesson, students and teachers were given a practicality questionnaire to find out their perceptions in terms of ease of use, efficient use of time, and benefits. After the overall value of the student questionnaire was accumulated, a percentage of 83.86% is obtained with a very practical category, and the average result of teacher assessment is 87.50% categorized as very practical. So, it can be concluded that the English module which integrated the values of Islam and Jambi culture is acceptable,
easy to use and beneficial for students and teachers. Even so, the teacher hopes that this module can be developed for other types of texts so that it can cover a wider range of material.

Related to the results of this research about the integration of Islamic values in the teaching process, a research was conducted by Nasekun (2015). The research was descriptive explorative using naturalistic methods because the research was carried out in natural conditions. One of the objectives of the study was to investigate the implementation of Social Sciences History learning for eight graders, which was implementing integrated Islamic values to the subject materials. The results showed that the implementation of Islamic religious values integration in the subject was carried out by specifying a field of study that would be combined between the subjects of Social Sciences History with Islamic Religious Education, identifying the competency standards and basic competencies, compiling the syllabus and RPP (Rencana Pelaksanaan Pembelajaran or the lesson plan), and presenting it in class.

In addition, a study about the integration of Jambi local wisdom was also conducted by Sofyan et al. (2019), it was found that the results of validation and the results of respondents’ perception questionnaires showed an average score of 83%, which is categorized as excellent. It means that the E-Module can be said to be feasible. Moreover, other research related to integrating Jambi local wisdom has been conducted by Jufrida et al. (2019) which aimed to develop science books based on Jambi local wisdom and improve students’ motivation. The results of material expert validation obtained an average score of 4.5 with the category of ‘very good’ and the media expert was 4.65 with the category of ‘very good’. Then the results of field trials showed that science books based on Jambi local wisdom can increase students’ learning motivation with an average score of 4.1 with a ‘good category’.

To sum up, integrated Islamic values and Jambi local wisdom based English module can be useful to be implemented in the classroom, since it this study has found it to be valid. The responses from the teacher and students also found it to be very practical.

6. CONCLUSION

The English module based on Islamic values and Jambi local wisdom that was developed in this study was found to be very valid and very practical after it was implemented in the classrooms of an Islamic junior high school in Jambi. These results are based on the validity test by two expert lecturers who assessed the appropriateness of its use in terms of content, linguistic, presentation and graphic components. Moreover, an average of 82.07% was obtained with a very valid category. This means that the content of the material from the English module is in line with the basic competencies and syllabus. In addition, the language used is in accordance with the ability level of MTs students, and the presentation of images in the module is interesting.

Moreover, after the overall value of the students’ practicality questionnaire was accumulated, a percentage of 83.86% is obtained with a very practical category; and the average result of teacher assessment is 87.50% in the very practical category. So, it can be concluded that the English module integrated the values of Islam and Jambi culture is acceptable, easy to use and useful for students and teachers at the Islamic
junior high school under study. Nevertheless, every research has some limitations. Therefore, the researcher hopes that this product can be tested and developed for other types of skills, courses and with a wider range of research subjects.

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