

**DEVELOPING A QUR'AN-BASED ENGLISH
TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS**

THESIS



By

Obim Berry Fierozi

NIM. 220107110020

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

2025

**DEVELOPING A QUR'AN-BASED ENGLISH
TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS**

THESIS



By

Obim Berry Fierozi

NIM. 220107110020

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

APPROVAL SHEET

**DEVELOPING A QUR'AN-BASED ENGLISH TEXTBOOK
FOR SENIOR HIGH SCHOOL STUDENTS**

THESIS

By:

Obim Berry Fierozi

NIM. 220107110020

Has been approved by the advisor for further approval by the board of examiners

Advisor,



Septia Dwi Jayanti, M.Pd.

NIP. 198909122023212051

Acknowledged by
Head of English Education Department,



Maslihatul Bisriyah, M.TESOL.

NIP. 198909282019032016

LEGITIMATION SHEET

DEVELOPING A QUR'AN-BASED ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS

THESIS

by:

Obim Berry Fierozzi (220107110020)

Has been defended in front of the board of examiners at the date of 22 May 2026 and declared *Pass*

Accepted as the requirement for the degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Tarbiyah and Teacher training.

The Board of Examiners,

1. Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001
2. Farid Munfaati, M.Pd
NIP. 198604202023212049
3. Septia Dwi Jayanti, M.Pd
NIP. 198909122023212051

Signatures,

Main Examiner

Co Examiner

Secretary/Advisor

[Handwritten signatures for Main Examiner, Co Examiner, and Secretary/Advisor]

Approved by
Dean of Tarbiyah and Teacher Training Faculty
Universitas Islam Negeri Maulana Malik Ibrahim Malang



Prof. Dr. H. Muhammad Walid, M.A
NIP. 197308232000031002

Septia Dwi Jayanti, M.Pd.

Lecturer of Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISORS' NOTE

Page : Obim Berry Fierozhi Malang, May 11th, 2026

Appendix : 4 (Four) Copies

The Honorable,

To the Dean of Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

In Malang

Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing, technique, and after reading the students' thesis as follow:

Name : Obim Berry Fierozhi
Student ID Number : 220107110020
Department : English Education Department
Thesis : Developing a Qur'an-Based English Textbook for Senior High School Students

Therefore, we believe that the thesis of Obim Berry Fierozhi has been approved by the advisor for the futher approval by the board of examiners.

Wassalamu'alaikum Wr. Wb

Malang, May 11th, 2026

Advisor,



Septia Dwi Jayanti, M.Pd.

NIP. 198909122023212051

LEMBAR PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Obim Berry Fierozi
NIM : 220107110020
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Developing a Qur'an-Based English Textbook for Senior High School Students
Email : learningenglishwithquran@gmail.com
Dosen Pembimbing : Septia Dwi Jayanti, M.Pd
NIP : 198909122023212051

Menyatakan dengan sebenarnya bahwa skripsi ini merupakan karya saya sendiri, bukan plagiasi dari karya yang telah ditulis atau diterbitkan orang lain. Adapun pendapat atau temuan orang lain dalam skripsi ini dikutip atau dirujuk sesuai kode etik penulisan karya ilmiah dan dicantumkan dalam daftar rujukan.

Apabila di kemudian hari ternyata skripsi ini terdapat unsur-unsur plagiasi, maka saya bersedia untuk diproses sesuai dengan peraturan yang berlaku. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya dan tanpa adanya paksaan dari pihak manapun

Mei, 12 Mei 2026

Obim Berry Fierozi
NIM. 220107110020

MOTTO

“And, seek what Allah has bestowed upon you (reward) in the land of the afterlife, but do not forget your part in this world. Do good (to others) as Allah has done good to you and do not cause harm on earth. Indeed, Allah does not like those who do damage.”

-Qashash · Verse 77

THESIS DEDICATION

Highest dedication is devoted to my beloved mother, for her endless love, prayers, and strength. My deepest gratitude goes to my family, for their support and motivation. My sincere appreciation is extended to my advisor for the invaluable guidance and support throughout this journey. And I would like to express my deepest gratitude to all my friends who have supported, helped, and always accompanied me when I was in difficult situations.

ACKNOWLEDGMENT

First of all, I would like to express my deepest gratitude to Allah SWT, the Almighty, the Sustainer of the universe and the Judge of the Day of Judgment. It is only by His endless mercy, blessings, and guidance that I have been given the strength and opportunity to complete this thesis successfully. My sincere salutations are also dedicated to the Prophet Muhammad SAW, who has always been a source of inspiration and a guiding in my life.

Furthermore, I would like to extend my sincere appreciation to all individuals who have contributed to this work, whether through their support, motivation, or valuable ideas. Their encouragement has strengthened me to persist and accomplish this thesis as the final requirement of my academic journey. The writer would like to express sincere gratitude to:

1. My beloved mother, who has always given endless prayers, love, and support. All that I have achieved today is the result of your sincerity and sacrifices. May this thesis and degree make you proud. I pray that you are always given a long and healthy life (Aamiin). This work is dedicated to you.
2. Alm. my father, my sister, and all of my big family, for their prayers, motivation, and continuous support throughout my journey.
3. My beloved advisor, Ma'am Septia Dwi Jayanti, M.Pd, for her guidance, patience, and encouragement in completing this thesis.

4. All lecturers of the English Education Department, for their guidance, knowledge, and support during my academic years.
5. All my friends who have supported, helped, and always accompanied me when I was in difficult situations.
6. All parties who cannot be mentioned one by one, for their support and contributions in completing this thesis.

Malang, May 19th, 2026

The researcher

Obim Berry Fierozi

NIM. 20107110020

LATIN ARABIC TRANSLITERATION

The transliteration guidelines used in this thesis's writing of Arabic-Latin are based on joint directives number 158 of 1987 and number 0543b/U/1987 from the Ministers of Education and Culture of the Republic Indonesia. These directives can be summed up as follows:

A. Alphabet

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = 'a	ة = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Vocal (a) Panjang = a

Vocal (i) Panjang = i

Vocal (u) Panjang = u

C. Dhiptong Vocal

أو = aw

أي = ay

أو = U

إي = I

TABLE OF CONTENT

Contents

THESIS	I
ENGLISH EDUCATION DEPARTMENT	I
THESIS	II
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	8
1.3 Research Objective	9
1.4 Benefits of Research	Error! Bookmark not defined.
1.5 Scope and Limitation of the Research	10
1.6 Definition of Keyterms	11
CHAPTER II	13
LITERATURE REVIEW	13
2.1 Theoretical Foundation	13
2.1.1 ADDIE Development Model	13
2.1.2 Genre Based Approach (GBA)	17
2.1.3 Integration of Qur’anic Values and Islamic Character in QELT	21
2.2 Previous Research	23
CHAPTER III	27
RESEARCH METHOD	27

3.1	Type of Research.....	28
3.2	Analyze Stage.....	30
3.3	Design Stage.....	32
3.4	Development Stage.....	35
3.5	Implementation Stage.....	38
3.6	Evaluation Stage.....	40
CHAPTER IV		43
RESEARCH RESULTS AND DISCUSSION		43
4.1	Finding.....	43
4.2	Analyze.....	46
4.3	Design.....	50
4.4	Development.....	58
4.5	Implementation.....	71
4.6	Evaluation.....	77
4.7	Discussion.....	79
CHAPTER V.....		83
CONCLUSION AND SUGGESTION		83
References		88

ABSTRACT

Obim Berry Fierozi. 2026. Development a Qur'an Based English Learning Textbook for Senior High School Studens. Thesis, Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang.

Advisor: Septia Dwi Jayanti M.Pd

Keywords: QELT, Qur'an Based Textbook, ADDIE, Genre Based Approach, English Learning, Madrasah Aliyah

This research had purposes of developing Qur'an-Based English Learning Textbook (QELT) for eleventh grade students of Madrasah Aliyah by integrating English learning and Qur'anic values using genre based approach. The purpose of this textbook is to equip the character building as the guidance of Merdeka curriculum phase. This research uses research and development method using ADDIE.. The subject were eleventh grade students of Madrasah Aliyah. The instruments were curriculum analysis, student need analysis, expert validation sheets, observation, and student response questionnaires. The finding shows the results of material validation reaches 98% which "very feasible", media validation reaches 80% which "feasible", Qur'anic content validation reaches 98% which "very feasible", and student response reaches 89% which "very feasible". it can be concluded that QELT is feasible as an alternative English learning material for eleventh grade students of Madrasah Aliyah.

ملخص

أوبيم بيرى فيروزى. 2026. تطوير كتاب لتعليم اللغة الإنجليزية قائم على القرآن الكريم لطلاب المرحلة الثانوية العليا. رسالة ماجستير، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج.

المشرفة: سيبنتيا دوي جاياتني، ماجستير في التربية.

الكلمات المفتاحية: تعليم اللغة الإنجليزية القائم على القرآن الكريم، كتاب مدرسي قائم على القرآن الكريم، نموذج ، المنهج القائم على النوع الأدبي، تعليم اللغة الإنجليزية، المدرسة الثانوية العليا ADDIE.

لطلاب الصف (QELT) هدف هذا البحث إلى تطوير كتاب لتعليم اللغة الإنجليزية قائم على القرآن الكريم الحادي عشر في المدرسة الثانوية العليا، وذلك من خلال دمج تعليم اللغة الإنجليزية مع القيم القرآنية باستخدام المنهج القائم على النوع الأدبي. يهدف هذا الكتاب إلى تعزيز بناء الشخصية بما يتماشى مع منهج مرحلة الاستقلال. استخدم البحث كانت عينة الدراسة طلاب الصف الحادي عشر في المدرسة الثانوية ADDIE. منهجية البحث والتطوير باستخدام نموذج العليا. شملت أدوات البحث تحليل المنهج، وتحليل احتياجات الطلاب، واستبيانات تقييم الخبراء، والملاحظة، واستبيانات إجابات الطلاب. أظهرت النتائج أن نسبة التحقق من صحة المادة التعليمية بلغت 98%، وهي نسبة "مجدية للغاية"، ونسبة التحقق من صحة الوسائط بلغت 80%، وهي نسبة "مجدية"، ونسبة التحقق من صحة المحتوى القرآني بلغت 98%، وهي نسبة "مجدية للغاية"، ونسبة استجابة الطلاب بلغت 89%، وهي نسبة "مجدية للغاية". وبناءً على ذلك، يُمكن الاستنتاج أن مُجدٍ ومناسب كمادة بديلة لتعليم اللغة الإنجليزية لطلاب الصف الحادي عشر في المدرسة العليا QELT برنامج.

ABSTRAK

Obim Berry Fierози. 2026. Pengembangan Buku Teks Pembelajaran Bahasa Inggris Berbasis Al-Qur'an untuk Siswa Madrasah Aliyah. Tesis, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Septia Dwi Jayanti M.Pd

Kata Kunci: QELT, Buku Teks Berbasis Al-Qur'an, ADDIE, Pendekatan Berbasis Genre, Pembelajaran Bahasa Inggris, Madrasah Aliyah

Penelitian ini bertujuan untuk mengembangkan Buku Teks Pembelajaran Bahasa Inggris Berbasis Al-Qur'an (QELT) untuk siswa kelas sebelas Madrasah Aliyah dengan mengintegrasikan pembelajaran Bahasa Inggris dan nilai-nilai Al-Qur'an menggunakan pendekatan berbasis genre. Tujuan buku teks ini adalah untuk membekali pembentukan karakter sebagai panduan fase kurikulum Merdeka. Penelitian ini menggunakan metode penelitian dan pengembangan ADDIE. Subjek penelitian adalah siswa kelas sebelas Madrasah Aliyah. Instrumen yang digunakan adalah analisis kurikulum serta kebutuhan siswa, lembar validasi ahli, observasi, dan kuesioner respons siswa. Hasil penelitian menunjukkan validasi materi mencapai 98% yang "sangat layak", validasi media mencapai 80% yang "layak", validasi isi Al-Qur'an mencapai 98% yang "sangat layak", dan respons siswa mencapai 89% yang "sangat layak". Maka dapat disimpulkan bahwa QELT layak sebagai bahan pembelajaran bahasa Inggris alternatif untuk siswa kelas sebelas Madrasah Aliyah.

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, research questions, objectives of the study, significance of the study, limitation of the study, and definition of key terms.

1.1 Background of the Study

English is a mandatory subject in Senior High School (SMA/SMA) level. The ability to master the English language is more than an academic skill; it is also a strategic tool for students to address the world's challenges. Students with good English language skills can access various international information sources, continue their education to a higher level and increase their competitiveness in an increasingly competitive work force. Moreover, in the context of modern education, English language skills also help to support the development of 21st century competencies such as communication, collaboration, and global literacy (Alhamuddin et al., 2022; Anwar et al., 2025).

The right choice for developing this book is an intracurricular learning curriculum that emphasises on various essential materials, character development and flexibility of the teacher, such as the Merdeka Curriculum. Merdeka Curriculum is a national curriculum that focuses on the development of student competencies holistically, including knowledge, skills, and

attitudes. The Merdeka Curriculum which is implemented at the SMA/SMA/SMA level is divided into several learning phases. One of those phases is Phase F, aimed at students in grades 11. The English language learning outcomes (CP) in Phase F aim at fostering communicative, critical and reflective language skills. This means that students are required not only to understand the structure of the language but also to be able to use the English meaningfully in various real life contexts.

In Phase F of the Merdeka Curriculum, English language learning is aimed at reaching level B1, which is early intermediate proficiency. At this level students should be able to understand the main ideas in authentic texts, write simple and coherent texts, and communicate effectively in a variety of everyday situations. Ideally, English language learning in Madrasah Aliyah (Islamic Senior High Schools) consists of not only mastery of language skills but also critical thinking skills and enhancement of students' religious character. This is in accordance with the purpose of madrasah education which emphasises the balance of intellectual intelligence and the construction of noble character. However, various studies show that the English language learning practices in madrasahs are still facing several limitations.

There are many studies that found the English learning material taught at Madrasah is general and does not integrate religious values in its lesson regularly. Sakrani (2023) reported that the learning of English in Islamic schools is still centered on the approach of linguistics formal, meaning the

teaching of grammar and vocabularies is emphasis, yet the incorporation of religious values is not yet structured. On a chapter of the holy book, Allah SWT stated that:. Beside that, Septiyana et al. (2022) also states that development of English learning material for secondary level still only focuses to increase the specific skill and has not accommodating the integration of religious values comprehensively in all language skills. The situation above can cause the learning process of English at madrasah to be deviate from the main goal of Islamic education; forming a student who not only competent in academic but also in terms of the morality and religious values. This indicates that the learning of English in the state Islamic high schools is considered to be problematic. Students are taught to achieve the linguistic competence without balancing this with the internalisation of the Qur'an's values. In fact, Islamic education has always emphasizes on the importance of integrating the aspects of cognitive, affective, and psychomotor since the beginning of learning (Hendawi et al., 2024).

The role of knowledge and literacy in Islam is highly emphasized. There is an explicit emphasize in the Quran of the advantages of reading, writing and seeking knowledge as an act of worship. In one part of the Holy Book, Allah SWT says:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۝ ١

"By the pen and what they write." (Qur'an Al Qalam:1)The statement illustrates that thinking and making something is no longer an act of merely an intellectual nature but also as an approach to draw nearer to Allah SWT. Thus, the learning of English has also gained a dual role of not only serving as a global language but also as a medium to instill divine values in students' hearts and mold them into the students of Islam. Learning the Qur'an values into English learning process is very crucial so that students develop language skill as well as develop morally and spiritually in state Islamic school.

The appropriate approach that is accordance with the curriculum of Merdeka Curriculum and the context of madrasah education is Genre Based Approach. The Genre-Based Approach (GBA) is a highly effective language learning approach that helps students develop reading, writing, and speaking skills by explicitly understanding the structure, purpose, language features, and different types of texts. GBA is rooted from the theory of Systemic Functional Linguistics (SFL) proposed by Halliday. According to SFL, language is used to create meaning in specific social contexts and language as it relates to use is a system that is created to satisfy communicative purposes by using different kinds of text or genres (Dirgeyasa, 2016). In the GBA, the four stages in teaching learning cycle are applied namely Building Domain Knowledge (BKoF), Modeling Texts (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT). BKoF is aimed at building students' prior knowledge regarding the subject matter, social

context, and vocabulary relevant to the text genre that would be discussed in the class. In MoT, the examples of modeling text are presented so that students comprehend social function, text structure and linguistic features of the genre, whereas in JCoT students actively write in pair work with the guidance from the teacher and in ICoT students independently write the text as the application. In this last stage, students are taught step-by-step to understand social function of text, genre and its linguistic features then produce the text. The GBA is a genre oriented learning where teaching and learning process starts with the understanding of the concept or phenomenon then practice by producing the genre that students learn, which appropriate with the Merdeka curriculum's principle, namely text based learning and developing contextually appropriate language ability.

However, the results of various studies reveal that English textbooks used in Islamic schools are not generally taught using the Genre-Based Approach in a consistent manner. Besides that, the implementation of Islamic values in English language teaching and learning still becomes less influential and not been integrated in structure designing of learning material. It was reported by Sakrani (2023) and Rachmayanti (2020) that Islamic values in teaching and learning English language were always given implicitly, without clear pedagogical framework. This situation indicates that a planned integration of Quranic value in teaching materials that adopt Genre-Based Approach is needed.

Thus, the present research utilized ADDIE development model that consist of Analysis, Design, Development, Implementation, and Evaluation phase. ADDIE model has chosen because it consists of a systematic and flexible development flow and can also lead to continuous assessment and amendment in each stage (Purwaningsih & Supriyanti, 2023; Chaplowe & Cousins, 2022). Moreover, some previous studies have also revealed ADDIE to develop valid and practical teaching materials and media (Purnamasari, 2020; Chaplowe & Cousins, 2022). Nevertheless, ADDIE model is not found combined with developing English teaching material based on Quranic values in previous researches. Thus, the combination of ADDIE, Genre-Based Approach and Quranic values is novel in this research. In order to solve the problems that are mentioned above, this study proposed the development of Quran Based English Language Learning Textbook (QELT) as a problem solving in English language teaching and learning in Madrasah Aliyah. It's designed to achieve the needs for developing language skill based on Quranic values.

There are several reasons to explain the necessity of the development of QELT. Firstly, QELT is the attempt to reduce the gap between achievement of Merdeka Curriculum and English language teaching and learning in Madrasah Aliyah which mostly focuses on language skill only. This is aimed to make students achieve the academic competence while improving religious character through developing English language skill combined with

internalization of Qur'anic values (Hendawi et al., 2024; Sakrani, 2023). Secondly, the integration of Genre Based Approach to teach English language learning is a pedagogical innovation used in developing QELT. This is to help students understand and use English more systematically and contextually through Building Domain Knowledge, Modeling Texts, Co Constructing Texts, and Independently Constructing Texts (Dirgeyasa, 2016). This approach makes students know about language use rather than language structure. Thirdly, from the perspective of product development, QELT is developed based on ADDIE development model namely Analysis, Design, Development, Implementation, and Evaluation phase. This development model is chosen due to its systematic and flexible model that can lead to amendment and assessment process at every step (Purwaningsih & Supriyanti, 2023; Chaplowe & Cousins, 2022). The result from numerous research has indicated that ADDIE is successful in developing teaching materials that are considered valid and practical.

While ADDIE has been widely discussed in teaching material development and genre-based approach is recognized for English language teaching as well as Islamic character education, only few studies attempt to integrate Merdeka Curriculum, Genre-Based Approach, ADDIE model and Islamic Quranic values in one English teaching materials especially at Madrasah Aliyah (Sakrani, 2023; Rachmayanti, 2020; Septiyana et al., 2022). In summary, this research contributes novelty in creating a Quran Based

English Learning Textbook (QELT) by applying national standards (Kurikulum Merdeka), approach (Genre Based Approach), development model (ADDIE), and Islamic values all into a structured learning framework. Contributions of QELT could be observed from two perspectives; from academic point of view, it adds richness to the area of English materials development in the form of developing models on integrating Islamic values to foreign language learning, and from practical point of view, QELT would be an alternative teaching material for Madrasah Aliyah teachers in delivering English language learning with no disregard to the mission of Islamic education to develop the students' character.

1.2 Research Questions

This research is focused on answering the main problems that discussed in this research, such as;

- 1.2.1 How was the development process for the “Qur'an Based English Learning Textbook” Madrasah Aliyah students (Grade XI) using the ADDIE model?
- 1.2.2 How is the feasibility of the “Qur'an Based English Learning Textbook” based on validation results from material experts, design experts, and English teachers?
- 1.2.3 How did students respond to the “Qur'an Based English Learning Textbook” after its limited trial in grade 11 of high school?

1.3 Objective of The Research and Developmnet

Based on the background and the identified research problems, the objectives of this study are outlined below:

- 1.3.1 Develop a Quran Based English Learning Textbook (QELT) for high school students using the R&D (ADDIE) model.
- 1.3.2 Assess the textbook's feasibility through validation by content experts, design experts, and English teachers.
- 1.3.3 To describe students' responses toward the implementation of QELT in a limited trial with Grade XI Madrasah Aliyah students.

1.4 Significant of The Product

The contribution of this research is divided into two types, theoretical and practical contribution. Theoretically, this research contributes to the growth of the study on English learning, especially the study on development of English learning materials based on the values in Qur'an. By showing the practical implementation of ADDIE Model and Genre Based Approach (GBA) on the development of English textbook at Islamic education context, the results of this research can strengthen the body of knowledge regarding the teaching of English based on the Qur'an based values, and it could be used as a reference to conduct a further research on the implementation of Islamic values in the foreign language teaching with a suitable curriculum and international standards.

Practically, this research contributes the other parts involved in the educational processes. For the English teachers at Madrasah Aliyah, the produced Qur'an Based English Learning Textbook (QELT) can become an alternative learning material to enrich the teaching and learning of English language skills in Islamic context based on the core mission of Islamic education. Students are expected to improve their English language skills according to the national standards and at the same time, it can deepen students' comprehension about the values in Qur'an. The school and other Islamic Schools can use this research as an illustration to develop new teaching materials that balance the learning of English language skills with character building. In addition to other researchers, this research can be used as a basis to develop similar teaching materials at different levels, subjects, and contexts.

1.5 Scope and Limitation of the Research

To make the study focus to a certain direction, to have a clear goals, this study has limitations. Related to the topic, the subject to be developed for teaching material was 11 th grade students in Madrasah Aliyah. During teaching-learning, the English teacher served as a facilitator (for example in using the textbook), and as a validator (for the feasibility and usability of the developed product).

Related to the topic coverage, the teaching materials developed are relevant to the learning objectives of English for Phase F of Merdeka

Curriculum. Each unit of QELT textbook consists of systematic layout, they are: unit introduction, a Quranic verse in each topic, main texts in each genre, language skill exercise for listening, speaking, reading and writing skills, main focus on vocabularies and grammars, a project in each unit, and a reflection section about Islamic character and value.

Related to research implementation, the scope of the research was limited to the stage of developing product, validation by the content and design expert as well as by English teachers, and limited pilot testing among 11th grade Madrasah Aliyah students. The pilot test was held in one classroom without long-term implementation. These limitations was given because this study was performed under the conditions and constraints in the real environment, also constraints related to time and resources, but still not losing validity, practicality and relevance to madrasah context.

1.6 Definition of Keyterms

To avoid misunderstandings, key terms in this study are defined as follows:

1.6.1 Quran Based English Language Learning Textbook (QELT)

Al-Qur'an based English learning textbook (QELT) is the developed English learning textbook for grade XI Madrasah Aliyah which is based on Learning Outcomes of Merdeka Curriculum Phase F. This textbook is constructed by embedding the Islamic values systematically in every unit of learning that covers the selection of theme, text, activities of language skills, and reflections on the

character of the writer. In this case, QELT not only serves as a media in developing the language skills, but also as a media to instill Islamic values in English learning.

1.6.2 ADDIE Model

ADDIE is a learning development model composed of five steps: Analysis, Design, Develop, Implementation and Evaluation. In this study, ADDIE was used as a procedural step in developing the QELT where the needs analysis, product design, and product development and also validation and limited trial of the product can be carried out. ADDIE is suitable in this study since ADDIE is an approach that systematic, flexibility and there is always evaluation in each phase development.

1.6.3 Genre Based Approach (GBA)

The Genre based Approach (GBA) is an approach to language teaching that is based on the belief that language serves a social function. This approach has four stages in learning process, namely Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). In this study GBA has been used as an instructional approach to design the content of QELT for helping the students in understanding the context of the text, genre structures and language features, and to help students in constructing a text independently based on the need of Merdeka curriculum.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical foundation and related researches that support this study. These researches include the ADDIE model in developing product, Genre Based Approach, integrated Quranic values in teaching English, character education Islam, and Merdeka curriculum. Besides that, this chapter has reviews of previous studies relevant and also theoretical foundation in developing Quran Based English Language Learning Textbook (QELT).

2.1 Theoretical Foundation

Theoretical foundation provides the fundamental ideas and structures that influence the research. For developing Quran Based English Language Learning Textbook (QELT) need theoretical concepts applied as a guidance. The research has many concepts to be adapted, for example the ADDIE model is a way of the research, Genre Based Approach in pedagogy, Integrated Qur'anic values for developing Islamic learning orientation, the theory of Islamic character education, and also learning objectives in Merdeka Curriculum. Details of each theory will be described below.

2.1.1 ADDIE Development Model

The ADDIE model is a widely accepted framework of instructional design utilized in R&D. ADDIE is the abbreviation for the 5 main instructional design phases: Analysis, Design, Develop,

Implement, and Evaluate. Each stage has its specific purpose and the interrelation among these 5 stages will create a learning cycle that leads to learning products that are valid, reliable, and feasible. As an generic instructional design model, ADDIE is generally adaptable to different kinds of circumstances due to the orderly, systematic and flexible procedure that it provides. Thus, ADDIE is regarded as one of the most effective and practicable instructional design model in developing media and instructional materials.

Branch (2010) enhanced the ADDIE model by providing a modern perspective which states that in the learning development process, every stage is flexible to revision based on the evaluation, making it iterative throughout. This highlights ADDIE as non-rigid. Consequently, in this research, ADDIE was taken not as merely a procedural framework, but as a reflective instructional design that is oriented to continuous quality improvement of instructional materials.

Several other researches confirm the applicability and effectiveness of the ADDIE model in developing instructional materials and learning media for various educational fields. For instance, Purnamasari (2020) conducted research on the application of ADDIE in developing interactive learning media and claimed that ADDIE could develop products that are valid and practical due to the systematic stages of the process. Meanwhile, in another research, Fatoni and Surani

(2022) verified the flexibility of ADDIE in analyzing and developing English learning media particularly in contexts that demand adjustment for students and dynamic learning situations. Such results showed that ADDIE is not only relevant in the development of technology based media but can also be used as a framework for the development of printed teaching materials, which needs careful planning, evaluation and contextual adjustment. Therefore, the use of ADDIE in developing QELT is regarded appropriate as it manages to bridge academic values, pedagogical principles, and the unique context of madrasah.

Hence, ADDIE Model becomes the theoretical framework used in the development of the Quran Based English Learning Textbook (QELT) which consist of 5 stages of development:

1. Analysis stage. In this stage, learning needs, student profiles, curriculum needs, and gap analysis will be performed. Ex in QELT: the learning needs identified by the analysis were students' limited ability to express ideas critically in writing and the need for digital ethics learning that emphasizes Qur'anic values.

2. Design stage. Formulating objectives, strategies, media, and evaluation are the tasks at this stage. This directly influenced the design stage, during which the objectives of learning was formulated. Students should be able to analyze the fake news, state their opinion toward

online identity and write reflective text supported by Qur'anic principles.

3. Development stage. In this stage, the designs are created as a real product. Ex in QELT: Designs were embodied in concrete learning activities that included analyzing authentic text on fake news, reflecting on online identities and producing a multimodal digital manifesto supported by the verses of the Quran.

4. The implementation stage is to put the product into actual classroom practice to measure practicality and feasibility. Ex in QELT: This implementation stage involves testing of activities to Grade XI students and they actively participate in the discussion, role play and presentation related to their real-world digital activities.

5. The evaluation stage. Evaluation is conducted during the whole development process (formative) and after the use of the products (summative). Ex in QELT: For each unit there will be a formative evaluation and the evaluation stage show that students' organization of the text by genre structure improve and their consciousness in the responsible behavior in the internet grow, which indicate the success of pedagogically and pragmatically the pedagogical effectiveness and applicability of the instructional design using ADDIE framework integrated with Qur'anic values.

In this study ADDIE Model is selected as it offers a systematic and yet adaptable framework for developing the Qur'an Based English Learning Textbook (QELT) that leads to structured learning materials through an accurate needs analysis, detailed blueprint design, prototype development, classroom implementation and outcome evaluation.

2.1.2 Genre Based Approach (GBA)

The Genre Based Approach (GBA) is a learning paradigm of teaching and learning language which is founded on the theory of Systemic Functional Linguistics (SFL) proposed by Halliday (1978, 1994). According to SFL, language is regarded as a social semiotic which means it is a way for human beings to make meaning in particular social contexts. Therefore language itself does not simply regarded as grammatical system but rather a kind of text which exists in the contexts and can never be separated from its social functions.

Based on this view, GBA argues that teaching and learning a language should be directed to make students master how to use and to interpret texts in a specific context. As stated by Dirgeyasa (2016), genre is basically defined as a type of text that has specific communicative purpose, a certain rhetorical structure, and particular linguistic characteristics that are most suitable with its social function. As an illustration, for example, recount texts function to retell something, while discussion texts explain arguments from both sides for or against

something. So, each genre has a variety of organizational pattern and language choice in relation to the communicative purpose.

In line with the idea, the past researches demonstrate that GBA approach would be beneficial for English Foreign Language (EFL) teaching as used in Indonesia context. For instance, in the research conducted by Septiyana et al (2022) using GBA in developing Islamic texts based reading materials, they claim that implementation of stages of GBA had an important role in enhancing students' comprehension of text structure, their participation in teaching and learning process and confirm GBA can easily incorporate Islamic values in teaching and learning process without undermining English learning skill.

Moreover, according to Dirgeyasa (2016), GBA approach is a very flexible technique which can be adjusted for learners' needs and circumstances. Through the steps in Teaching and Learning Cycle, GBA provides effective scaffolding for EFL learners to understand social function of texts, rhetorical structure and linguistic features and then they are capable to produce texts appropriate to the features without any assistance. Moreover, GBA is not only applicable for writing skill but also beneficial for reading and speaking skill provided that reading and speaking learning also centered on text and context. The findings indicate that GBA approach is very beneficial in enhancing English language skills as well as in developing relevant and meaningful

teaching materials. Therefore, it is appropriate for GBA to be used in QELT development as GBA approach can be used to integrate systematic and contextual English learning, and its value based principles would concur with Quranic principles and the requirements of Merdeka Curriculum.

The GBA approach is also considered to be relevant with the context of Merdeka curriculum that centers on text-based learning and communicative competence. In addition, GBA is in accord with the need of English learning in Madrasah Aliyah (Islamic Senior High Schools) as it allows the Quranic values to be integrated in the texts and contexts of learning without any compromise on English acquisition goals. Based on these reasons, the GBA approach was used as the pedagogical framework for the development of QELT as a guarantee that English learning through the developed materials is systematic, contextual and meaningful. The stages or cycles of GBA are commonly known as the Teaching and Learning Cycle (TLC). This cycle includes four major stages:

1. Building Knowledge of the Field (BKoF): In this stage students are acquainted with social context and related vocabularies within the subject matter of the text. Prior knowledge of students is built through class discussion, studying the related text and expanding

vocabularies. Students are introduced to the social context and essential vocabulary related to the topic prior to exposing the target text.

2. Modeling of the Text (MoT): In this second stage the teacher should model a good text following the structure of genre and analyze it along with the students. This includes analyzing the generic structure of the text, the linguistic features of the text, and the social function of the text. Students are exposed to a model text of target genre which is then analyzed by the teacher along with students.

3. Joint Construction of the Text (JCoT): In this stage, students produce text in groups in order to practice using the appropriate structures and linguistic features and have support from their peers and the teacher. Students co construct text in groups with teacher's guidance to be familiar with using the text in the particular genre.

4. Independent Construction of the Text (ICoT): Students produce text in the target genre autonomously with limited assistance from the teacher. The aim is to produce text appropriately with its language, structure, and social purpose. Students produce a text independently by using what they learned.

Through this cycle, GBA is relevant in the context of English Foreign Language learning in Indonesia because it conforms with the text based curriculum which demands communicative competence. Moreover, the GBA has clear stages from knowing the context of the

text until producing the text independently. It was also argued by Dirgeyasa (2016) that GBA approach is suitable for developing the students' writing skills because it makes clear how a text is structured.

In this study, the Genre Based Approach (GBA) is used in an integrated way along with the ADDIE model in designing Qur'an Based English Learning Textbook (QELT). This combination approach aims to make English learning materials which are focused on not only language skills in accordance with the types of the text (genre) but also on inner values based on the Qur'an. GBA makes students to understand the structures and the language features of various types of texts such as recounting, narrative, exposition, discussion, etc, and enable students to link every text with the values of the Islam that already included in the Qur'an.

2.1.3 Integration of Qur'anic Values and Islamic Character in QELT

Al-Qur'an as a source of Islamic teachings also guides the lives of Muslims including in learning activities. The Qur'an is considered by Islamic education as not only a source of spiritual value, but also a source of reference of values of life namely spiritual, moral, social, and intellectual values which are important for students to develop completely. So it is believed that the integration of Qur'anic values into learning activities including English will develop students' cognitive,

affective and psychomotor dimensions perfectly. Several studies already proved that the use of Islamic values is contextually appropriate in the teaching of language. Sakrani (2023) suggests that in the process of integrating Islamic values into language teaching should not be a separate entity, but rather conceptually inherent in objectives, teaching materials and activities. In line with Alhamuddin (2022) saying that the education of Islamic character can not be separated from Islamic values because it is based on the guidance of Qur'an, a comprehensive moral guidance. In this case English as a foreign language learning has been formulated so that the process is directed not only to achieve linguistic mastery but also to build up Islamic character through English as in the finding of Septiyana et al. (2022) which states that in developing text based English teaching materials through Genre based Approach (GBA) with Islamic values, the students will find improvement not only in understanding text structure but also internalize Islamic values. This finding supports Rachmayanti (2020) who stated that Islamic values could be incorporated into the teaching materials and activities of English language learning. In addition to being a reference for the learning material of Islamic character education, Islamic values is considered closely related to the concept of Islamic character education. It is understood as an intended process to build certain character values such as honest (shiddiq), patient (sabar), responsible (amanah), just ('adlun) and tolerant (tasamuh) which should exist in all of individual or

social aspects. This value is also relevant to the target of learning English which is inter cultural interaction so that learning English also serves as "global communication medium" and is beneficial in the process of education of Islamic character. In the process of developing Qur'an Based English Learning Textbook (QELT) in the present study, the Qur'anic values and Islamic character education become conceptual basis, it's not an extra package or enhancement but inherently integrated in every unit and activity as well as the writing task. Every text, activity and task are given as an reflection of the Qur'anic values which relate to Madrassah Aliyah students' lives. For example, the students can see and understand prophet's stories related to patience and perseverance through recount text while issues of honesty and responsibility in their lives is analyzed through discussion text. From the above, it can be said that the concept of integrating Qur'anic values and Islamic character education into the development of QELT is a normative and contextual base that can provide new insight into teaching materials of English. So that learning English will be more purposeful, relevant and contribute to the national education and the purpose of Islamic education.

2.2 Previous Research

This study will discuss the integration of Islamic values into English learning. It can show us how the research progresses over the last few years.

All of this research originates from the consideration that learning language not only demands the students have linguistic ability, but it should also mold the students' morals and character. This concept is aligned with the concept of Islamic education which stresses that the combination of aspects are in harmony whether cognitive, effective, or psychomotor, so that students will have not only academic ability but also the correct Islamic character.

There have been some studies which have a contribution to the development of English learning materials based on Islamic values both pedagogically and methodologically. These studies can become a reference in defining the research positioning for developing Quran Based English Learning Textbooks (QELT) and showing how unique this research is.

2.2.1 Integration of Islamic Values in Teaching Materials

The first relevant research is the study conducted by Septiyana et al. (2022) on the title "Development of Islamic Text Based Reading Materials with a Genre Based Approach". The study develops Islamic text based reading learning materials using a Genre Based Approach (GBA). From this research, the integration of Islamic values within the texts of reading learning material could assist students in comprehending text structures and at the same time, in gaining Islamic morals as required in an Islamic educational context.

The findings from Septiyana et al. (2022) proved to be significant in demonstrating that a genre based approach is applicable with the concept of Islamic values in English learning. However, this study is still limited as it only concerns with one skill and not with a holistic integrated skill development of all four skills, Furthermore, it was not specifically carried out in the development of complete textbooks of Madrasah Aliyah (Islamic Senior High School).

Another relevant research is thesis of Nadya Putri Rachmayanti (2020) about the integration of Islamic values in English language learning. It was proved that Islamic values could be integrated through the activities in language learning context without ignoring the teaching of language itself. However, this study concerns more with the concept of the integration and not strongly associated with the development of teaching materials following a development model.

2.2.2 Islamic Character Education in English Language Learning

Apart from the integration of Islamic values, several studies mentioned the importance of Islamic character development in English language learning. Sakrani (2023) noted that Islamic values could not merely be considered as an afterthought when it comes to the design of English learning. According to him, Quran-based learning could provide spiritual enrichment as well as improve the quality of learning.

The study conducted by Sakrani (2023) is relevant to the context of madrasah, where English learning is expected not only to provide linguistic competencies but also to enhance Islamic character. However, many of the studies concerning with the development of Islamic character in learning is still abstract or at the least, confined in English Religious Education only so far, as a result, the development in English textbooks based on this theory has not been so widely established.

2.2.3 Synthesis of Previous Research and QELT's Position

Synthesizing the literature, we could find that integration of Islamic values in English learning provided a beneficial effect to students motivation, learning of teaching materials and character building (Septiyana et al., 2022; Rachmayanti, 2020; Sakrani, 2023). Moreover, other studies showed that teaching approaches like Genre Based Approach has an excellent potential to facilitate the integration of values in learning process.

However, other previous research also possessed certain limitation. First, some of it only concerned with one language skill or only one concept on values. Second, the lack of development research which offers an English Textbook based on Quranic values for Madrasah Aliyah level was relatively scarce. Third, there is lack of research which combines Quranic values, Islamic character education,

Genre Based Approach, ADDIE development model, and the requirements of Merdeka Curriculum in learning material.

In order to overcome this gap of knowledge, Quran Based English Learning Textbook (QELT) was proposed as an alternative. Quranic values was used as the main foundation for QELT and it is incorporated in four skills and Genre Based Approach, supported by ADDIE as the framework of development and integrated with the learning outcome in Phase F of Merdeka Curriculum standard. Therefore, the study not only enrich prior studies but also give a unique and integrated contribution on English textbooks developed based on Quranic values at Madrasah Aliah level.

CHAPTER III

METHOD OF DEVELOPMENT

In this chapter explains about the methodology used in carrying out the study. The methodological details include research design, development model, procedures, experimental subjects, instruments, data collection techniques, data analysis and. The purpose of this chapter is to systematically describe how the study has been conducted

in order to develop the Qur'an Based English Learning Textbook (QELT). The methodology will be planned in such a way to make sure the product being developed is valid, practical and relevant for students and teachers learning English in the context of Islamic senior high schools.

3.1 Type of Research

This study utilizes the Research and Development (R&D) approach. As mentioned by Sugiyono (2019: 408) that, "Penelitian dan pengembangan is a type of research aimed to produce a certain product while testing the feasibility of product used and disseminated on wide scale." Different from basic research in which the objective is to test theories, R&D is carried out to develop applicable educational product as a problem solver in the real world.

In education area, R&D becomes important where there is a gap between the expectation and the real condition. In this study, the gap can be shown through the weaknesses in the English learning materials in Madrasah Aliyah (MA), where it cannot explicitly integrate the Qur'anic values and it doesn't fit with the CP Phase F of Merdeka Curriculum. Thus, this research would produce an applicable product namely the Qur'an Based English Learning Textbook (QELT) to be used in MA.

Moreover, Sugiyono (2019: 409) emphasizes that "The Research and Development research has not finished after the product is being made, but there will be the process of validation and experimentation to ensure the practicability of the product" which is the same with this study. This research

would carry out validation toward material experts and design experts and also experimentation of the product by limited test in the classroom to make sure that the product created is practical and applicable.

For the implementation of the product development in an R&D approach, ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model was chosen due to its systematic, flexible, and iterative nature which allows improvement on product at any stages. Sugiyono (2019: 408) explains that, "Prosedur research and development can be described in a system such as ADDIE model, which covers the five steps mentioned before."

Each stage of ADDIE model in this study corresponds to the problem statement of the study. The Analyze stage involves finding students' and teachers' needs toward Qur'anic value based English learning at MA. The Design phase is aimed at designing the contents and structure of QELT appropriate with the CP Phase F of Merdeka curriculum and Genre Based Approach (GBA) by focusing on developing a product suitable for learners' needs. The Develop stage would encompass designing, validating by expert reviewers and developing the books to be finally produced. In the Implement phase, a small scale test of QELT would be carried out by having grade XI of MA try out the product. Finally, the Evaluate phase involves assessing the product's feasibility and practicability by using qualitative data from teachers' and students' responses and also quantitative data from expert reviews.

Based on the aforementioned explanation, this study employed Research and Development (R&D) as the main approach in performing the research, and ADDIE model to carry out the product development procedure, the purpose of using this model was to guarantee that the QELT product was developed in an organized and structured procedure to fulfill students' and teachers' need toward Islamic value integration in English learning process. The result of the product can be reached toward not only learning goal of the English language but also towards internalizing the value of Al-Qur'an and shaping Islamic character for students.

3.2 Analyze Stage

The analysis stage is the first step in ADDIE model which intended to determine and have a deep understanding about the needs, problem and context of learning, which then used as the fundamental of developing a product. In R & D study conducted by Sugiyono (2019), it is confirmed that analysis stage was carried out to ensure that the developed product comes from the actual needs that arise from the field and based on researcher's assumption. From this perspective, this stage will become the very first foundation of developing Quran Based English Learning Textbook (QELT).

There are three main aspects studied in analysis stage for this study; learning needs analysis, curriculum analysis and student characteristics analysis in 11 grade Madrasah Aliyah (Islamic senior high school). These

three aspects was analyze in integrated way in order to get an overall picture of the English learning field as well as the needs.

The learning needs analysis was carried out to find out what are the problems the teacher and the students had encountered in learning English. From observation and the result of interview with English teachers at Madrasah Aliyah it was found that the existing teaching materials only focus on linguistic aspect and had not systematically integrated Islamic values. The analysis found that the 11 grade Madrasah Aliyah students need context based, meaningful and relevant English learning material and it seemed that they will more interested in learning when it has relevance to Islamic values and their social realities. Hence, there was a necessity to design a teaching material which balanced both language competence and Islamic value internalization.

Beside that, curriculum analysis was also done by looking at the Learning Outcomes (CP) of Phase F of the Merdeka Curriculum used in the English textbook at Madrasah Aliyah. The analysis showed that the Merdeka curriculum emphasized on text- based learning, increasing communicative competence and students' characters. In its implementation no teaching material found which clearly connects language competence with Islamic values, thus, in order to fulfill this necessity, QELT was designed to combine Genre based approach (GBA) with Islamic values on each lesson unit which is also in line with the mission and vision of the madrasah.

The last analysis was students characteristic analysis. 11 grade Madrasah Aliyah students belong to the age of adolescent; the age where an individual undergoes significant development physically, mentally, socially and spirituality. At this stage, students require not only a learning that build academic competence but also values and characters guidance. As stated by Sugiyono (2019), having good understanding toward characteristics of product user is a primary requirement for the success of a product. Thus, this QELT has taken students' language proficiency, religious background and the need of interactive learning on consideration.

Based on the analysis phase result, it was concluded that the development of English learning material was needed and specifically the materials should meet the criteria of (1) conforming to the Merdeka Curriculum CP Phase F; (2) systematically integrate Islamic values and (3) responding to the characteristics of 11 th grade Madrasah Aliyah students. The finding of this analysis phase were used as a basis for developing the structure, content and pedagogical design in Design phase.

3.3 Design Stage

The design phase represents the stage of product design based on the results of the need analysis conducted in the preceding stage. In the ADDIE Model, the function of the Design stage is to formulate a blue-print or a conceptual design of the product to be developed. According to Sugiyono (2019), in this design stage, researchers start translating the results of need

analysis into a systematic planning form. This planning includes learning objectives, the structure of the product, learning strategies and evaluation instruments that are going to be used.

In this research, the design phase specifically covers the design of Qur'an Based English Learning Textbook (QELT) for gradeXI of Madrasah Aliyah. The design process itself is based on the analysis of student needs and teacher needs, demands of Learning Outcomes (CP) Phase F of Merdeka Curriculum, genre based approach as a teaching and learning approach and integration of Qur'anic value as the core of learning.

The process of QELT design began by formulating learning objectives. These learning objectives were formulated with refer to the CP Phase F of Madrasah Aliyah English subject. The learning objectives of this product are oriented towards enabling students to comprehend and produce simple spoken and written text on a given topic contextually and communally with the internalization of Qur'anic value that suits with the theme of the lesson. The objectives in learning QELT are, therefore, oriented not only on linguistic achievement but also on the inculcation of Islamic character.

In this study, the structure and organisation of the book contents was then designed. The product, QELT, was then structured into several theme-based units which were all relevant to the students of Madrasah Aliyah. The structure in each unit was developed systematically and coherently with integrated elements: Qur'anic foundation, learning objectives, building

knowledge of the field, modeling of the text, joint construction of the text, independent construction of the text, reflection and assessment. Each of these structures shows the cycle of Teaching and Learning in Genre Based Approach to enable learners to develop competence from a scaffolded to an independent level.

The Genre Based Approach was adopted as the primary pedagogic approach since it is closely related to the text based learning approach highlighted in Independent Curriculum. Each unit of QELT was designed to cover a variety of genres that are relevant to CP Phase F such as opinion, narrative, descriptive, procedure, exposition, and discussion texts. Through the genre-based approach, learners will be provided with opportunities to not only learn linguistic elements of each text but also to comprehend social function, structural organization, and lexico-grammatical features of the target genres.

The integration of Qur'anic values was systematically and contextually designed in each unit. In this design stage, Qur'anic values are not presented as a mere supplement but as a foundational principle underlying the learning. Relevant Qur'anic verses or their underlying values such as integrity, patience, accountability, tolerance, social empathy, etc. Are incorporated through the texts, speaking, writing activities and reflection processes. Hence, English learning can serve as a reinforcing vehicle for the

development of Islamic character as well as for the mastery of communicative language skill.

The development of teaching and learning activities were also addressed in the Design stage, where four language skills i.e. Listening, speaking, reading and writing are integrated. For assessment, learning objectives were aligned with authenticity and process and product oriented assessment principles and formatively and summatively implemented. The learning instruments, finally, were aligned and oriented towards both the development of linguistic and Islamic knowledge.

Finally, the Design stage also involves the design of the book's layout and format, considering attractiveness, communicability, and appropriateness for the target learners' characteristics. The appearance and design of QELT is realized in multi-modal format; blending the texts with graphics and supporting multimedia such as audio and video, adopting a reader friendly aesthetic principle, etc. In a word, the design stage has successfully produced a QELT blueprint encompassing learning objectives, content structure, pedagogical approach, integration of Qur'anic values, activities, and assessment strategy. This blueprint serves as the major guideline in producing the product in the following development stage so that the product development will be conducted efficiently and effectively and is oriented towards the need of learning English in Madrasah Aliyah.

3.4 Development Stage

The development stage is a stage where the product that was created at the design stage is actually transformed into an instructional product. The stage is focused on the developing, validating and revising of the learning product before its implementation in classroom learning. According to Sugiyono (2019), a development stage should have the goal of creating a product through an iterative cycle of validation by experts and revision. For the sake of this research, the development stage was carried out in an organized and iterative way to develop a Qur'an-Based English Learning Textbook (QELT) appropriate to Grade XI Madrasah Aliyah students, Merdeka Curriculum Phase F, the students' needs and the Islamic learning context.

3.4.1 Pre-development

The researcher's initial framework and the QELT prototype were formed in the pre-development stage, taking into account the outcomes derived from the design stage. The form of the prototype includes determining unit contents, learning objectives, text genres, learning activities, evaluation instruments and the incorporation of Qur'anic values to the textbook. Each unit was structured using the process of Genre-Based Approach (GBA) consisting of Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). The structure of the textbook was modified in accordance with the traits and the learning needs of the Grade XI Madrasah Aliyah learners as well as

with the learning outcomes of the Merdeka Curriculum Phase F. Besides that, Qur'anic reflection, Islamic character values and multimodal features were provided.

3.4.2 Development

In the development stage, the manuscript and the prototype are transformed into a real learning product. The researcher created learning materials and activities incorporating all four English skills (listening, speaking, reading, writing) and also viewing. All the learning materials were created referring to the required text genres under Merdeka Curriculum Phase F and related to daily life context to enhance meaningful learning and the students' critical thinking skills. Moreover, Islamic and Qur'anic values are integrated in the texts, activities for discussion, projects and reflection so that students' character can be built during the process of English learning. The QELT also involved multimodal features such as illustration, sound and picture to make the product become more attractive and motivating for the students and learning. The design of the layout, typography, and visuals also focused on readability, aesthetics, and user friendliness so that both teacher and learners are able to use it conveniently.

3.4.3 Producing final product

After finishing the prototype, the product must be validated by experts before it is implemented in the classroom learning. Experts who

involved in this validation included material experts, media/design experts and English teachers. Material experts assessed the contents appropriateness with the Merdeka Curriculum Phase F, text genres and linguistics aspect. Media/design experts would evaluate the media or presentation, layout, design and also visual of the textbook, whereas the English teachers evaluated practicality and implementability of the textbook. Likert scale questionnaires were used as the validation instruments along with comment and suggestion questions for revision. The results of the validation were then assessed both qualitatively and quantitatively to measure the feasibility of the product, and it also showed some aspects to be fixed. Revision were carried out after consulting with the results of the expert validation to strengthen the textbook quality, particularly in visuals and learning activities. In the end, the final product, QELT, is a validated and revised English supplementary textbook which fits in terms of academics, pedagogy and context.

3.5 Implementation Stage

The implementation phase is the phase in which the product developed and revised through the validation results of experts is applied in the real learning context. This stage in ADDIE model is aimed to find out the degree to which the product being developed is practical and applicable in learning context to target users. According to Sugiyono (2019), at R & D process,

implementation phase is conducted as limited-scale trial of the product in order to find out the implementation, practicality and user responses before the product can be disseminated.

3.5.1 Product Try Out

For the implementation stage of this research was by using the limited scale trial for Qur'an Based English Learning Textbook (QELT) for the eleventh grade students of Madrasah Aliyah after having been validated and refined based on the critics by the material experts, media experts, Qur'an content experts, English teachers. The try out was implemented during the normal English classroom learning. English teachers guided the students to use QELT as the source of the material. This learning activity followed the stages of Genre-Based Approach (GBA) such as; Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). This activity was initiated by introducing discussion and Qur'anic reflection, analyzing text, learning together and individual work, creating product and presenting. During the activity students participated in contextual and meaningful English learning with a support of Qur'anic value.

3.5.2 The Design of the Product Try-Out

The try out product designed was limited scale, in order to get the data on the feasibility and the students' responses towards QELT in a

real learning context. Product try out was conducted in order to get initial data about the implementation, feasibility and relevance of the constructed textbook. Learning Activities were designed in accordance with the CP of phase F in Merdeka Curriculum. The learning activities were designed in order to be conducted sequentially according to the stages of the genre-based approach and Qur'anic values were integrated into the teaching learning activities which were conducted through discussions, reflections and projects. Data at this stage was gathered by classroom observation, students' response questionnaire and teacher's response questionnaire. Classroom observation was designed in order to gather data about the level of students' involvement and how the learning activities are implemented in the class. The questionnaires for students were designed to investigate how the language clarity, learning activities, feasibility and the meaningfulness of the integrated Qur'anic values in the textbook. Whereas the questionnaire for teacher was designed to inquire about the feasibility, relevance and implementability of QELT in the learning at class.

3.6 Evaluation Stage

The Evaluation phase is the final phase of ADDIE model which focuses to evaluate the quality and the feasibility of the developed and implemented product. Evaluation in R&D activities not only as a final assessment but also as an evaluation for reflection in order to make sure the

product fulfills the development objective and user requirement. The research evaluation is proposed by Sugiyono (2019) to gain information regarding to validity, practicality and benefit of the product in R&D research by using empirical data.

In this research, the evaluation phase was continuously implemented in comprehensive, namely formative evaluation and summative evaluation. Formative evaluation was implemented through the development and implementation phase of QELT, while summative evaluation was implemented after the limited trial phase in order to know the product feasibility.

The formative evaluation was implemented at every phase of development, especially on the Development and Implementation phase. On the Development phase, formative evaluation was performed by material expert, design expert and english teacher for validation and got an input and suggestion to revise the material contents, the design and visual appearance, the clarity of instructions, the suitability of activity with Genre Based Approach and integration of al-qur'an values. This iterative process followed the concept of ADDIE where evaluation feedback would result product revision before it used on classroom (Branch, 2010).

Next, in the Implementation phase formative evaluation was conducted through observing the teaching learning process and obtained first responses from students and teachers in order to find out the result of QELT

implementation on the learning process, the student activity toward the implementation and the suitability of the activity based on the stated objective as well as the student and teacher response were taken to know the initial of the feasibility and practicality of QELT as English learning material in Madrasah Aliyah.

The summative evaluation was conducted after the completion of all limited trial series and aimed to obtain an overall feasibility and practicality of the QELT product by using questionnaires as the source of summative evaluation. Data from expert validation questionnaire, teacher response questionnaire and student response questionnaire was analyzed quantitatively and qualitatively to categorize whether the product eligible or not. The analysis was conducted by calculating the average score of each part for quantitative analysis. While, for qualitative analysis, comments and suggestion from expert, teacher and students were elaborated.

From the sum of results from summative evaluation, conclusion is drawn whether QELT suitable, practical, and relevant with English learning material for Madrasah Aliyah, and for the final product revision in order to get a product. The result of summative evaluation was also as basis of concluding whether the product development fulfilled the objective and the purpose of the research for Merdeka Curriculum Phase F and how the integration of al-qur'an values implemented on English language learning.

Thus, this stage proves that the development of QELT was implemented properly and supported with data and it meets the expectation for a valid, practical and useful learning material by teacher and students. This phase completes the ADDIE process of this research and provides the base of the result to be shown in Chapter IV.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the writer will discuss about research finding on the development of the textbook of English based on Al Qur'an values that has been developed by using ADDIE model. ADDIE model covers five stages, namely analysis, design, development, implementation, and evaluation. Each stage will present the process that has been done by researcher in developing the product and the research findings of each stage.

4.1 Finding

Findings about the development of Qur'an-Based English Learning Textbook (QELT) for 11th graders of Madrasah Aliyah. In developing the

product, the researcher uses ADDIE model proposed by Robert Maribe Branch, which involves five stages: Analyzes, Design, Develop, Implement and Evaluate. According to Branch (2010), ADDIE is systematic instructional design process that guides instructional development to produce efficient and effective learning products based on learning needs and objectives of learners. Therefore, every stage of this research is executed systematically in order to achieve the targeted teaching materials that are compatible to Merdeka Curriculum, students' needs and Islamic education context in Madrasah Aliyah.

The developed product in this research is Qur'an-Based English Learning Textbook(QELT), an English supplementary textbook integrating the learning of English language and the values in Qur'an. This textbook is especially designed for 11th graders of Madrasah Aliyah. The integrated English language skills (listening, speaking, reading and writing) in this textbook are achieved using Genre-Based Approach (GBA) principles. The textbook is also combined with Qur'anic reflection and Islamic character building for students' knowledge, moral and spiritual development.

This development process is based on needs analysis indicating that English teaching materials available at Madrasah Aliyah so far are general and cannot yet accommodate the integration of Islamic values in English learning. Whereas, learning at Madrasah Aliyah requires the development of not only the students' competency in communication skills but also strengthening of

their Islamic values and moral behavior. This textbook has been developed to cover the lack of balance between the students' competency in English communication and the integration of Islamic values.

The QELT comprises five learning units discussing various relevant topics related to students' life, i.e. Digital integrity, Environmental awareness, healthy living style, Indonesian figures and identity and personal money management. Each unit was designed systematically by integrating stages of Genre-Based Approach (GBA) as proposed by I Wy Dirgeyasa. Those stages include Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT) and Independent Construction of the Text (ICoT). By following these stages, students are guided from familiarizing themselves to the context and language features until they are able to produce spoken and written text independently.

The explanation of every ADDIE stage is given in this chapter covering analysis process, product design, product development, implementation in classroom learning, expert validation, results and students' feedback toward the developed product. Research findings for each phase are discussed in order to make clearer how QELT is developed systematically and how this product is fulfilled the pedagogic, instructional and practical needs for English learning in Madrasah Aliyah.

In addition, the process in developing the QELT textbook in this study applied the process step by step according to the ADDIE model. Every step

was integrated and connected each other to make the product. The analyze was used to know the needs of the curriculum, students' needs, and problem of teaching materials existed. The design was used to know the frame, learning objectives, and learning activities based on the principles of Genre-Based Approach. The develop stage was used to make the product and carried out expert validation to see the practicability of the product. The implement stage was to make students learn the textbook in classroom and see their learning activities and participation. The evaluate stage was conducted to know the quality, practicability and learning effect of the product by expert validation and students' response. The next paragraphs will analyze every ADDIE model's stage one by one to explain how the QELT textbook was designed and assessed systematically.

4.1.1 Analyze

Analyze phase is a phase of the ADDIE instructional design model, where learning needs, learners and environment were assessed to make sure that development is worth and useful. At this stage, writer analyzes the existing curriculum, learning documents, i.e. Curriculum of Indonesian Province or CP (Learning Outcomes) and ATP (Learning Objectives), as well as learning needs of students towards the teaching materials in learning English. Based on this analysis writer will make an initial blueprint of the product, it is QELT (Qur'an Integrated English Learning Textbook) for 11th

grade students at Madrasah Aliyah. Several analyses will be conducted to obtain the fact of the real world:

4.1.1.1 Curriculum Analysis

A curriculum analysis was conducted to check the suitability of textbooks-generated teaching material to the curriculum. From the documents of school analysis it can be checked that the teaching of English in grade 11 applying Kurikulum Merdeka, with the reference of phase F of the learning outcomes (CP) and the lesson objectives (ATP) drafted by subject teachers. In the teaching of English in grade 11 of the ATP it is included that the teaching aimed at improving the students' communication ability with integrated language skills namely listening, speaking, reading and writing. At the end of phase F the students should be able to understand information from different forms of spoken and written text, express ideas and opinions and having interaction which is meaningful for students' learning process in various contexts of daily life. Based on the school CP and ATP document analysis, the focus of the learning material was on communication skill with various text types and contextual teaching and learning. The process of learning matches with the genre based approach, where learners learn the language through understanding and producing various text types in specific social contexts (Dirgeyasa, 2016). However, analysis of the school's teaching materials showed that

the school still uses English textbooks that are generic, not tailored to the context of madrasah. Generic textbooks aims at improving the students' language skills without any direct association on integrating Islamic values and Islamic character in the teaching and learning processes. In the context of madrasah, teaching and learning aims not only at having academic skills and competency but also at developing students' character and spiritual values. Therefore, teaching materials as supporting activities that integrated teaching and learning of English with Islamic values, as part of the vision and mission of madrasah, are definitely needed. Thus, after having the analysis, the researcher tried to provide a teaching material called QELT (Qur'an Integrated English Learning Textbook) to facilitate students' learning of English competence in accordance with the standard requirements for Kurikulum Merdeka by integrating the values of the Qur'an into the components of learning materials.

4.1.1.2 Student Needs Analysis

Students obtain information about the conditions that students encounter in learning English and their learning needs of teaching materials in the process. The analysis has revealed that the students need English teaching materials to present explanations along with various types of learning activities that can invite students to practice using English. Active and engaging activities that can trigger students to

practice their language like discussions, presentations, group projects and the utilization of audio visual media in the classroom can boost students' participation in the learning. In addition, students also need teaching materials that present their teaching materials in a contextual manner so it is easily comprehended and related to their daily life. Issues close to their lives like information about the use of technology, environmental consciousness, healthy lifestyles, differences in culture, the process of self-money management and other kinds of similar things are useful for the students to be involved in learning the English language for real-world applications. In the scope of madrasah education, it is not necessary to forget that the implementation of Islamic values in the teaching and learning process is of paramount importance. The development of this teaching material has been planned in such a way that the values of the Qur'an are integrated in the English teaching and learning process. It has been conducted by presenting relevant verses of the Qur'an that correspond with the topic being taught and reflections about the verses. In addition, by providing other activities which aim at making the students link the language acquisition process with the moral values and characters obtained from the Qur'an. With that, needs analysis results have become the basis for the researcher in developing the QELT (Qur'an Integrated English Learning Textbook) that can support the development of English skills

in accordance with the demands of the curriculum and can shape the students' character through the use of Islamic values in learning English.

4.1.2 Design

Design is the stage of the design of learning product that was developed based on the result of the needs analysis in the previous stage. The researcher design the concept of product, the structure of the textbook, learning objectives and learning activity that would be used in every unit. The design of product was performed well in order that the learning product that was developed has clearly structure, match with student need, and it was supported student's competence of learning English.

The product was designed in this research is a QELT (Qur'an Integrated English Learning Textbook), in which it is an English language textbook that integrates the four language skills and Islamic values of the Quran that is based on ADDIE development model. The QELT textbook was design as supporting teaching material for 11th grader of Madrasah Aliyah. The design of the textbook is supposed to be able to improve the communication competency in English language of the students and provide character value based on the religion. Furthermore, it was also designed and refers to The Merdeka Curriculum in Phase F Learning Outcomes (CP) which students must understand the gist of text on a familiar topic and be able to communicate through several types of communication, and simple to provide their opinion and experience in English language. Learning activity design in QELT was

also refers to Genre Based Approach (GBA), that is to learning language by means of constructing text comprehension and producing various kinds of texts within particular context of social situation. The students must know how the language is used to produce meaning in the particular contexts (Dirgeyasa, 2016). Some stages used in designing is as follow.

4.1.2.1 Product Structure Design

During this phase, the researcher then planned the structure of the textbook to be developed to achieve a coherent and systematic flow of learning and to foster the development of students' language skills in an integrated way. This textbook's structure is developed based on the principle of integrated language skills that are a framework of learning language by integrating various language skills such as listening, speaking, reading, and writing in a single learning session or series of activities.

The QELT textbook consists of five units which explore thematic contexts familiar in students' lives. The chosen themes were based on their relevance to students' daily life, and also for their integration with Islamic morals and characters in each unit. Five learning units: Digital Integrity, Care for the Environment, Healthy Life, Indonesian Figures & Identity and Managing Personal Money, were chosen since these units covers various and essential parts in a teen's life, ranging from responsible digital use, to awareness of

environmental protection, health consciousness, understanding the multiplicity of Indonesian figures and national identity and financial management awareness. Through thematic approach with topics relevant and close to students' lives, the learning of English in QELT would not only enhance students' mastery on linguistics only, but also to boost students' perception in using English as communication tool in various contexts and real life situations. Furthermore, since these themes are contextual, students may easily relate them with their daily experiences, therefore the learning will be more meaningful and beneficial.

Each unit in the QELT book was designed to have a consistent learning structure in order to make the learning process flow smoothly among students. Such learning structure aimed not only to develop students' language skills but also to integrate moral and values reflections from the Quran. The starting activity for each unit is unit introduction that gives students an overview of the topic which will be presented in the learning, hence providing an initial understanding of the context of learning for students. Following unit introduction, there will be learning objectives in order to give students a clear direction of what will be the competences to be achieved at the end of the learning.

During language skills development phase, students were stimulated to acquire the knowledge through various integrated skills

activities. Listening activities aim to train students' listening comprehension to the given oral texts that are related to the topic, e.g., audio, songs, etc. Language focus will develop students' understanding on the uses of grammatical structure, vocabulary, expressions used in communication. Later, the acquisition will be further enhanced through reading activities where students read and analyze the texts relevant with the theme presented. Following this, students were trained to develop their receptive skills through discussion and presentation as speaking activities and text writing activities. Finally, students were given final project, individual or group, to apply their knowledge and skills in form of performance based tasks. Later followed by Quranic reflection which aims to relate the materials learnt and values from the Quran. Hence, students could grasp the content of the lesson cognitively and morally.

Overall, this unit is designed to be a systemic learning progression which starts from context introduction, knowledge acquiring using language skills and application using projects and reflection. Through such a structure, students do not only learn language as linguistics but also as a way of expressing, reasoning, and reflecting about things in life and Islamic morals and values that come with the Qur'an verses. Each unit, in fact, has been constructed with the specific purpose to systematically relate relevant Qur'anic verses and learning

materials in relation with one another through direct quotation as well as reflection activities so that the students could understand the relationship between English language and moral and spiritual values from the Quran. Hence, it enables to connect language and character development with the integrated learning framework.

4.1.2.2 Design of Learning Activities

The next step after planning the book structure is designing the learning activities to be used in each unit. Learning activities are planned to engage students actively using English and to enhance students' communication ability through varied, meaningful activities. The learning activities in the QELT book are systematically designed to enable the learning of language skills in stages and comprehensively. Every activity in the unit is interconnected to others; therefore, it creates a learning sequence that supports students in achieving communicative competencies. Based on the developmental research, Sugiyono (2019) said that a good learning product should be designed systematically, structured, and meeting users' needs. It implies that every element in the learning materials, including learning activities, must have a connection with the learning objective and logically structured for students' use. Based on that principle, learning activities in QELT are not presented separately but in the form of learning sequence. This sequence shows that the learning activities in QELT fulfill the

systematic principles of design, where every activity helps students preparing themselves for the subsequent one. Pedagogically, Wayan Dirgeyasa (2016) stated that language teaching using genre based approaches is more focused on developing students' communication skills by employing sequential learning process which are Building Knowledge of the Field, Modeling the Text, Joint Construction and Independent Construction. Each stage has a particular function in students' language acquisition process from understanding the context to producing text in their own control.

Thus, the learning activities in QELT also are designed in such way. Integration of activities like listening, reading, speaking and writing indicates that students don't only learn to understand English but they use English in communicative situation as well. This indicates that QELT is process-oriented activity not merely product-oriented. Besides, integration of all language skills into single learning activities indicates that QELT learning is integrated learning. With the use of integrated learning, students will acquire the broader communicative competency, because not only language structures but also language in use to deliver ideas, to discuss, and to argue is learned. So, learning activities in QELT satisfy systematic principle of development research and it is in accord with the learning process using genre based

approaches. In other words, the designed activities provide a progressive, directed and communicative language learning.

The first activity that appears in the book is listening as an introductory activity designed to expose students to the topic and to develop students' ability to grasp the information delivered orally. Students are exposed to songs, dialogs, or recordings in the specific theme of the unit and expected to answer questions and/or to add some missing parts of information in the recordings. Besides developing students' comprehension, listening activity also familiarizes students with some language patterns that will be applied in the following activities. After the listening activity, language focus part is given which explains language patterns, vocabularies and expression that appear in communicative situation in the unit. This helps students to develop their understanding regarding language patterns to express an opinion, provide suggestion, or explaining a procedure. Explanation of language focuses supports the language foundation students will be using in reading, speaking and writing activities. Reading is designed to build students' ability to understand English texts of various types based on the particular theme of the unit. The reading passages selected are related to their everyday life and a comprehension check will help students to understand main idea, significant information and implicit

message of a text. Reading activity also helps students to discover text structure, which will be employed in the writing activities.

Speaking activities are designed to elicit students' active use of English in different kinds of speaking context. Speaking activity can be in the form of discussion, role-play or sharing the ideas about a specific topic of the unit. Through speaking activity, students are expected to learn how to share ideas, express an opinion, or interact with each other. Writing activity is planned to enhance students' ability to communicate their ideas and thoughts in writing. Students will be asked to write some simple writings like diary, short message, procedur text and others based on the topic introduced in the unit. In the writing activities students can practice how to use vocabulary, language patterns and understand text in prior learning activities.

Each unit also provides final project as an integrating activity of the learning processes within the unit. Students are asked to create an output such as posters, presentation or video that is related to the topic discussed in the unit. The project based learning in language learning helps to increase student motivation and develops their ability to collaborate, work in group and creativity. It also gives students the opportunity to apply their learned skills in more real language context.

In addition to those learning activities, the unit also involves a Qur'anic reflection part that asks students to think about some values

conveyed by the verses of the Qur'an that related to the unit topic. This reflective part is intended to enable students to see how language learning relates to the moral values they embrace. Thus, the learning activities in the QELT book don't only cover language skills but also Islamic character building values through some Qur'anic verses that incorporated in the learning process.

4.1.3 Development

The development stage is the product development stage based on the plan developed during the design stage. At this stage, researchers developed an initial product in the form of an English textbook integrated with Quranic values. It was then validated by experts to assess the product's suitability before use in the learning process. Product development at this stage focused not only on the preparation of learning materials and media design, but also on ensuring that the learning structure aligns with the pedagogical principles used in this research, namely the Genre Based Approach (GBA). Therefore, each component of the textbook was designed to systematically and gradually reflect the stages of genre based learning.

This development stage aimed to produce high quality teaching materials in terms of material, integration of Quranic values, and learning media design. In addition, this stage also aims to ensure that the developed product is not only appropriate in content and appearance, but also has a clear learning approach and aligns with the needs of students in the Merdeka

Curriculum Phase F. Therefore, the developed product is not directly used in the learning process, but first undergoes a validation process by experts to determine its level of suitability and areas that need improvement.

4.1.3.1 Pre-Development

The pre-development phase involved the construction of the first frame and structure of Qur'an-Based English Learning Textbook (QELT) prior to the development of the main product. In this stage, the researcher converted the blueprint design into a first draft of the textbook by arranging the learning units, learning objectives, learning components, and learning framework based on Merdeka Curriculum Phase F and Genre-Based Approach (GBA).

The QELT textbook was designed for the Grade XI of Madrasah Aliyah as a supplementary English learning material which has combined English, values of Qur'an and character education. The QELT adopted integrated language skills composed of listening, speaking, reading, writing and viewing tasks. Additionally, every learning unit was arranged in systematic manner based on the stages of genre based approach namely: Building Knowledge of the Field (BKoF), Modeling of the text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT) so students were instructed step-by-step from understanding text's structure and context up to their independent creation of the text.

Moreover, integration of values of Qur'an was also structured systematic process. Values of Qur'an namely honest, responsible, patience, tolerance and integrity are all integrated with Qur'anic focus and Qur'anic reflection component. Thus, integration aimed to make the students' English learning become not only communicative based but also spiritual and moral development.

QELT was structured with five learning units. Five unit contexts that will be discussed were Digital Integrity, Environmental awareness, Healthy lifestyle, Personal Money management, Indonesian Figures and Identity. Each unit consisted of the following component: Unit Overview, Learning Objectives, Qur'anic Focus, Listening Tasks, Language Focus, Reading Tasks, Speaking Tasks, Writing tasks, Final Project, and Qur'anic Reflection. The pre-development phase had completed a good first frame of QELT as the initial product of developing the main product.

4.1.3.2 Development

In this stage the researcher tried to refine the first prototype of QELT as a comprehensive teaching textbook by developing learning materials, learning activities, media and multimodality. The researcher developed the content systematically to integrate communicative competence, critical thinking and character building as the goal of Merdeka Curriculum Phase F.

The integrated language skills was developed by providing an integration between four skills: listening, speaking, reading, and writing and adding another one called viewing which are called integrated language skills. The learning materials was developed based on the contextual students' daily life and the specific genre. Learning activities such as discussion, analysis, role-playing, joint-writing, presentation and reflective activity are provided in each unit of the learning materials to give active participation to the students.

The final activities were conducted as the last of learning activities that has been developed in each unit in form of project-based learning activities. Through project-based learning activities students are able to create their final project to practice creativity, cooperation, communication skill, and critical thinking by giving authentic learning experiences to them. The final projects are varied to be multimodal production such as poster, presentation, video, campaign based on the learning theme and Qur'anic values that was taught by the learning materials.

Furthermore, the multimodal learning media and visual presentation were developed along this stage as well. The textbook consists of illustrations, learning icon, audio material, video, and visual learning activity that supports the learning activities to improve the students' learning outcomes. The layout, typography and visual

presentation are based on readability, beauty and comfort to provide the best use of the book by the students and the teachers. This stage succeeded to transfer the blueprint of QELT into a complete and contextual English learning textbook integrated with genre-based approach, project-based learning and Qur'anic values.

4.1.3.3 Producing Final product

Once the whole process of development completed then the next stage is to produce the final product, which involved an expert review and revision process to determine the practicality, appropriateness and quality of QELT to be used in classroom. Materials expert, media expert and religious content experts were invited to evaluate the product in various aspects; that were contents, instructional design, appearance and values of Quran contained.

Data of validation result analyzed quantitatively by using Likert scale measurement and quantitatively by using comment and suggestion provided by validator. In accordance with the validation result, few revisions and enhancements were conducted on the quality of textbook. By doing so, this stage successfully produces a revised and final version of QELT. It is stated to be feasible and appropriate in the implementation of learning English at Madrasah Aliyah.

4.1.3.3.1 Validation Results by Material Experts

Validation by material experts was conducted to evaluate the suitability and quality of the Quran Based English Language Learning Textbook (QELT) developed in terms of content, presentation, and ease of use. Assessments were conducted using a five point Likert scale ranging from strongly disagree (1) to strongly agree (5), allowing the validators to provide a systematic and measurable assessment. The validation instrument consisted of several aspects: self teaching, completeness of content, adaptability, ease of use, and appropriateness of presentation. These aspects were designed to test how well the textbook aligns with the principles of effective learning materials, particularly in supporting student learning within the context of the Merdeka Curriculum.

Based on the validation results, the QELT textbook was categorized as “Very Feasible.” The complete validation data and scoring sheets are presented in Table of Material Expert Validation Result, Appendix 1 Material Expert Validation. From the validation results, the QELT textbook was categorized as “very feasible.” The complete validation data and scoring sheets are presented in Table of Material Expert Validation Result, Appendix 1 Material Expert validation. From the results of validation, the overall score is 98 which gained by 98 from the whole score 100. Based on the eligibility assessment based on the reference of Sugiyono, it showed that this

QELT score reached "very suitable" stage. It means that the product of QELT developed has very qualified criteria for the content, design and usability. Most of the indicator have obtained very suitable mark (5) which consist 18 of 20 items, only 2 items of that which is obtained 4 marks. It shows that the content of the material is good enough, just need some small modification and revision. The score reach very suitable mark for all aspect indicates that this textbook is well organized, match the objectives of learning and also capable to help students in enjoying the lesson and studying independently.

Besides quantitative data, validator also provided qualitative response on the QELT which stated that "several part of material still need small modification, especially Unit 2 and 5" however, it still said that "after modification, the textbook could be applied to real classroom learning and also could be used as supportive learning materials for the 11 th graders". From the results of validation, it can be aligned with ADDIE's stages of evaluation developed by Robert Maribe Branch which suggests that a product not just need to be theoretically adequate but also practically implementable in the real classroom. Therefore, it could be stated that the QELT product developed is very suitable to be used in English language teaching and learning process.

4.1.3.3.2 Validation Results by Media Experts

Validation by media experts was conducted to evaluate the visual and physical quality of the developed Quran Based English Language Learning Textbook (QELT), particularly in terms of layout, design, and overall presentation. The assessment used a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), allowing for a systematic evaluation. The validation instrument consisted of 13 items spread across six aspects: book size, cover design, content design, presentation suitability, typography, and illustrations and visual elements. These aspects were designed to assess the extent to which the textbook met the criteria for effective and user friendly learning media.

Based on the validation results, the QELT textbook was categorized as “Feasible.” The complete validation data and scoring sheets are presented in Table of Media Expert Validation Result, Appendix 2 Media Expert validation. From the analysis results of validation above, the total score was 52 out of a maximum score of 65 and is equal to 80%. Based on the eligibility criterion in which the criterion for feasible means it fits with 80% percent, this can conclude that the constructed textbook is feasible although further improvement needs to be done to be better. It can be see from further analysis that the textbook's size reached the total score of 100% (where the design using the size A5 as companion textbook for senior high school students is feasible) while, its design covering, design content, design material

relevance, and the writing used received the score of 80%. From the score given, it is can conclude that the design was feasible to be used though, some elements of it need to be improved. Illustrations, the lowest aspect obtained the total score of 70% and it shows that there are some lacks for illustrations or visuals at a textbook. However, additional visual element or illustration needs to be used to attract students' attention even though high school students are called as adolescence. Besides, in relation to 13 questions, three aspects receive the highest score of 5, seven aspects score 4, while three aspects receive 3 which it showed that a product should be improved although its score can be said as feasible. For additional aspects, based on qualitative data from the validators, the designer said that the product was well designed regarding the size, layout and typography. However, the validators suggested that to fulfill more illustrative or visual parts in the product. The data above is align with the stages of ADDIE instructional model developed by Robert Maribe Branch which the product could be said is feasible but needs some changes in certain aspects. From the results above, the product of QELT designed can be said as feasible.

4.1.3.3.3 Results of Quranic Content Integration Validation

Validation was conducted to evaluate the suitability and accuracy of the integration of Quranic values in the Quran Based English Language Learning Textbook (QELT) being developed. The

assessment used a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), allowing the validator to provide a systematic and measurable assessment. The validation instrument consisted of 10 items spread across four aspects: Islamic content, accuracy of Quranic presentation, integration of Quranic values, and academic presentation. These aspects were designed to assess the extent to which the use of Quranic verses aligns with thematic learning objectives, maintains textual accuracy, and supports student character development in the context of English learning.

Based on the validation results, the QELT textbook was categorized as “Very Feasible.” The complete validation data and scoring sheets are presented in Table of Qur’an Expert Validation Result, Appendix 3 Qur’an Expert Validation. The total score from the validator evaluation was 49 out of a total of 50 possible scores, or 98%. With the eligibility criteria adapted from Sugiyono, this score falls into the 'very appropriate' category, suggesting that the implementation of Quranic values in the developed textbook is highly relevant, accurate, and educationally relevant. Breaking this down further: accuracy of Quranic implementation, integration of Quranic values, and academic presentation each scored 100% while the implementation of Islamic content only got 93.3%, implying there may still be slight areas for improvement in the relevance of the chosen Quranic verses in relation

to the topics of the lessons. In total, out of 10 items 9 items received 5 scores, while only 1 received 4; this signifies very high quality of Quranic integration with room for minor revisions. Furthermore, the validator comments were also very positive, noting the chosen Quranic verses to be appropriate and have relevant meaning for the topics and goals of the teaching materials, implying that Quranic value integration benefits students not just in learning the target language but also strengthening their understanding of Islamic values within an appropriate context. Based on Robert Maribe Branch's ADDIE model evaluation processes, the integration of Qur'anic content in QELT has theoretical foundations and can be practically applied; thus it can be concluded that integration of Qur'anic values in the developed textbook is very appropriate to be implemented in English language learning and teaching.

4.1.3.3.4 Interpretation of Product Feasibility

To determine the level of product feasibility, the validation results are interpreted using the following research and development feasibility criteria:

Percentage	Category of Feasibility
81–100%	Very Feasible
61–80%	Feasible
41–60%	Quite Feasible
21–40%	Less Feasible

0–20%	Not Feasible
-------	--------------

Table 1. Interpretation of Product Feasibility

From the result of validation percentage calculated by experts the following outcomes is presented; material expert validator stated that the validation percentage of 98% was reached categorized as "very feasible". It shows that material described in QELT textbook is in accord with the objectives in learning outcome of Merdeka curriculum, has good structure and system, and also supports students to learn in active way. Beside that the material fulfills self instruction, completeness, appropriateness, easy of used and appropriateness category. The validation suggested the revises in certain portion especially for unit 2 and 5 to increase the feasibility level; media expert validator stated that the validation percentage was 80% categorized as "feasible". From the percentage it shows that book's design, dimension, lay out, type face and illustration are feasible and appropriate for used in teaching learning. The dimension size A5 was stated appropriate with the criteria used as companion textbook for senior high students. On the other hand the illustration and picture were needs to be enhanced in order for it can enhance the learners' interest in order for the material to be effective and interesting since the target audience of this book is adolescence; expert Quranic validator stated that the validation percentage was 98% categorized as "Very Feasible". It means the selection of the Quran verses, the content and the appropriateness of the

verse meaning and the accuracy of the writing of the Arabic verses of the Quran, and the insertion of the Quranic values were conducted in a very effective way. Generally it is concluded from the above validation that QELT (Quran Based English Learning Textbook) which has been developed is very suitable based on the majority rating of "very suitable" and also supported with "suitable" validation from media expert validator. It means that the product is feasible to be used in learning process with revisions.

4.1.3.3.5 Summary of Expert Validation

After the expert validation stage was completed, all the validation results, comments and improvement suggestions were summarized by the researcher. The summary was expected to describe the feasibility of the product to be developed, including the textbook which was improved prior to implementation. The validators, comprising of experts in their field were: an expert on English language learning materials, an expert on instructional media and an expert on integration of Quranic values, totaling three validators. From the results, it could be seen that overall QELT textbook is a very good product, where for material and Quranic values are excellent and very good respectively.

From the material point of view, the book fulfills the requirements of good content quality, systematic and helps students to

study independently. Quranic value integration is excellent regarding choice of verse, appropriate interpretation, and relevance with appropriate application of Islamic values in the learning. The media used is suitable, visually attractive, appropriate in terms of size, and the typography used is clear and easy to read. However, several areas still need improvements, especially the visual aspect and the use of illustration to encourage the student's interest. The conclusion of the expert validation suggests that QELT textbook meets the criteria of usable product. After revision as suggested by the validator, the product can be used for the implementation process in learning English language subject for grade XI.

4.1.4 Implementation

This section explains the implementation stage of the developed Qur'an-Based English Learning Textbook (QELT) in classroom learning activities. The implementation aimed to examine how the textbook was applied through the Genre-Based Approach (GBA), students' participation during the learning process, and students' responses toward the developed product. The findings of this stage are divided into three parts: classroom implementation, students' learning activities, and students' responses toward the QELT textbook.

4.1.4.1 Product Try-Out

Throughout the implementation, students were provided with learning activities within the QELT textbook based on the Genre Based Approach (GBA) which contains stages such as Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). The activity of the Building Knowledge of the Field (BKoF) stage began with an opening activity that corresponds to unit 1 where the theme focuses on opinions within the concept of digital identity and digital behavior. In this stage, the teacher shares the objectives, the unit contents, and awakens students' prior knowledge regarding the topic. Following this, students will be exposed to a listening activity where they listen to "Scars to Your Beautiful" and complete a worksheet that introduces them to self-identity concerns. The Modeling of the Text (MoT) stage involved the teacher explaining the language conventions of an opinion text, including how to express opinion, agree and disagree with others, and use transitional phrases; this was then reinforced by performing simple dialogue to ensure deeper understanding of the structure and function of the language. The Joint Construction of the Text (JCoT) stage involved activities in the form of discussions and role plays of scenarios that relate to the topic of digital ethics, such as the issue of fake posts, hate comments, and popular trending viral issues; through these activities, students worked in groups to co construct an opinion text that they can deliver. In the Independent Construction of

the Text (ICoT) stage, students were given the task to write an opinion text on the topic "Why digital integrity matters for teenagers"; this was designed to help them construct logically supported opinion texts that emphasized the aspects of language and text structure. The consolidation activity allowed the teacher to guide students in creating a final product called "Digital Manifesto," which was a multimodal, opinion-based work that can be displayed in different formats such as posters, videos, and presentations; this final project incorporated all four skills, the genre structure, and the principles of Quranic values. Overall, the implementation indicated the effective use of QELT textbook as a sequence learning that follows GBA principles.

4.1.4.2 Students' Learning Activities

Student engagement was shown in every learning stages throughout the learning process. It was seen through their answers to the tasks, communication in the group and development of ideas. In the early learning stages, students were enthusiastic about taking part in listening activities, they most of them got the main messages of the song and begin to connect the topic with their self identity in digital life, indicated by the student's responses to the worksheets and early discussions. They were starting to use phrases such as "In my opinion...", and "I think that..." in conversations in practice activity to express their opinion, from shy to confident responses.

Student engagement became more obvious when the students started to perform the role play activities. Not only the students could follow the provided context but they also could provide the arguments voluntarily. Some students could respond the topics given and also connect it with the value of 'honest' and 'responsibility' in Islam. In the group work, they worked well together in role play activity, sharing their ideas and feedbacks in pair and group activity. Through this activity they were able to increase their social and communication skills. They managed to formulate their opinion texts in writing, but still needed improvements of language proficiency among students, especially integrating values of the Holy Quran to support their arguments.

In the last assignment, creativity was displayed from various methods of student-created multimodal presentation. Their presentations showed their understanding of skills used and what had been obtained as they were required to combine the skill with the messages that was delivered along with the value that had been gained. In overall, students' cognitive, social and creativity engagement were achieved from learning activities that made use of the QELT textbook and its components, leading to effective and relevant learning.

4.1.4.3 Student Responses

After the product was declared feasible based on expert validation, the next stage involved conducting a field trial to obtain student feedback on the developed textbook. The trial was conducted with 36 students, who were asked to complete a questionnaire consisting of 16 evaluation items. The questionnaire aimed to measure student perceptions regarding clarity, usability, relevance, and the overall learning experience.

The summary of students' responses is presented in this chapter, while the complete questionnaire results can be found in Table of Student Questionnaire Result, Appendix 4 Student Questionnaire. The result in the students' response questionnaire was shown that the total maximum score was 2880, but the earned score was 2576. The calculation of the percentage of this achievement showed that the product gained 89.4% that was round to be 89%. The result has been categorized as "Very Feasible" in feasibility criteria adopted from Sugiyono. It showed that the designed QELT textbook has been approved by the students and appropriate for enhancing their English learning. According to the data in the Student Questionnaire, 89% of the student's response is gained which belongs to the highest feasible scope. This implies that the developed textbook has been recognized by students and it has been confirmed to support for learning.

Most of the items obtained the high percentages which is about from 86% to 91%, so students have the same feelings to evaluate almost all aspects of developed textbook. The most item which is identified with high percentage is 91%. The items are vocabulary explanation clarity, examples relevance, information understanding ease, learning satisfaction and user ease. From that, we know the textbook is clearly explained, very practical, and students friendly. Yet, students showed lower percentages with about 86% toward the material presentation sequence, developing ability of analysis, students' learning autonomy and so on. This means the textbook supported for learning very well but it could be better developed toward students' advanced skills and profound learning.

Beside of numerical data, students were asked to express comments and suggestions about the developed textbook. Based on students' response, majority of the students have a positive opinion toward the product. The comments given include it is very interesting, students friendly and effective for learning. Beside of that, the developed textbook is also considered as very practical and can match with the subject matter they are studying. However, some students give some suggestions such as they wish more color, better picture to be used in the book which was identified as one of aspects which need to improve as same as the aspect identified by experts.

To conclude, both numerical data and qualitative data can support the statement that the developed textbook is most feasible and good for students, except some aspects such as visual design which need to be improve and some advanced skill could be provided to the students. In term of numerical and qualitative data, the developed textbook is confirmed to meet the criteria of feasibility and the degree of feasibility is high. The textbook is effective and appropriate for learning and some details, especially those visual characteristics should be added or improved.

4.1.5 Evaluation

Evaluation stage was aimed to know whether the quality and the practicality of the created Qur'an-Based English Learning Textbook (QELT) were effective according to experts' validation and students' response toward the textbook after being tried out at implementation stage. In ADDIE models, the evaluation stage was a critical stage to judge whether the created product was effectively suitable as teaching material and which aspect(s) that need(s) to be improved. Therefore, the evaluation stage consisted of evaluating try out result, assessing practicality, and examining appropriateness of the product on Madraash Aliyah students learning in classroom. The data of evaluation stage was gained by expert's validation, classroom observation, and students' response questionnaire.

4.1.5.1 Result of The Product Try out

The classroom try-out proved that QELT is practical and suitable to use in the teaching and learning process in Madrasah Aliyah. Based on expert validity, the textbook received the highest feasibility in terms of the quality of the content, the organization of learning, typography, appearance, and insertion of Quranic values. The expert validity stated that the textbook has a good learning sequence, appropriate word choices and learning activities referring to Genre Based Approach. Moreover, the students gave a positive respond to the implementation of QELT in the classroom try-out. They were actively involved in the discussion, role play, presentation and writing activities. Most students thought that the textbook is interesting, meaningful and useful in their learning process. Thus, based on the results of the whole expert validity and the students' respond, QELT is highly feasible and appropriate to use as a supplementary English textbook for the second grade students of Madrasah Aliyah.

4.1.5.2 Product Practicality

Practicality of QELT was tested in terms of student's responses to the teaching activities in class. From tt he survey, students feel the text book is practical, clear and easy to use for learning activities. They mostly mentioned that the terms, instruction and explanations were clear and they could be understood easily. The activities and examples in the text book seemed relevant and useful for the students in their daily

life. Students had positive opinions about readability, the organization of the text book and learning experience they obtained from QELT. By integrating discussions, role-plays, project and multimodal activities, the students can easily become active participants.

4.1.5.3 Student Appropriateness

Regarding the suitability for students, QELT was believed to be in accordance with the students' personal characteristics, needs and context at Madrasah Aliyah. Most of the textbook content, learning activities and Qur'anic values were deeply concerned with the students' lives; hence, learning could gain its real meaning and context. However, there are still few areas that need to be revised. Many of the students perceived the learning activities that emphasized analytical thinking, concept application and the support of independent learning to be quite difficult or have the lower response. This finding suggests that some learning activities should put more emphasis on High Order Thinking Skills and more context. Apart from that, it is suggested by the students and the validators to improve the layout of the textbook as well as the pictures, graphics and color variation in order to make it more interesting. Revision needs to be done so as to make the textbook more attractive and appropriate for the students in Grade XI at Madrasah Aliyah.

4.2 Discussion

The discussion section aimed at thoroughly discussing each study result while considering theories and previous studies. In R&D, discussion not only explains the results but also discusses their meaning, reasons, and influences toward learning practice. Therefore, there are four main aspects of discussion, namely; process of product development based on ADDIE model, result of expert validation, result of classroom implementation, and student response toward the product developed. All four aspects will be jointly discuss how QELT (Qur'an-Based English Learning Textbook) was systematically developed and well-justified by theory.

The product development process in this study used ADDIE model consisting of four stages; Analyze, Design, Development, Implementation and Evaluation. According to Branch (2010), ADDIE is a systematic but flexible way of developing instructional product based on students' needs and context of learning environment. Based on the analyze process, English learning in Phase F in Merdeka Curriculum emphasized communicative competence, critical thinking, and argumentative skill particularly by using analytical exposition text; nevertheless the already existing teaching materials are too general and have not integrated the Qur'anic value in English learning activity. This finding supported that instructional material should be developed based on needs as argued by learners' academic need and contextual need. Hence the development of QELT could be regarded as attempting to fulfill the gap

between the demands of curriculum and existing teaching material by integrating English learning, critical thinking, and Qur'anic value in a context.

In addition, the design of QELT product was developed based on Genre Based Approach (GBA), it covered Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). GBA supports students gradually understanding and producing text in a proper manner according to its function as it provides scaffolding. The application of those stages in QELT was clearly illustrated that students had an opportunity to build their own knowledge in English language from contextual understanding toward independent language production. This finding is consistent with the opinion of Septiyana et al. (2022) where GBA helped students to improve their comprehension regarding text structure and integrate the Islamic values within English learning context.

The learning activities such as discussion, presentation, role play, video making indicated that learning process of QELT used student-centered learning and active participation where the learners are motivated to use language not only for knowing and learning language structures but also using it for expressing ideas, opinion, argument, and reflection of their thoughts. These were in line with Halliday's theory that language is a social semiotic, meaning it is a system of signs used in a society for social meaning-making purposes (Halliday and Martin, 1993). Besides that, the use of multimodal

projects like making posters and video production was relevant to meaningful learning, because students were asked to relate learning subject with real world situation and the issue within their surrounding life.

During the implementation phase, students participated actively in the activity such as discussion, pair work activity and individual writing task. The student participation in every GBA stages is to evidence that the developed textbook was applicable to be used in English learning process in the classroom. It was shown from the student involvement in argument discussion and creative writing, which were supported by concept learning by doing and active learning that in doing active learning, students could build the knowledge by doing. In addition, the application of multimodal projects such as poster presentation and video project confirmed that QELT provided opportunity for all students to achieve the aim of communicative competence development by involving various ways and means.

Furthermore, the students' response toward the developed product also showed that QELT is accepted well and appropriate. Students response from questionnaire shown that they perceived materials presented were clear, learning activities was relevance and beneficial for their learning process. This finding supported theory of meaningful learning, where students can acquire new knowledge more effectively when they are able to relate it with their experience and social reality. The learning activities in QELT gave an authentic participation and made them more interested in learning process

compare with other traditional method. The best feature of QELT product is the integration of Qur'anic values in English learning context. The student's perception that they could relate their argumentation and reflection with certain Qur'anic verses proved that language learning is not only focused on language proficiency but also value-based learning. This finding was in line with Sakrani (2023) who believed that Islamic value must be integrated systematically into all the dimensions of learning namely the learning objective, learning material and classroom activity rather than just added on top. Similarly, Rachmayanti (2020) also emphasized that the integration of Islamic value in learning of English language would not downgrade the learning of language quality. Hence, the integration of Qur'anic value into QELT may be understood as a holistic learning which combined cognitive, affective, and spiritual dimensions in learning of English language. In conclusion, the result of this study proves that QELT is valid by theory and feasible to be used as a supplementary English learning textbook in Madrasah Aliyah by providing a conducive active, contextual, meaningful, and values-based learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter outlines the conclusion and recommendations of the investigation based on the result and discussion of the research. The conclusion of the investigation is concerned with summarizing all the result based on the development

process, the feasibility and implementation of Qur'an-Based English Learning Textbook (QELT) which was developed by using ADDIE Model and Genre Based Approach (GBA) while the recommendations are made for English teachers, students and also for future researchers as reference for the implementation and improvement of Qur'an-integrated English learning materials at Madrasah Aliyah.

5.1 Conclusion

All in all, all findings resulting from these conducted research activities as well as discussions, the study concludes, which are derived from directly referencing back to research problem formulation. First, with regards to the first research problem formulation which investigates the process of development of a Qur'an Based English Learning Textbook (QELT) using ADDIE model, it can be concluded that the products were systematically developed with a total of 5 phases including 'Analyze', 'Design', 'Develop', 'Implement', and 'Evaluate'. As seen from the analyzed learning need which reveals the importance of critical and argumentation skill of analytical exposition text as well as insufficient application of Qur'an values into teaching materials have driven the development of QELT. During the design and development phase, the text book itself was designed based on Genre Based Approach (GBA) in which include the phases of Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT) and Independent Construction of the Text (ICoT) that helps to scaffold students until they have fully developed an independent product. It is

shown that by incorporating the Quranic values through Quranic foundation and reflective activities, the product does not only focus on linguistic skills development, but also character building and religious awareness.

The ADDIE-guided development of QELT did not only systematically develop a teaching product but successfully developed learning designs that integrates language skills, critical thinking skills, and Islamic values. Second, based on the second research problem formulation regarding the feasibility of product, results from the validation test by experts proved that the QELT text book earned a 'very good' score on all dimensions and thus proved that the product meet both content and construct validity. In terms of materials, QELT was found relevant with Phase F of learning outcomes and that it could help develop analytical exposition skill; in terms of teaching design, GBA employed is capable of systematic learning process and step-by-step development; and it was proved also that the integration of Qur'an values was highly relevant and appropriate. It can be concluded that the QELT textbook is feasible for teaching at Madrasah Aliyah in terms of content, design, and integration of Qur'an values.

Third, based on the third research question that investigates the responses of students to the implementation of QELT text book, results from the questionnaires proved that the students give positive response ranging from 'good' to 'very good' on all indicators which indicates that the product is practically feasible. These positive responses not only confirm the feasibility

of the product but also highlight its ability to increase learning motivation and ease of understanding of teaching materials and ways of presenting arguments. In addition, by conducting activities like discussion, debate, and video based project, students' responses show their active participation and enjoyment towards this learning process.

Furthermore, the finding showed that incorporating the Quranic values within QELT significantly adds to students' learning experiences. Students use language as a tool to communicate not only but to deliver the values and belief as argumentation. In other words, students do acquire language for meaningful purpose beyond the concept of communication through the help of QELT. Finally, the QELT textbook designed in this research is concluded as a valid, practical, and effective text book to develop the analytical exposition skills based on the Quranic values for English learning at Madrasah Aliyah.

5.2 Suggestions

On the basis of the results and conclusions of this research, there are a some suggestions. Firstly, to the English teachers of Islamic Senior High School (Madrasah Aliyah), QELT textbook can be an alternative teaching material in making the teaching and learning process become more active, contextual and meaningful. Teacher are suggested to implement discussion based activity, argumentative debate and performance based projects maximally as forms of student-centered learning and to teach for

contextualization with Quranic values so that teaching is not only focused on the knowledge aspect but also on the character development of students.

Second suggestion is for student. Through QELT textbook, they are expected to comprehend the lessons more systematically and improve their ability to express ideas argumentatively and implement the Quranic values in the learning process as well as in the real life.

Third, to the researchers of the future, there are some limitations in the scale of this study in which it is only conducted for one class and the respondent's number is rather few. Thus, it is recommended that future researchers design studies with a larger scope on respondents as well as variety of school context. Additionally, further development of QELT should be implemented for other learning levels, various language skills and incorporated with further interactive learning technology.

References

- ADDIE Model. (n.d.). *ISFET (International Society for Educational Technology)*. Retrieved September 26, 2025, from https://www.isfet.org/pages/addie_model
- ADDIE model - Wikipedia. (n.d.). Retrieved September 26, 2025, from https://en.wikipedia.org/wiki/ADDIE_model
- ADDIE Model Explained: All You Need to Know - AIHR. (n.d.). Retrieved September 26, 2025, from <https://www.aihr.com/blog/addie-model/>
- Ahmad Sakrani. (2023a). integrasi nilai-nilai islam dalam pembelajaran bahasa inggris di mi al-islamiyah bebidas. *al-mujahidah*, 4(1), 70–81. <https://doi.org/10.51806/al-mujahidah.v4i1.72>
- Ahmad Sakrani. (2023b). integrasi nilai-nilai islam dalam pembelajaran bahasa inggris di mi al-islamiyah bebidas. *al-mujahidah*, 4(1), 70–81. <https://doi.org/10.51806/al-mujahidah.v4i1.72>
- Alhamuddin, A., Surbiantoro, E., & Erlangga, R. D. (2022). Character Education in Islamic Perspective. *Proceedings of the 4th Social and Humanities Research Symposium (SoRes 2021)*, 658, 326–331. <https://doi.org/10.2991/ASSEHR.K.220407.066>
- Alhamuddin, A., Surbiantoro, E., & Erlangga, R. D. (2022). Character education in Islamic perspective. In *Proceedings of the 4th Social and Humanities Research Symposium (SoRes 2021) (Vol. 658, pp. 326–331)*. Atlantis Press. <https://doi.org/10.2991/assehr.k.220407.066>
- Anggrenas, A. A. S. O., Putri, A. M., & Gusmaneli, G. (2025). Pendidikan karakter dalam perspektif Islam: Integrasi nilai-nilai Qur’ani dalam praktik pendidikan sekolah. *Journal Educational Research and Development*, 1(4), 368–373.
- Branch, R. M. (2010). *Instructional design: The ADDIE approach*. Springer. <https://doi.org/10.1007/978-0-387-09506-6>
- Branson, R. K., Rayner, G. T., Cox, J. L., Furman, J. P., King, F. J., & Hannum, W. H. (1975). *Interservice procedures for instructional systems development*. U.S. Army Training and Doctrine Command.
- Chaplowe, S. G., & Cousins, J. B. (2022). An overview of the ADDIE framework for training. In *Monitoring and Evaluation Training: A Systematic Approach* (pp. 137–146). SAGE.
- Danver, S. L. (2016). ADDIE curriculum model. In *The SAGE Encyclopedia of Online Education*. SAGE Publications.
- Dirgeyasa, I. W. (2016). Genre-based approach: What and how to teach and to learn writing. *English Language Teaching*, 9(9), 45–51. <https://doi.org/10.5539/elt.v9n9p45>
- Goundar, P. R. (2023). Application of grounded theory methodology using CEFR in the field of language testing. *Review of European Studies*, 15.
- Hendawi, M., Al-Murshidi, G., Asrori, A., Hadi, M. F., Huda, M., & Lovat, T. (2024). The development of Islamic education curriculum from the Qur’anic perspective. *Ar-Fachruddin: Journal of Islamic Education*, 1(2), 93–123.

- Hasanah, U. (2021). Integrating Islamic values in English language teaching: Challenges and opportunities. *Journal of English Islamic Education*, 5(2), 101–112.
- Kaufman, R. (2014). *Strategic planning plus: An organizational guide*. SAGE Publications.
- Kemendikbudristek. (2022). *Capaian pembelajaran Bahasa Inggris Fase F Kurikulum Merdeka*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
- Masitah, F., & Rosana, D. (2022). Developing teaching material charged with Quran values to improve metacognitive knowledge. In *Proceedings of the 2nd International Conference on Education and Technology (ICETECH 2021)* (pp. 104–110). Atlantis Press.
- Purnamasari, N. L. (2020). Metode ADDIE pada pengembangan media interaktif Adobe Flash pada mata pelajaran TIK. *Jurnal Pendidikan dan Pembelajaran Anak Sekolah Dasar*, 5(1), 23–30.
- Sakrani, A. (2023). Integrasi nilai-nilai Islam dalam pembelajaran bahasa Inggris di MI Al-Islamiah Bebidas. *Al-Mujahidah*, 4(1), 70–81. <https://doi.org/10.51806/al-mujahidah.v4i1.72>
- Spector, J. M. (2015). Competency models and frameworks. In *The SAGE Encyclopedia of Educational Technology*.
- Sugiyono. (2019). *Metode penelitian dan pengembangan (Research and Development/R&D)*. Alfabeta.
- Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sugiyono. (2024). *Metode penelitian eksperimen: Pendekatan kuantitatif, kombinasi, dan R&D*. Alfabeta.
- Sugiyono, & Lestari, P. (2024). *Metode penelitian komunikasi: Kuantitatif, kualitatif, dan cara mudah menulis artikel pada jurnal nasional dan internasional* (Edisi 2). Alfabeta.
- Sugiyono. (2024). *Metode penelitian eksperimen: Pendekatan kuantitatif, kombinasi, dan R&D*. Alfabeta.
- Widodo, H. P. (2018). Needs analysis in ESP and English curriculum development. In *English language teaching today* (pp. 127–146). Springer.
- Widodo, H. P. (2016). Engaging students in literature circles: Vocational English reading programs. *The Asia-Pacific Education Researcher*, 25(2), 347–359.
- Uyun, N., Ismawati, S., Taslim, M., Inayah, B., & Farhanudin, A. (2025). Character-based Islamic education among the millennial generation. *Arfannur: Journal of Islamic Education*, 6(2), 219–228.

Appendix 1 Material Expert Validation Guidelines

No	Aspek Penilaian	Skor Diperoleh	Skor Maksimum	Persentase
1	Instruksi Mandiri	39	40	97.5%
2	Kelengkapan	20	20	100%
3	Aspek Adaptive	5	5	100%
4	Kemudahan Pengguna	10	10	100%
5	Kesesuaian Presentasi	24	25	96%
Total		98	100	98%
Kategori				Sangat Layak

Table of Material Expert Validation Result

Persentase	Kategori Kelayakan
81–100%	Sangat Layak
61–80%	Layak
41–60%	Cukup Layak
21–40%	Kurang Layak
0–20%	Tidak Layak

Table of Interpretation of Feasibility

INSTRUMEN VALIDASI AHLI MATERI

Buku Ajar QELT (Qur'an-Based English Learning Textbook)

Pengembangan Buku Ajar QELT (Qur'an-Based English Learning Textbook) untuk Peserta Didik Kelas XI Madrasah Aliyah.

Identitas Validator

Nama Validator : Dona Citra D. N Pd
 Instansi : MAN 8 Kota Cirebon
 Tanggal Pengisian : 27 April 2026

A. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap kualitas materi pada buku ajar QELT (Qur'an-Based English Learning Textbook) yang dikembangkan dalam penelitian ini. Penilaian dari Bapak/Ibu sangat diperlukan untuk mengetahui tingkat keabsahan materi serta sebagai dasar perbaikan dan penyempurnaan produk sebelum digunakan dalam proses pembelajaran.

Peneliti mengucapkan terima kasih atas kesediaan Bapak/Ibu untuk menjadi validator serta memberikan penilaian dan masukan terhadap buku ajar yang dikembangkan.

B. PETUNJUK PENGISIAN

- Bapak/Ibu diminta untuk memberikan penilaian terhadap setiap butir pernyataan dengan memberikan tanda cek (✓) pada kolom skor yang sesuai.
- Skala penilaian yang digunakan adalah sebagai berikut:

Kriteria	Skor	Keterangan
Sangat Baik	5	Sangat layak digunakan
Baik	4	Layak digunakan
Cukup Baik	3	Cukup layak digunakan
Kurang Baik	2	Kurang layak digunakan
Tidak Baik	1	Tidak layak digunakan

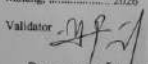
- Bapak/Ibu juga diharapkan memberikan komentar atau saran perbaikan pada kolom yang telah disediakan.

C. PENILAIAN

Aspek Penilaian	Indikator	Skor					Keterangan
		1	2	3	4	5	
Instruksi Mandiri	1. Tujuan pembelajaran dalam buku ajar sesuai dengan Capaian Pembelajaran Keterampilan Menelaah.				✓		Masih ada 2 unit ya perlu dicampur (unit 2 dan 5)
	2. Materi pembelajaran sesuai dengan kompetensi yang harus dicapai peserta didik.					✓	
	3. Materi disajikan secara runtut dan sistematis.					✓	
	4. Materi yang disajikan dapat dipahami dengan mudah oleh peserta didik.					✓	
	5. Materi pembelajaran berbasis teks (genre) yang relevan dengan konteks komunikasi.					✓	
	6. Contoh, ilustrasi, dan latihan sesuai dengan materi pembelajaran bahasa Inggris.					✓	
	7. Aktivitas pembelajaran yang disajikan mendorong keterlibatan aktif peserta didik.					✓	
	8. Bahasa yang digunakan dalam buku ajar mudah dipahami oleh peserta didik.					✓	
Kelengkapan	9. Materi yang disajikan dalam buku ajar telah mencakup kompetensi yang harus dipelajari peserta didik.					✓	
	10. Materi dalam buku ajar telah mencakup seluruh komponen pembelajaran yang diperlukan.					✓	
	11. Keterbacaan penyajian cukup keterampilan bahasa.					✓	
	12. Ketepatan penggunaan istilah dan simbol pembelajaran.					✓	
Aspek Adaptif	13. Materi dalam buku ajar sesuai dengan perkembangan ilmu pengetahuan dan kebutuhan pembelajaran bahasa Inggris.					✓	

Aspek Penilaian	Indikator	Skor					Keterangan
		1	2	3	4	5	
Kemudahan Penggunaan	14. Materi dalam buku ajar mudah digunakan oleh peserta didik dalam kegiatan belajar.					✓	
	15. Materi pembelajaran dapat digunakan secara fleksibel dalam berbagai situasi pembelajaran.					✓	
Kesesuaian presentasi	16. Materi disajikan secara sistematis dari konsep sederhana ke kompleks					✓	
	17. Aktivitas pembelajaran mendukung keterlibatan siswa					✓	
	18. Kegiatan pembelajaran memfasilitasi proses dan pemahaman hingga produksi teks secara mandiri					✓	
	19. Materi dapat memotivasi siswa untuk belajar bahasa Inggris					✓	
	20. Materi mudah digunakan oleh guru dalam proses pembelajaran					✓	
Jumlah skor komponen kelayakan							

Komentar dan Saran Perbaikan
 Segera perbaiki bagian yg masih perlu direvisi. setelah itu buku ini bisa ur dipaparkan dim KEM sbg buku pendamping mapel Inggris XI.

Malang, 5 Mei 2026
 Validator: 
 (Donna Sita A.)

Appendix 2 Media Expert Validation Guidelines and Result

No	Aspek Penilaian	Skor Diperoleh	Skor Maksimum	Persentase
1	Ukuran Buku	5	5	100%
2	Desain Sampul	8	10	80%
3	Desain Isi Buku	16	20	80%
4	Kesesuaian Presentasi	8	10	80%
5	Tipografi	8	10	80%
6	Ilustrasi dan Visual	7	10	70%
Total		52	65	80%
Kategori				Layak

Table of Media Expert Validation Result

Persentase	Kategori Kelayakan
81–100%	Sangat Layak
61–80%	Layak
41–60%	Cukup Layak

21–40%	Kurang Layak
0–20%	Tidak Layak

Table of Interpretation of Feasibility

INSTRUMEN VALIDASI AHLI MEDIA

Buku Ajar QELT (Qur'an-Based English Learning Textbook)

Pengembangan Buku Ajar QELT (Qur'an-Based English Learning Textbook) untuk Peserta Didik Kelas XI Madrasah Aliyah.

Identitas Validator

Nama Validator : A. Vito Durrudin
Instansi : UIN Ar-Raniry
Tanggal Pengisian : 25.05.2020

A. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap kualitas media pada buku ajar QELT (Qur'an-Based English Learning Textbook) yang dikembangkan dalam penelitian ini. Penilaian dari Bapak/Ibu sangat diperlukan untuk mengetahui tingkat kelayakan materi serta sebagai dasar perbaikan dan penyempurnaan produk sebelum digunakan dalam proses pembelajaran.

Peneliti mengucapkan terima kasih atas kesediaan Bapak/Ibu untuk menjadi validator serta memberikan penilaian dan masukan terhadap buku ajar yang dikembangkan.

B. PETUNJUK PENGISIAN

- Bapak/Ibu dimohon untuk memberikan penilaian terhadap setiap butir pernyataan dengan memberikan tanda cek (✓) pada kolom skor yang sesuai.
- Skala penilaian yang digunakan adalah sebagai berikut:

Kriteria	Skor	Keterangan
Sangat Baik	5	Sangat layak digunakan
Baik	4	Layak digunakan
Cukup Baik	3	Cukup layak digunakan
Kurang Baik	2	Kurang layak digunakan
Tidak Baik	1	Tidak layak digunakan

- Bapak/Ibu juga diharapkan memberikan komentar atau saran perbaikan pada kolom yang telah disediakan.

C. PENILAIAN

Aspek Penilaian	Indikator	Skor					Keterangan
		1	2	3	4	5	
Ukuran buku	1. Ukuran buku ajar sesuai dengan standar ukuran buku pembelajaran.					✓	
	2. Ukuran buku proporsional dengan isi materi dan nyaman digunakan oleh peserta didik.					✓	
Desain sampul	3. Desain cover buku menarik dan karakter buku ajar.			✓			
	4. Komposisi unsur desain pada cover (judul, ilustrasi, warna) disusun secara proporsional.				✓		
	5. Jenis dan ukuran huruf pada cover mudah dibaca.					✓	
Desain isi buku	6. Ilustrasi pada cover relevan dengan tema pembelajaran.				✓		
	7. Tata letak halaman disusun secara rapi dan konsisten.				✓		
Kesesuaian presentasi	8. Penempatan judul bab, subjudul, dan nomor halaman konsisten.				✓		
	9. Margin dan jarak antar elemen tata letak proporsional.				✓		
Tipografi	10. Jenis huruf yang digunakan dalam isi buku mudah dibaca.					✓	
	11. Ukuran huruf sesuai dengan tingkat perkembangan peserta didik.					✓	
Ilustrasi dan visual	12. Ilustrasi atau gambar yang digunakan mendukung pemahaman materi pembelajaran.					✓	
	13. Tampilan visual buku menarik minat belajar.					✓	

Jumlah skor komponen kelayakan

Appendix 3 Qur'an Expert Validation Guidelines

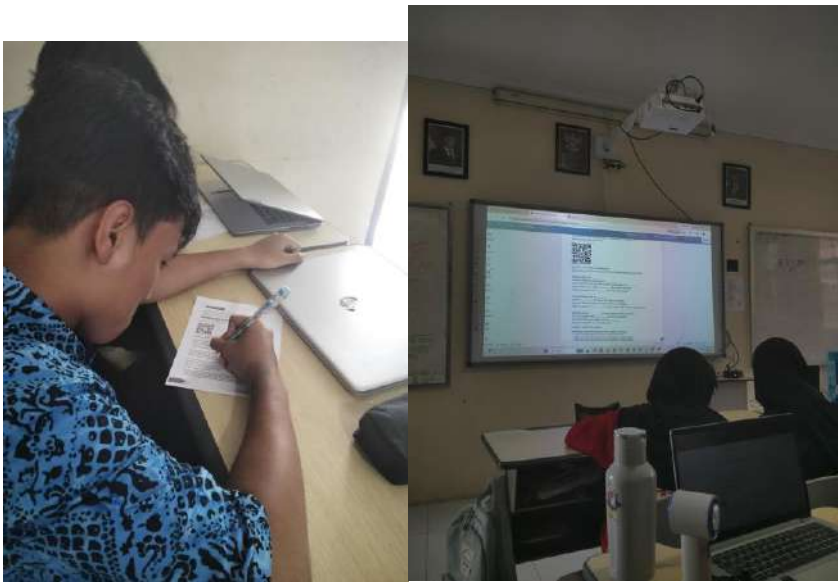
No	Aspek Penilaian	Skor Diperoleh	Skor Maksimum	Persentase
1	Konten Islami	14	15	93.3%
2	Penyajian Al Qur'an yang Akurat	10	10	100%
3	Integrasi Nilai Nilai Al Qur'an	20	20	100%
4	Presentasi Akademik	5	5	100%
Total		49	50	98%

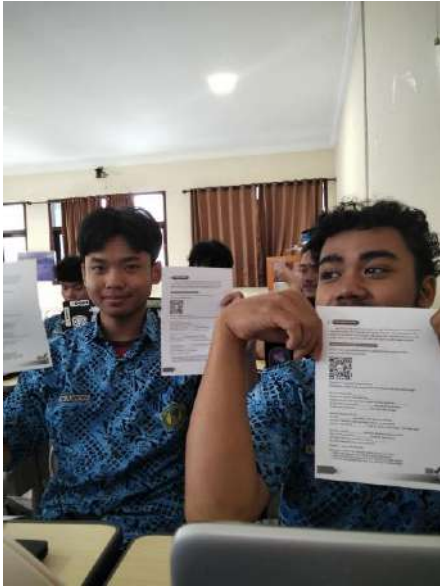
Appendix 4 Student Questionnaire Guidelines and Result

No	Statements	Total Score	Obtained Score	%
1	Kejelasan kosakata yang digunakan	180	164	91%
2	Kejelasan struktur kalimat yang digunakan	180	161	89%
3	Kemudahan membaca struktur kalimat	180	158	88%
4	Kemudahan pemahaman ilustrasi/gambar	180	156	87%
5	Kesesuaian contoh dengan karakter siswa	180	164	91%
6	Kesesuaian urutan penyajian materi	180	155	86%
7	Kebergunaan informasi & keterampilan	180	162	90%
8	Kemudahan pemahaman informasi	180	164	91%
9	Kemudahan ketercapaian keterampilan analisis	180	155	86%
10	Kepuasan terhadap pengalaman belajar	180	164	91%
11	Peningkatan kemandirian belajar siswa	180	155	86%
12	Kemudahan menggunakan buku ajar	180	163	91%
13	Kenyamanan belajar menggunakan buku ajar	180	161	89%
14	Kesesuaian waktu mempelajari materi	180	158	88%
15	Kesesuaian aplikasi konsep dengan siswa	180	158	88%
16	Kemudahan pemahaman aplikasi konsep	180	158	88%

Table of Student Questionnaire Result

Appendix 6 Documentation of Research











Appendix 7 Curriculum Vitae



Name : Obim Berry Fierozhi
Student ID Number : 220107110020
Place/Date of Birth : Situbondo, 24 April 2003
Gender : Male
Religion : Islam
Faculty/Department : FITK / English Education Department
Department Entry Year : 2022
University : UIN Maulana Malik Ibrahim Malang
Address : JPendem, Junrejo, Batu City, East Java 65233
Phone Number : 082141366808
Email : obimberryfierozhi24@gmail.com

Education Background

1. SDN Negeri 3 Situbondo 2010 - 2016
2. SMP Negeri 1 Situbondo 2016 - 2019
3. MA Model Zainul Hasan Genggong 2019 – 2022
4. UIN Maulana Malik Ibrahim Malang 2022 – Present