

INSTRUCTIONAL MATERIALS TO DEVELOP YOUNG LEARNERS' ISLAMIC ENGLISH LITERACY (WHAT ARE THE INTEGRATED ISLAMIC ELEMENTARY SCHOOLS NEEDED?)

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Abstract: Since English is stated as local content in some elementary school levels and an elective subject in some, those from Islamic school backgrounds need to develop Islamic-based English materials related to their curriculum. This also occurs at Integrated Islamic Elementary Schools/*Sekolah Dasar Islam Terpadu (SDIT)* which combines the national curriculum from the Ministry of Education and the Integrated Islamic School Network/*Jaringan Sekolah Islam Terpadu (JSIT)*. This study aims to analyze the need for instructional materials in developing young learners' Islamic English literacy at integrated Islamic elementary schools. Hutchinson and Waters's (1987) theory of need analysis is applied to do the need analysis. Questionnaires, interviews, and documentation are used to collect the data. The findings show that the teachers have already had the English book which contains Islamic values. On the contrary, it is used as a supplementary since not all of the contents are not related to the national curriculum at this level. The teachers need to do the suitability in the instructional materials which are developed by English literacy as a part of National Literacy Movement/*Gerakan Literasi Nasional (GLS)* as one of the government programs plus add the Islamic values inside.

Keywords: instructional materials, Islamic English literacy, English Special Purposes, Integrated Islamic School

INTRODUCTION

The world's attention to the second language (L2) and foreign language (FL) education for young learners is focused on bilingual and multilingual language proficiency (Butler, 2015). Integrated Islamic School Network/*Jaringan Sekolah Islam Terpadu (JSIT)* is no exception to this trend. English in Indonesia has become a foreign language through the formal education curriculum and a second language for a small number of its citizens. For those who can afford it, several English learning possibilities, such as private classes, technology-assisted learning resources, and study abroad programs, are also accessible outside the conventional education system. In the scope of JSIT including SDIT, English belongs to the school's local content or elective subject.

This research emphasizes the significance of offering instructional materials that are compliant with JSIT and the Ministry of Education and Culture to allay the worries of teachers in Integrated Islamic Elementary Schools. The discussion regarding the development of textbooks is intended so that educators are not confused about conveying material to students. Not only teachers, but students can also more easily receive the material and do not need to use too many learning resources to suit JSIT and the National Education Curricula so that it is more effective. The Chief of Integrated Islamic School Network in Kudus emphasizes that educators at school are required to use competency standards and basic competencies from the JSIT curriculum in their lesson plans. So, even though the

JSIT textbook is only a companion, the implementation of its lesson plan is still adjusted to the national education curriculum and JSIT curriculum content standards so that educators and students must continue to adapt. The single aim of this study is to analyze the need for instructional materials in developing young learners' Islamic English literacy at integrated Islamic elementary schools. It focuses on the fourth grade since this year it also starts implementing Kurikulum Merdeka/Independent Curriculum.

Instructional Materials

In the realization of the school's needs in developing their literacy, there should be a well-prepared composition of instructional materials. Instructional material is a well-designed tool used by teachers in the classroom to help students learn materials. In the educational system, adequate teaching resources support students more vividly and encourage a deeper learning experience. An essential aid in the learning process is instructional material. It not only improves the learners' knowledge, critical thinking, and problem-solving abilities but also gives them the tools they need to successfully and engagingly complete their coursework attractively (Magulod, 2017) including young learners in integrated Islamic primary schools.

Making textbooks for Integrated Islamic Schools is also included in the special purpose category. In the field of English, this is included in instructional material. Alonso (2005) highlights that the learning model is influenced by social interaction in one's cognition. After that, the interaction is not only focused on cognitive conditions but also on collaboration and content structure. The combination of the three creates instructional design through electronic learning. This psychopedagogically formulated design is based on different approaches. The stages are Alonso's (2005):

First, content structure (effective concept)

Second, cognitive processes (thinking during the process and determining its success)

Third, cooperation between co-workers and their instructors (content interaction and collaboration).

English for Young Learners

Children often imitate their interlocutors in speaking because they do not know what is right and what is wrong. Teaching English from an early age will teach them the differences in terms of linguistic, psychological, and developmental learners. Although conventional teaching methods such as "grammar" "listening" and so on must rely on students' understanding of the material, understanding students who study it may be a new way that can produce results. For young students, the student-centered method is to place the student at the center of the teacher's thinking and the curriculum is appropriate. By prioritizing students, the possibility to understand learning is greater. Prioritizing the material will keep students busy on their own because they are children whose focus is very easily distracted. Teachers must do lessons that can attract children's attention so that no valuable time is wasted during learning hours (Cameron, 2001).

In the last few years, teaching English to young learners has started from an early age. One of the reasons is the many opportunities open to learning it. There are many great teaching methods for EFL beginners. The first thing teachers should pay attention to when teaching children is understanding their characteristics. Each age has different characteristics and the way to deal with it

is also different. As a teacher of young learners, having an open-minded personality, a good sense of humor, and adaptability will help you in managing the class (Scott & Ytreberg, 2001). Getting students to explain and comment and create real situations for children to learn will give them good opportunities to use the language they have learned. Children not only need opportunities to practice firsthand, but they also need to be given feedback on their performance so that they can be improved (Hortin, 1983). All we need is faith and belief in the extraordinary creative potential of children.

The numerous nations with which the Qur'an was linked experienced a profound impact on their society, culture, and way of thinking as a result of its revelation. Later, Qur'anic Arabic had a significant impact on the ideas and language of speakers of some countries as the language of divine revelation. The vocabulary, idioms, and even the grammatical and syntactic structures that these Islamic languages have borrowed from the Qur'an are inseparable from the revealed language of Islam, and it is nearly difficult to have a discourse in these languages without doing so. These languages are referred to be "Islamic" languages because of the way their grammar mirrors the language of the Quran and Hadith. Several other Islamic languages spoken around the world also exhibit this Quranic worldview historically, and their idioms, sentence patterns, proverbs, and poetry provide countless well-traveled routes for Quranically-inspired cognition. Since most of the speakers of these languages are Muslims, translation of Qur'anic vocabulary becomes a natural process when interacting with the Qur'an and the various Islamic traditions and literature. (Ogunnaike & Rustom, 2019).

JSIT's Needs Analysis of Islamic Values in English Literacy

Numerous academic works have been written about the necessity of textbook adaptation for integrated Islamic schools. Integrated Islamic School interprets the concept of Islamic education based on the Qur'an and Hadith. One of the characteristics of an Integrated Islamic School is integrated Islamic learning. The government and Integrated Islamic School have agreed that the goal of Integrated Islamic School is to help students internalize Islam. To achieve the goals of the Integrated Schools Association and the government, appropriate learning resources are needed, especially in English lessons. It is also addressed in English for Specific Purposes (ESP). This study aims to be back to the learning-centered approach to ESP by Hutchinson, T., & Waters, A. (1987). Figure 1 exposes the outline. This process belongs to section 2 in a course design. The first step of developing a model of instructional materials is analyzing the needs of integrated Islamic elementary schools by doing surveys of the English teachers, interviewing the chief of JSIT, and documentation took English textbooks.

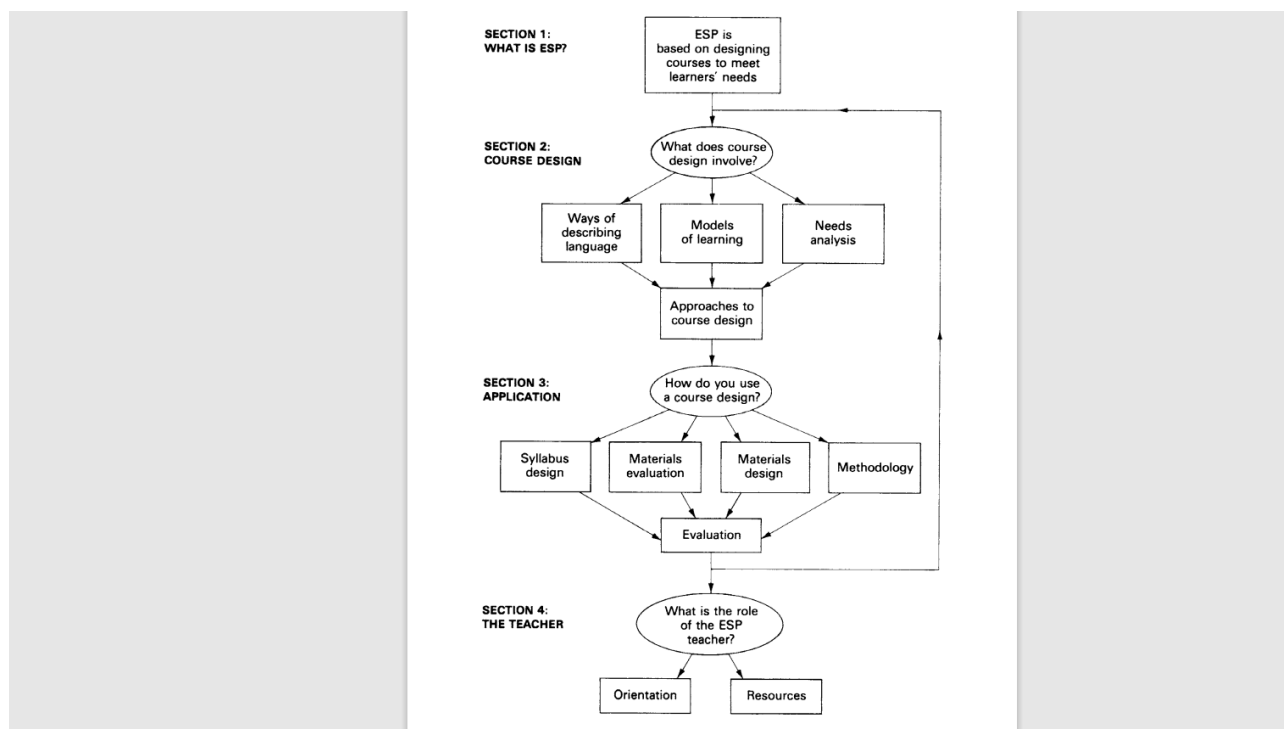


Figure 1. Outline of a Learning-Centred Approach to ESP (Hutchinson, T., & Waters, A., 1987)

The teaching of English for Specific Purposes (ESP) has increased significantly during the past ten years. Different nations have used this study in various ways, including China, Japan, Korea, Hong Kong, Japan, Malaysia, and Indonesia. For instance, this problem was first raised in the 1970s by China (see Yingchun Li: 2010). For the shake of this issue, English lessons at Islamic schools need to analyze their specific purposes, which are also expected to be able to prepare instructional materials in line with the Ministry of National Education and specific objectives in the curricula, especially those under licensed of the integrated Islamic school network.

According to Decree Number 56/M/2022 of the Minister of Education, Culture, Research, and Technology on Guidelines for Curriculum Implementation in the Context of Learning Recovery, the implementation of the curriculum must pay attention to the achievement of the competence of students in the education unit under special conditions to prevent learning loss. The curriculum in question is a curriculum that refers to the National Education Standards. In addition, national education goals can also be realized through regional potential and students' participation. In 2022, the independent curriculum begins to be applied to several comprehensive levels of education namely early childhood education, primary education, and secondary education. The implementation of the Independent Curriculum as intended for the first, second, and third years is carried out for students aged 5 (five) to 6 (six) years in early childhood education, as well as students in class I, class IV, class VII, and class X at the primary and secondary education levels. The curriculum is valid from the 2022/2023 school year. The main textbooks used in the implementation of learning must be evaluated periodically as a basis for revision and re-established by the head of the main unit in charge of curriculum, assessment, and books (Kebudayaan, 2022).

Based on interviews conducted with the head of the Kudus Integrated Islamic School Network as well as one of the principals of the Integrated Islamic Elementary School, currently English language textbooks at the Integrated Islamic School Network (JSIT) are available, but the content standards are only in accordance with the JSIT curriculum standards and not appropriate with the national curriculum. Finally, the English teacher and students use instructional materials that are in accordance with the national education curriculum so that students can adjust the material during the semester exam. Meanwhile, the textbook from JSIT is only used by teachers as a companion book. This 2022, grades 1 and 4 use the Independent Curriculum as a prototype in some schools.

METHOD

This study uses a convergent parallel design type of mixed method using a questionnaire, interviews, and documentation as data collection techniques. There is an integrated Islamic school network in each region. Kudus was chosen as the smallest district in Central Java which has the scope of several integrated Islamic schools at the elementary, junior high, and high school levels. For the SDIT level, there are two locations, namely SDIT Al Islam and SDIT Umar bin Khotob. This research focuses on the 4th-grade level which started the Independent Curriculum this year and the students have had English literacy experience at the previous level.

FINDING AND DISCUSSION

Developing a suitable curriculum for Integrated Islamic School in the classroom gives teachers and students a better chance to study. But the school cannot just declare creating a new curriculum and then expect that it will be the main resource for them. A curriculum is a set of plans and agreements on objectives, contents, learning materials, and methods that guide the conduct of learning activities to achieve particular education (UU National Education System/2003). In developing an operational curriculum, it must be based on several principles, namely: student-centered, contextual, essential, accountable, and involving various stakeholders (*1. Panduan Pengembangan Kurikulum Operasional Sekolah.Pdf*, n.d.). The operational curriculum in the education unit contains all learning plans and becomes a guideline for overall learning activities and is developed according to the context and needs of students. It is reversibly positioned between the analysis of the learning environment, its vision and mission, and its goals and strategies. The unit can analyze whether these components have been fulfilled or not.

Before developing an operational curriculum, schools must analyze the characteristics and learning environment based on the aspirations of their members and make their vision and mission agreed upon by all members of the education unit. Interviews, questionnaires, focus group discussions (FGD), observations, and educational report cards are examples of ways that can be used to gather information (*1. Panduan Pengembangan Kurikulum Operasional Sekolah.Pdf*, n.d.). After that, the goals of the educational unit are made based on the vision and mission. Furthermore, schools also need to analyze the need to organize learning. The needs analysis will describe the current condition of the education unit and its gaps with the vision that the school hopes for. When compiling a needs analysis, schools are allowed to develop strategies based on the information they have obtained based

on their strengths, weaknesses, and opportunities. Organizing according to the learning context and the needs of the participants will help the school to be successful.

In addition to analyzing the characteristics and learning environment, formulating learning principles and assessments is also important. In fact, this is a major consideration in designing the curriculum of an educational unit. With the principles of learning and assessment, decisions in the classroom become more precise. Learning principles are organized based on student's academic achievement levels, their individual learning needs, and their varied personalities. While assessment is an integral part of learning, it is the faculty of learning that bridges the interaction between teachers and students to develop further learning strategies. Then, schools need to design learning organizations, namely the way the education unit organizes the contents of the learning curriculum within a certain time span. Organizing learning includes managing the learning load, subjects, fields, time, and areas of learning, as well as how these subjects will be delivered and also the area (*1. Panduan Pengembangan Kurikulum Operasional Sekolah.Pdf*, n.d.). The last part is mentoring, evaluation, and curriculum development in the education unit which is carried out internally to find out whether learning is going according to the goals that have been set or not.

In this study, there are some discussions related to the needs of SDIT (Materials Development and Suitability as well as Independent Curriculum and SIT Curriculum Implementation. According to the survey done by all women English teachers in the 4th grade at SDIT who have experience in teaching English for more than 5 years, they have textbooks and students' worksheets as resources. They love to use Grammar Translation Methods, demonstration, and cooperative learning methods. Moreover, the teachers mention that they have started the implementation of an Independent Curriculum for English subjects to follow the government curriculum changes. In line with the curriculum concept, those who implement the Independent Curriculum realize that English is not a local content but an elective subject. It means that the criteria for English as an elective subject (for the fourth grade) are as follows:

1. English as an intracurricular subject 2 hours of lessons per week (@35 minutes)

Sudahkah sekolah membuat alokasi mata pelajaran intrakurikuler bahasa Inggris dikelas IV menjadi 2 JP per minggu atau 72 JP per tahun (Asumsi 1 Tahun = 36 minggu dan 1 JP = 35 menit)?

2 responses

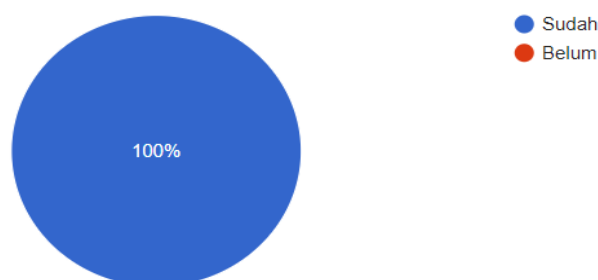


Figure 2. Time Allotment of English as an Intracurricular Subject

2. Learning outcomes consist of listening, speaking, reading, viewing, writing, and presenting.

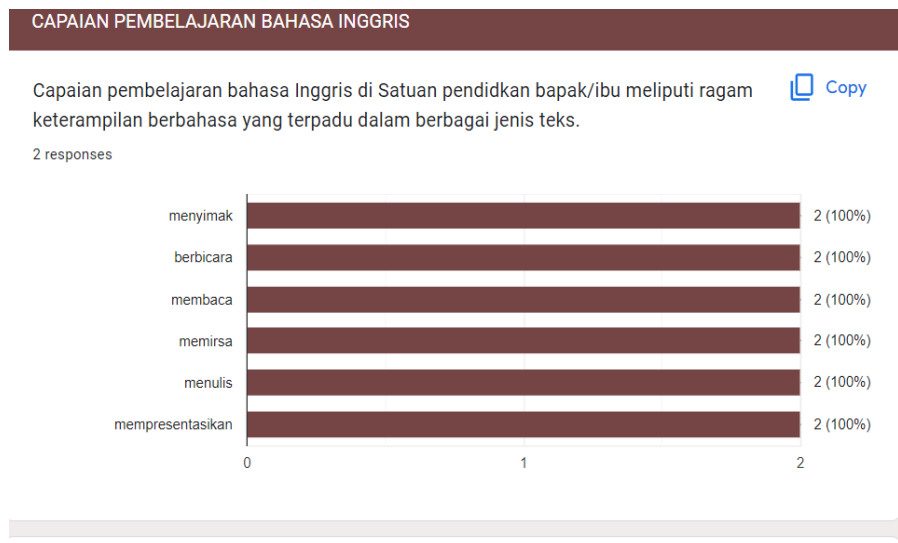


Figure 3. Learning Outcomes of English Subject in SDIT

- Learning English uses a text-based approach (genre-based approach), namely learning to focus on texts in various modes (oral, written, audio, visual, and multimodal)

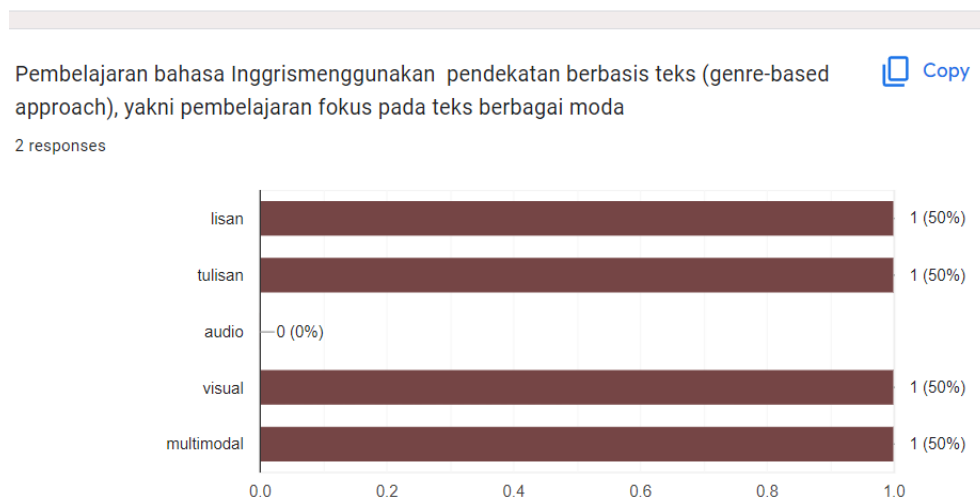


Figure 4. Genre-based Approach in English Learning at SDIT

- Four stages in the text-based approach that have been carried out in discussions on the same topic (Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT))

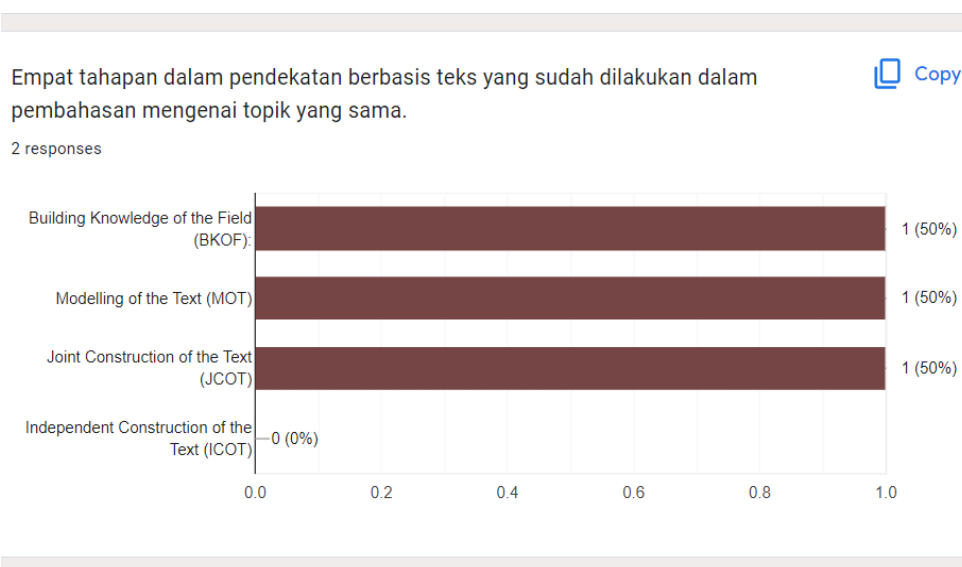


Figure 5. Four Stages of the Text-based Approach in English Learning at SDIT

Based on the study's data, the teachers have completed the steps of the genre-based approach but do not do the Independent Construction of the Text. This influence the students' individual writing practice. Additionally, the way they focus on the multimodal minimizes the use of audio. This has an impact on the students' listening practice.

Learner-centered learning has been carried out by teachers at SDIT who combine the national curriculum with the curriculum of the Integrated Islamic school. The introduction of hadith in teaching English textbooks has existed but is rarely taught directly in class. Some conversations in the book or directly do not discuss the material Islamically. Sometimes teachers use Islamic songs as a distraction. However, the songs listed in the integrated Islamic school textbooks were not used. The contents of the topics listed in the textbook are not in accordance with the topics in the national education ministry curriculum. So that further adjustments and development of a model related to the combination of the two curricula are needed (the Curriculum for the Distinctiveness of Integrated Islamic Schools and the Independent Curriculum).

CONCLUSION:

The needs analysis will outline the existing state of the educational system and any gaps between it and the school's desired goal. Schools are permitted to create strategies based on the information they have gathered when preparing a needs analysis. The school will be successful if it is structured in accordance with the participants' requirements and the learning setting such as done in integrated Islamic elementary schools.

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