



## A Content-Based Supplementary Book Development for Islamic Junior High School

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### Abstract

This research focuses on the development of a Content-Based Instruction (CBI)-based supplementary book for English language learning at SMP IICP Puncak Darussalam, an Islamic junior high school. The study addresses the gap in existing educational resources by integrating Islamic values and cultural themes into the English language curriculum. It aims to bridge the disconnect between students' cultural identities and the content they are taught. Using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), the research involved needs analysis, content design, and expert evaluations to ensure the book's pedagogical effectiveness and cultural relevance. The supplementary book was developed to align with the school's vision of preparing students to be proficient in English while reflecting Islamic teachings and values. This study promotes culturally relevant materials to raise student engagement, motivation, and language acquisition. The book is expected to improve the quality of English education in Islamic junior high schools through linguistic skills and cultural awareness.

**Keywords:** CBT, educational development, ELT, supplementary book, Islamic values

## INTRODUCTION

In recent years, there has been an increasing emphasis on the importance of culturally relevant educational materials, especially in institutions that integrate specific cultural and religious values into their curricula. For Islamic junior high schools, the integration of these values into English learning resources is crucial. Islamic schools with international class programs, including SMP IICP Puncak Darussalam, aim not only to prepare students with

strong language skills but also to prepare globally competent individuals who can represent Islamic values. However, a significant challenge exists in the current educational landscape, where available materials often lack cultural relevance and fail to resonate with the unique identity of students in Islamic educational settings. The existing English language resources used at SMP IICP are primarily standardized government-issued textbooks, designed for broad use but do not specifically address the cultural needs of Islamic students or align with the school's vision of producing future Islamic . This disconnection between the students' educational content and their cultural background requires materials that bridge this gap.

The shortcomings in the current English learning resources are complex, which covers issues of content relevance, pedagogical approaches, and alignment with Islamic values. Studies on Islamic educational resources reveal that there are efforts by some educators to embed Islamic and cultural elements into their lessons. However, these attempts are often inconsistent or inadequately executed. Mulyati (2023) notes that although some lecturers strive to integrate Islamic values into their curriculum, they frequently encounter obstacles in aligning these values with appropriate teaching materials. This lack of systematic integration can lead to a sense of disconnect for students, who may find it challenging to relate to the content. Similarly, Rismasari (2022) emphasizes that English textbooks, which are fundamental resources in language learning, often lack contextual relevance. This lack of cultural alignment not only limits the educational potential of these materials but also risks diminishing students' enthusiasm for language learning, as they may feel that their cultural and religious identities are not reflected in the content they are studying.

Moreover, the scarcity of resources that comprehensively integrate Islamic values presents a great gap in the educational resources available for Islamic junior high schools. Although some materials include Islamic themes, the availability and accessibility of such resources remain limited. Zahra et al. (2021) observe that the inclusion of Islamic values in educational materials is still inconsistent, with resources lacking the depth needed to fully represent students' religious and cultural identities. This inconsistency often results in students feeling alienated from the content, potentially affecting their engagement and retention in the learning process. Additionally, Usadiati and Norahmi (2019) point out that character education, which is a cornerstone of Islamic teachings, is often not sufficiently embedded within English language materials. This gap is crucial for Islamic institutions that prioritize character

development as part of their educational goals, as it limits their ability to create an environment where language learning also reinforces cultural and religious values.

From a pedagogical perspective, the current materials do not adequately address the diverse learning needs of Islamic junior high school students. Fakhruddin et al. (2020) argue that the effectiveness of teaching materials depends on their ability to cater to students' specific needs and competencies, yet many available resources fail to reflect this essential customization. The one-size-fits-all approach prevalent in many textbooks can lead to disengagement and frustration among learners, particularly those in specialized settings like Islamic junior high schools. Furthermore, Kurniawati (2023) notes that interactive and project-based learning approaches, which are instrumental in fostering creativity and critical thinking, are often underutilized in English language teaching materials. This underutilization restricts opportunities for students to engage in dynamic and participatory learning experiences that could otherwise support the development of key skills required for both language proficiency and cultural understanding.

In response to these gaps, the implementation of Content-Based Instruction (CBI) presents a promising solution for developing English language resources that are both culturally relevant and pedagogically effective for Islamic junior high school students. CBI is an instructional approach that allows educators to teach language skills through the integration of content that aligns with the learners' interests, values, and cultural backgrounds. By embedding Islamic values and cultural themes within the English language curriculum, a CBI-based approach can create a more engaging and meaningful learning experience that resonates with students on multiple levels. Qomaruzzaman (2018) noted that culturally inclusive materials are essential in Islamic educational settings, as they support the development of a positive Muslim identity while providing content that reflects students' backgrounds and beliefs. A supplementary book developed with a CBI framework could therefore serve as a vital resource for SMP IICP Puncak Darussalam, helping students achieve linguistic competence while reinforcing their cultural and religious identities.

Research also promotes the benefits of culturally relevant materials in enhancing student motivation and engagement. Suharta (2022) points out that students are more likely to be invested in their learning when the content is relatable and resonates with their personal

experiences and values. For students in Islamic junior high schools, materials that incorporate themes from Islamic teachings—such as ethics, community, and social responsibility—can boost students' language acquisition and allow them to connect with their cultural heritage. By employing a CBI framework, educators can create lessons that are linguistically enriching and culturally meaningful. The development of a CBI-based supplementary book also addresses the pedagogical gaps in current resources. Interactive activities, collaborative tasks, and project-based learning components can enhance students' engagement and participation. This approach corresponds to the findings of Kajiwara et al. (2013), who promote student engagement through varied instructional methods.

The objective of this study is to develop a supplementary CBI-based book for SMP IICP Puncak Darussalam that bridges the existing gap in culturally relevant educational resources for Islamic junior high school students. This book aims to provide a learning resource that aligns with the institution's vision of producing students who are not only proficient in English but also capable of representing Islamic values on an international stage. The novelty of this research lies in its focus on systematically integrating Islamic teachings into language learning. This approach develops materials that support language skills and cultural identity in an Islamic context. By conducting a needs analysis and tailoring the book's content to the preferences and requirements of SMP IICP students, this study aims to create a resource that is effective and engaging. It is expected to significantly improve the quality and relevance of English language education for Islamic junior high school students.

## METHODS

This study employs Research and Development (R&D) method to produce content-based supplementary book for students in Islamic boarding school. It aims at developing sufficient product that is comprised of characteristics of Islamic cultures and worship topics in IBS by English version. The development model conducts ADDIE type (Analysis, Design, Development, Implementation, and Evaluation (Susanto et al., 2017). The ADDIE model sets to analysis the stage problems, designing media, and expert judgment of materials to criticize whether the product design is feasible to implement (Wijaya et al., 2020).

Participants of the research are 29 students from 8th and 9th junior high school of Puncak Darussalam selected randomly in Madura by distributing questionnaire (Ikhwati Wahidah et al., 2021) to assign students' voice in learning Islamic themes by English. Whilst,

the questionnaire of expert judgment is two teachers to measure the developed materials (HIJRIL 2021) based on CEFR (Common European Framework of Reference for Language). Before implementing the product, it is firstly tested on validators to identify the necessary enhancements, ensuring that developing a content-based supplementary digital book matches criteria of validity, practicality, and effectiveness. The instrument validity is set in the table below, sourced narratively from (Ansyah, 2022).

**Table 1. Aspects of assessment by validators of material developed**

Rating indicator	
<b>Content eligibility</b>	
1.	Techniques of presentation
2.	Coverage to relevant topics
3.	Presentation supports
4.	Learning and assessment instruction
<b>Material sufficient</b>	
5.	Compatible materials with the product developed
6.	Material accuracy (promoting Islamic identities of IBS)
7.	Material update
<b>Language acquisition</b>	
8.	Commutative

**Table 2. Aspects of assessment by validators of media expert**

Rating indicator	
1.	Language style
2.	Design model
3.	Visual aids
4.	Effects of media on learning strategies

**Table 3. Aspects of assessment by validators of linguistics**

Rating indicator	
1.	Language ease (instructional delivery)
2.	Language standards (literal language use)
3.	Language elements (structure and grammar accuracy)

**Table 4. Criteria of assessment scores**

Score achievement	Interpretation
3,26 – 4,00	Very valid
2,51 – 3,25	Valid
1,76 – 2,50	Less valid
1,01 – 1,75	Not valid

Subsequently describing the criteria of expert of judgment, the researcher refers to initial stage of ADDIE model that refers to analysis, it precisely consisted of need analysis that proposed to identify the target needs of students. Target needs involved four criteria related to goals which set in reason of students learning English, necessities align with students' indispensable requirement to assist their study, lacks find the case of students' situation and level of English insight and wants lean students' desire of model material they learn. In addition, learning needs as the second aspect includes input, procedure, and setting that interpret material incorporated to the design task, steps of learning how to do assignments, types of implementing the task, and mutual relations' role of teachers and students in the learning process.

At the design stage, the researcher applies concepts describing the instrument to measure the practicality of the media by questionnaire to teachers and students to perceive the attractiveness of media product. Students given responses are to determine the advisability product that has been developed. Data used in this research are quantitative and qualitative that in the part of quantitative, assessing the feasibility test of students and qualitative for collecting validators' responses. Afterwards, the result questionnaire is evaluated to ensure the quality, compatibility, and responses of participants to the product. The questionnaire was controlled using a Likert Scale questionnaire with four criteria of assessment: strongly agree, agree, disagree, and strongly disagree. The instruments used in this study were result of validity, media feasibility, and media attractiveness.

## RESULTS AND DISCUSSION

The result of need analysis was done by preliminary observing to the criteria of education in that school that maintains English as media for promoting Islamic activities and terms of IBS. The needs analysis of students reveals that supporting materials regarding to Islamic English topics were not designed well and lined in with mission of IBS. In addition, the teachers find difficult to implement English for specific purposes, such English for Santri as their requirement to prepare students in IBS as the preachers for future Islamic brands. Other several factors refer to the content of emancipated curricula in the chapter of English topics for junior high school is not accordance with the characteristics of students. Therefore, it posits necessary to develop eligible materials in the form of supplementary Islamic digital book by content-based instruction to assist their active-mutual learning.

Based on the need analysis results that students at SMP IICP Puncak Darussalam Madura have a strong motivation to learn English primarily for future studies and international engagement, with 60% proposing for further education reputation, 27% interested in preaching Islam globally, and 8% situate English as provision for studying abroad in the component of goals and necessities. Speaking skills emphasized as the most crucial aspect by 72% of students, underscores the necessity for effective communication in their professional aspirations. Moreover, students in the aspect of (want) prefer engaging input materials such designing videos and topics covering the fundamental themes related to daily life, common cultures of IBS and religious practices, which enhance their listening and speaking skills. Interactive speaking activities, such presentations and group discussion, are priority of them as preference for dynamic learning environment.

However, notable gap in this case occurs in their current English proficiency, particularly in listening comprehension, with many students rating their skills as fair. This gap emphasizes the need for targeted improvements in speaking and listening skills by 86% of students express a desire to enhance their speaking abilities. In sum up, the findings suggest technology-driven approach and varied learning settings to better support students' language learning goals.

In the stage of expert judgement, Supplementary English book (English for santri) based on content-based instruction has been developed well and this product then is tested and criticized by two validators to measure the material developed, media expert, and linguistic expert. The result of material expert involving 1) aspect of content eligibility score 4 with criteria valid, 2) aspect of material sufficient with 3.5 score with criteria very valid, 3) aspect of language acquisition get score 3 with valid criteria. The total score of material expert rubrics is 10.5 and 3.5 for the average with criteria very valid. As comments from validator in the point of material expert, the assessment and presentation instruction are able to be modified with the clear steps.

Besides, the result of media expert that reflects to 1) aspect of language style is 3.5 score with very valid criteria, 2) aspect of designing model get 4 score that is accordance with the need, very valid, 3) visual aids (interface) count 3.4 score that is very valid, 4) and the last part of the effects of media on learning strategies accumulates score 3.3, it means very valid result. In conclusion, total score for media expert aspect resulted 14.2 within the average 3.55 score with very valid. However, there are some critical comments from validators related to additional



vocabulary branches that are set per chapters. they argued that it could contribute students' interactive communication and direct them to converse without considering other selective words. Whilst, in the result of linguistic acquisition judgment that composed of language ease, this aspect is 3.34 score with criteria very valid, 2) the aspect of language standard clarifying literal language use gets 2.8 with valid criteria, 3) language elements aspect calculates 3.23 with criteria valid. Total score for this expert of linguistic numerates 9.37 points while the average is 3.12 with valid result. The suggestion from the validator goes to the logo of school identity should be completed in every chapter and apply basic structures for the instruction in the material and assessment.

After declaring the product eligible from validators, English for Santri or Supplementary English book is then applied to small groups and following by massive evaluation. On this stage, the assessment focused on two primary aspects: practicality and attractiveness. The practicality point is measured through teachers respond questionnaire, meanwhile for attractiveness was evaluated in line with students' response questionnaire. The findings from teachers indicated 1) the language aspect received 3.4, classified as very practical, 2) the presentation aspect got 3.5 score, categorized as very practical, and 3) the condition aspect condition got 3.5 score which is qualified as very practical. Thus, the total score for teachers' responses questionnaire was 10.4, highlighting the average score of 3.46 which considered as very practical. In addition, for overall same format of instrument grid related to students' questionnaire of attractiveness scored 3.2, resulting "good" category (appropriate to implement).

## CONCLUSIONS

This research successfully developed a CBI-based supplementary book for English language learning at SMP IICP Puncak Darussalam. It addresses the lack of a resource book culturally relevant for Islamic junior high school students. The book aims to build language proficiency and cultural awareness to create an engaging learning experience for students. This research develops culturally inclusive and contextually relevant educational resources in Islamic educational settings. This research contributes to the creation of a CBI-based supplementary book based on the needs of Islamic junior high school students, which effectively bridges the gap between language learning and cultural relevance. This resource can be a model for other Islamic institutions to develop similar materials that reflect their



educational goals and cultural values. However, the study has limitations, such as its focus on a single institution, which may not completely represent the diversity of Islamic junior high schools in different regions. Its applicability to other educational contexts may require further adaptation and examination to ensure usability and effectiveness.

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