Incorporating English and Islamic Knowledge into Workbook Development for Primary School Students

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Abstract
English teaching at primary school in Indonesia has experienced some changings in its curriculum, the K13 curriculum is the one that is implemented currently. However, there are some challenges occur such as the time allocated for the English teaching until its textbook design. Henceforth, English teaching at primary school needs a new move. Another significant issue is related to the design of curriculum that needs to be adjusted to each school context. In Islamic schools, English teaching finds its own issue, mainly on the cultural aspect— Western culture and ideology. Thus, this present research aims at developing an English workbook that is Muslim-friendly for their students. The method implemented in this study was Research & Development (R&D) with ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. This research has resulted that there were 5 major topics related to Islamic content developed, such as believing in Allah and *Rasulullah*, salah, al-Qur'an, noble characters, and the Prophets. Further, this research has resulted a concept of workbook design, comprising brainstorming, short text, and activities that divided into three categories: cognitive activities (matching and listing), kinesthetic activities (drawing, coloring, and tracing), and the last one is vocabulary-based activity (word search and puzzle). All chapters were designed by considering on the implemented curriculum at school partners. The finding of this research has shed a light that integrating English and Islamic content can be a way for Islamic school in Indonesia to build Islamic value to its students as well as to find the school own character.

Keywords: Islamic school, Workbook, English and Islamic knowledge.

1. INTRODUCTION

SD Aisyiyah Kota Malang is one of primary schools in Malang affiliated to Muhammadiyah organization. This school is one form of Amal Usaha Muhammadiyah (Muhammadiyah Charitable Effort). Located on Jalan Gajayana Gang III D / 570 D Dinoyo, Kecamatan Lowokwaru, Malang, this school has been established since 2004 and now has 9 classes comprises of Grade 1 to 6. The school has implemented the 2013 curriculum (K13) that put emphasize on several main subjects, such as Religion, Civic,

Mathematics, Bahasa Indonesia, Science, Social Science, Sport, and Arts. Taking this policy into concern, English teaching has been placed in Arts subject as local content. Thus, teachers are flexible to develop their teaching material adjusting to school context. However, as the time goes by, one policy is changing into another along with political issue of the country. The new Minister of Education, Nadiem Makarim, has now prioritized English teaching at primary school setting, followed by the omission of English teaching in secondary school setting. In short, English teaching is encouraged to be accomplished in primary level. In regards to this, a reform on how English taught at this level must be undertaken.

In its management, this school is led by one school principle assisted with 16 teachers and 2 administration staff. There are also 9 homeroom teachers who are responsible to teach thematic subjects, while 9 teachers are in charge of teaching the other subjects such as sport and religious studies. To support language learning, this school has implemented bilingual program that every morning students are drilled and scheduled for reciting prayers in Arabic and English. The current curriculum implemented in English teaching is K-13 (2013 curriculum). Students cannot communicate well without mastering sufficient vocabulary (Erliana & Arbain, 2020). Consequently, English teaching at the school using the K-13 curriculum has more emphasize on vocabulary mastery and short dialogue. The English teachers consist of 1 teacher who is graduated from English major at university in East Java. The authors have further discussed about the English teaching situation to explore on the problems that is faced by the school and English teachers. Taking a note on the situation analysis, the teaching and learning process at the school is analysed and highlighted. The description below explains in detail about this projection.

1.1. Problem Description

Curriculum is the guideline for formal education. Hence it is planned before implementation which is then evaluated to make it more effective in its implementation. An Effective curriculum development is supposed to fulfil recent needs and demands of the culture, society and expectations of the people where the curriculum is going to be applied (Alsubaie, 2016). Currently, English which was needed globally due to its function as a global language, is formally instructed in class in Indonesia. Hence, English teaching is guided by the curriculum. The current curriculum implemented in English teaching is K-13 (2013 curriculum). This curriculum implementation was based on the real issues in society where most high schools are unable to use English for daily purposes even simple conversations (Nur & Madkur, 2014). It is, therefore, ELT curriculum in higher education context do not consider the outcome or knowledge of high school graduates (Solikhah & Budiharso, 2019). They added the K13 could create better learning outcomes and English skill development more quickly due to focusing on real live conversation and skills integration as well as practices to use language more than theory comprehension.

Reflecting on K13 curriculum advantages above, English is advisable to be implemented at primary education so that learners can learn and apply English from an early age. In fact, the 2013 curriculum stated English instruction in primary schools is

an elective subject or an optional (Lestariyana & Widodo, 2018). It means there is no national curriculum used as the guideline for English teaching in primary schools. Furthermore, the English instruction based on Curriculum 2013 is delivered as an extra-curricular subject, not part of schools' final exam and given outside normal school hours (Sahiruddin, 2013). Consequently, English teaching at elementary school level does not get a serious attention that leads to poor teaching and facilities. On the contrary, some private primary schools see this situation as the opportunity to offer English as their main subjects to gain more students whose parents are concerns about the importance of English for a better future. Sulistiyo et al. (2020) added bilingual schools having great qualification English teachers and resources offered English as a required subject. This, of course, attracts high class families to bring their children there.

What will happen next is an educational issue. On other words, there will be a huge gap if state/ low-middle class private primary schools do not upgrade their English teachers' competences. It is commonly known that the English teaching at those schools mainly applied teacher centred approach. This approach lets teachers take control of the class while their students are primarily passive listeners, so learners become less engaged in class (Fayez & Al-zu, 2013). Consequently, students have limited opportunities to explore their language competences and collaborate with peers during the classroom session as a part of the language practices. The primary root of that situation could be caused by the appointment of English teachers with no proper competences and qualification (Zein, 2016). As a result, the students gain less English knowledge and competences.

Furthermore, there is another issue when highlighting primary English teachers' qualification. Yuwono and Harbon (2010) highlighted that most primary English teachers have no English education qualification, and they were not formally trained as professional English teachers at primary level. In fact, English education departments in Indonesia were not designed to prepare their students as English teachers in primary education. Instead, Zein (2017) declared that English departments focused on preparing the prospective students to be a teacher in secondary schools. To lessen the gap, state/ low-middle class private primary schools need to take serious actions to upgrade their English teachers' content and pedagogic knowledge. For example, they can join professional development through workshop, training and seminar which can be held in or outside the schools.

Another major contributing factor for ineffective English teaching in primary level education is the teachers are dictated by textbooks or teaching materials provided by the national or local government. Then, they do not improvise their teaching materials and refer to other textbooks for their instructional activities. Also they merely focused on completing materials in the textbooks (Hawanti, 2014). So, their teaching is just like fulfilling the target determined in the textbooks.

These unimproved textbooks are likely influencing students' motivation in learning English during the classroom session. Thus, a serious move on the way English is delivered at school must be taken. Motivation in L2 learning is important as it affects students' achievement (Carreira, 2011; Oroujlou & Vahedi, 2011;Lavasani et al., 2011;

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Mahmoodi et al., 2014;Rifai, 2010; Zhou, 2012). In other words, students probably will not perform well in English if their motivation in learning English is low. In addition, proper contextualized textbooks create students' positive attitude towards English. Attitude is defined as an affective aspect contributing to learners' achievement or failure (Candlin & Mercer, 2001). Therefore, a healthy and positive attitude is more likely to be fostered if they are well taught (Choy & Troudi, 2006). It is clear effective English teaching creating higher motivation and positive perception is reachable only if the textbooks are well designed and improvised.

It is crucial to see why the textbooks subsidized by the government and available in the markets cannot be followed blindly without any modification and improvisation. First, the text book being used is analysed as having more form focus than meaning focus activities. Second, its content delivers more general English with some cultures of 'others'. Particularly, even though the textbooks are going to be discussed for Islamic primary schools which are very popular in Indonesia, the contents/ topics do not really represent the Islamic values packaged in English. Hence, the books' topic needs to have some enrichment and modification that suit students' Islamic values. They can be done through proper study design. Nur & Madkur (2014) pointed out the study design is supposed to be both well designed and practical.

Additionally, Dudley-Evans & St John (1998) stated teachers are not only as teachers to deliver the materials but they are also supposed to be a course designer and material provider. Thus, developing material is also another responsibility that teachers need to professionally accomplish. In addition, the use of media during English teaching is also fairly inadequate. It is found that teachers have lack competence on how to develop media that are appropriate to students' level of English in primary levels. In fact, ELT materials for primary school students which integrate Islamic values are difficult and limited to find. Sumarsono (2018) has already proposed a method consists of objectives, materials and procedure to teach reading of English text using translation of the Holy Koran as a means to integrate Islamic values and English.

It can be derived that there are several issues and crucial points elaborated above; (1) No English in Curriculum 13 despite of its crucial role; (2) professional development through workshop and training; (3) classroom teaching dictated by market textbooks; (4) students' motivation and positive attitude influenced by appropriate textbooks; (5) material and media development incorporating Islamic values and English.

Here, the authors believe there should be Research and Development (R&D) on the design and development of book/ workbook focusing on Muslim kids. This workbook is expected to strengthen and develop both English competence and Islamic knowledge. As a result, students in primary schools particularly Islamic primary schools could be global citizens who have a strong Islamic foundation and knowledge. Therefore, the aim of this research is to design ELT materials incorporating Islamic knowledge and English for primary school students.

2. METHOD

Based on the initial analysis, the authors aim at addressing the teaching material problem faced by both teachers and students in Islamic school setting. This research was conducted by implementing Research and Development (R&D) aiming at developing a new product of media to learn English for Islamic Studies. This community service implemented Research and Development (R&D) concept using ADDIE model.
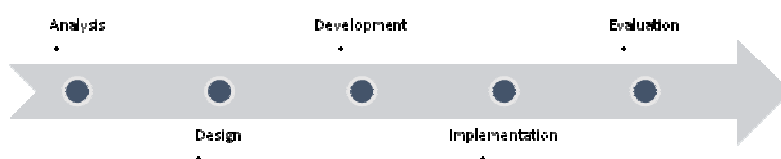

Figure 1. R&D based on ADDIE model

Further, to implement this research, some procedures of training and mentoring in details are presented as follows.

1. Workshop on integrating English and Islamic content for kids

The very first workshop presents the general concept of integrating English and Islamic content in elementary school level, about its importance and significance. The integration between English and Islamic content will signify the school curriculum as well as support students' identity development. This workshop is necessary to be done as the concept of integrating English with Islamic content might be new to the English teachers. This workshop aims at clarifying ideas and giving more understanding of a concept. The outcome of this workshop is measured through the teachers' produced work during the workshop.

Figure 1. Training on integrating English and Islamic content (September 23, 2020)

2. Workshop on material selection

The second workshop details on how to select appropriate material that integrate English with Islamic content. The material selection will mainly consider on need analysis result, from students' questionnaire and teachers' input. In the workshop, teachers will be given some example of materials which later can be adapted to their teaching context. The 2-hour workshop aims at supporting teachers with skills to integrate between English and Islamic content.

Figure 2. Training on material selection *(*September 23, 2020)

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3. Mentoring on designing and developing material (part I)

After having the previous two workshop, the English teachers are to design and develop two topics. In this regards, a 2-hour session mentoring was arranged for this activity. The result of this research can measure teachers' understanding about the previous workshop.
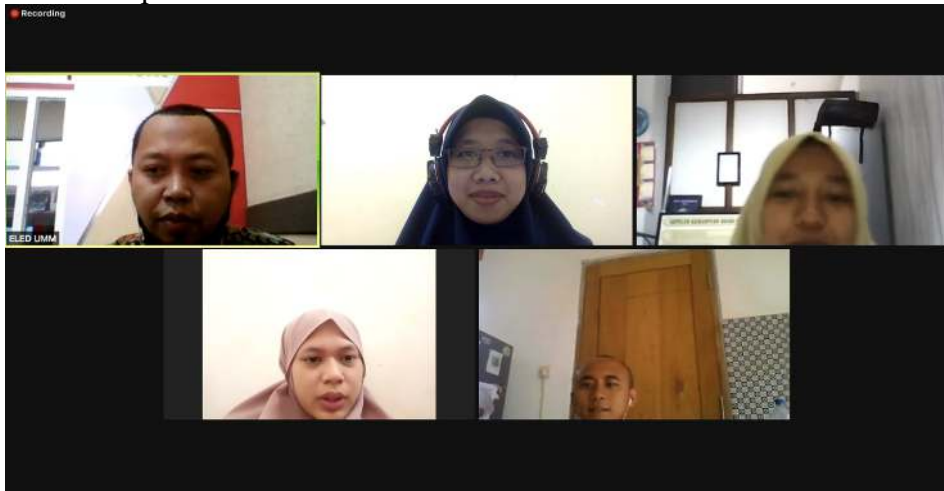
Figure 3. Mentoring on designing and developing material (October 5, 2020)

Figure 4. Mentoring on designing and developing material (October 5, 2020)

4. Mentoring on designing and developing material (part II)

This mentoring is the continuous session of the previous one. In this session, teachers were to develop the material about salah (five daily prayers). In this phase, the teachers were given 2 weeks to finish the task.

5. Evaluation

The evaluation process was conducted by focus group discussion (FGD). The FGD was between the authors and two teacher participants. The teacher participants were to explore on their perception about integrating English and Islamic content in their teaching context in order to give feedback for the authors about the effectiveness of the whole program also to see the prospective of implementing the research in SD Aisyiyah Kota Malang.

School Partner Participation
The participation of school in this research is described as follows:
1. Giving information to the problem faced by the school for the preliminary data
2. Giving access to document analysis for the purposes of preliminary data
3. Giving facilities for the workshop and mentoring
4. Participating the session of workshop and mentoring
5. Implementing the result of workshop and mentoring
6. Designing the final draft of workbook

3. RESULTS
The result of this research is reached the phase of workbook Development, each detail described l as follows.

3.1. Analysis
In its Analysis phase which was done through interview with English teacher and Al-Islam teacher, it is found that English textbook needs to be designed more practical for students. The existed book has some weakness, importantly on its content that does not carry the local culture comprehensively. Also, it needs to be developed by integrating to the school big mission (Muhammadiyah mission), it is integrating English content to a more Muslim-friendly content, i.e. Islamic content. The analysis phase was then followed up by a series of training and mentoring. Training on developing English workbook by integrating it to Islamic content (CLIL-based training). The next one was training and mentoring on designing HOTS-based activities. The training and mentoring initially involved all teachers at the school including the homeroom teachers followed by intensive mentoring for English teacher and Al-Islam teacher.

3.2. Design
In designing the workbook, the authors conducted FGD with ELT teacher and Al-Islam teacher via online platform. Taking consideration on the applied curriculum of Al-Islam and English subject, the English workbook was designed by integrating 5 selected Islamic contents taught in the first and second semester of Grade 4. Grade 4 was chosen as this level considered as the students are analysed having the same general competences of English instruction at class activities. The 5 selected topics are: Believing in Allah and Rasulullah, The Qur'an, Salah (Prayers), Akhlak al-kareema (Noble Characters), and the Prophets.

3.3. Development

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In the development phase, the English workbook is developed into 5 main sections with 10 pages: Brainstorming (1 page), Short Text for overview (2 pages), Activities that divided into three main parts: Cognitive-based activity (Matching and Listing; 2 pages), kinesthetic (Drawing, Coloring, and Tracing; 3 pages, and vocabulary-based activities (Puzzle and Crossword; 2 pages). Thus, in each selected topic, there are 10 pages following the aforementioned concept. Overall, there are 50 pages for the content. To meet the need of kids' workbook, this English workbook is designed by involving an illustrator or a visual graphic designer.

In its development, the authors have resulted in a conceptual model as detailed below.
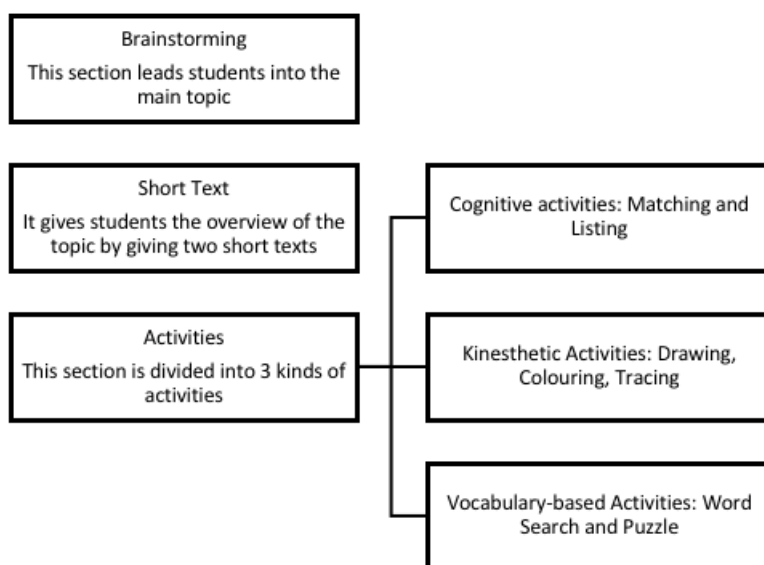
Figure 5. A conceptual model of English for Muslim Kid Workbook

In its content development, the workbook was designed to be practical for students. Students are projected not only master the theories written in the book but also to implement it into practices in their daily life. Thus, students can relate their daily Islamic practices from the activities drawn from one page to another. For example, in Believing in Allah and Rasulullah chapter, students were asked to list some creations that Allah created around them. In addition, in cognitive-based activities, students were probed to list some noble actions that Prophet Muhammad *shallallahu 'alayhi wa sallam* taught them and they copied the actions into their daily life.
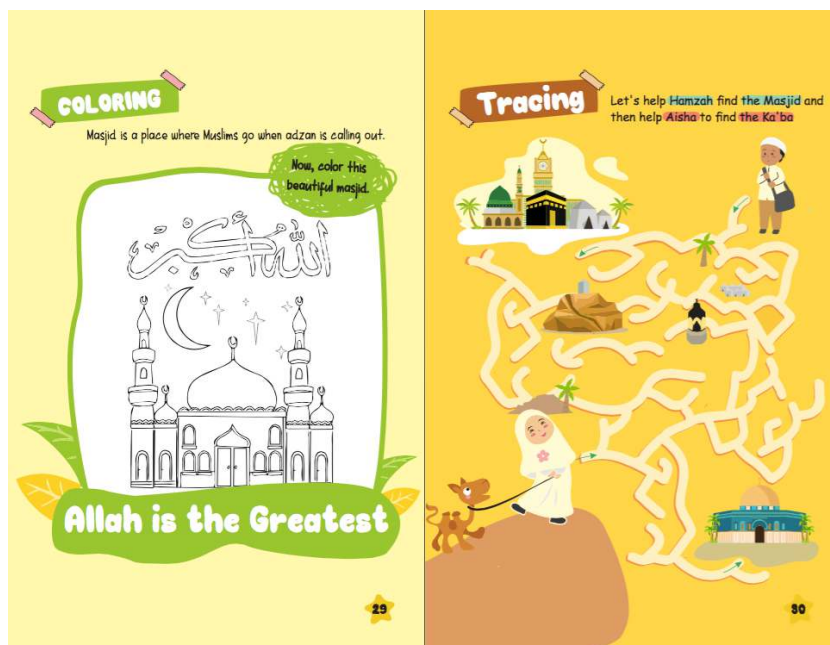
Figure 6. Some samples of the workbook

4. DISCUSSION

In EFL context, course book plays significant role in class structure, interaction, and language learning for students. The training and mentoring resulted from this research has shed a light on the importance of developing materials based on school culture and context and crucially taking students' need in English learning. This is to confirm the study conducted by Tsagari and Sifakis (2014) affirming that materials used in the primary school in Greek is predominantly top-down process that the researchers suggest teachers to draw independent path in developing course book which is contextual to their school and students. In a similar notion, Joo, Chik, and Djonov (2019) found that based on their multimodal content analysis, five textbooks used in the curriculum of grade 3 in South Korea found to have western bias and implicit support of native-speakerism. With this, the researcher suggest that ELT practitioners are to be aware of the ideologies of English as global language as it is used in the image and other non-verbal resources found the in the textbooks.

In Islamic school setting, several religious values applicable to teaching English (Shokshok & Indah, 2019). However, English learning requires careful measurement as the language taught is come from foreign culture, in which not all foreign cultures are acceptable in Islamic convention. It is congruent with the argument conveyed by Karmani (2005) highlighting that ELT has a nuance of making "more English and less Islam". This is also supported by Al-Attas (2005) arguing that in Islamic worldview, Muslim should encompass the *dunya* and the *akhirah* as their life goal. In regards to this issue, Holliday (2009) as ELT practitioners from the outside ring of Islam has emphasized that along the way the direction of ELT has been imposing the Western culture to the identity of the periphery. He further suggests that English educators

should redefine on what language and culture are so that they will find their own terms. Some efforts to practice incorporating Islamic values and English language teaching in classroom have been done by Islamic scholars, however, it is not easy (Madkur & Albantani, 2017; Rohmah et al.; 2019). It requires a profound understanding on three different issues they are Islamic values, English, and teaching.

5. CONCLUSION

The workbook developed in this research points at infusing Islamic elements in EFL learning. Other than its content that integrate Islamic content to English, this book is rich in contextualizing the school's and student's own culture. The Islamic values infused can be seen mainly from its textual and visual content. In its text, the workbook details the topics related to Islamic studies, such as believing in Allah and *Rasulullah*, the Quran, salah (five daily prayers), noble characters, and the prophets. Through this attempt, students are expected to encode the ideas about the Islamic worldview from the workbook. Meanwhile, in terms of English language skill, the workbook also comprises English vocabularies appropriated for primary school students' level in Indonesian context. Without doing such effort, as it has been discussed that EFL textbook can contain the culture of others, thus, it is to argue that EFL materials taught at Islamic affiliated school must be designed by teachers themselves with the concern on school context and values. To conclude, EFL in Islamic school must find its own direction and pathway.

6. ACKNOWLEDGEMENT

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