



# Developing English Teaching Module for the Merdeka Curriculum in Islamic Elementary School

Nurfadilah Nasruddin<sup>1</sup>, Rustan<sup>2</sup>, Sukirman<sup>3</sup>

<sup>1,2,3</sup>Tadris Bahasa Inggris, State Islamic University of Palopo, Palopo, South Sulawesi

Article Info	Abstract
<p>Received: 2024-08-30 Revised: 2026-04-08 Accepted: 2026-04-08</p> <p><b>Keywords:</b> English teaching module, Islamic values, research and development,</p> <p><b>DOI:</b> 10.24256/ideas.v14i1.5531</p> <p><b>Corresponding Author:</b> Nurfadilah N <a href="mailto:2205040013@uinpalopo.ac.id">2205040013@uinpalopo.ac.id</a> Tadris Bahasa Inggris, State Islamic Institut of Palpo, Palopo, South Sulawesi</p>	<p><i>It is necessary to develop a teaching module, which is appropriate with learning strategy for elementary school students where the English learning material is integrated with Islamic values. This research aims to produce an appropriate English teaching module based on the Merdeka curriculum for 4th-grade Islamic elementary school students. This research method uses the Research and Development (R&amp;D) method with the ADDIE model approach, which consists of five stages, namely analysis, design, development, implementation, and evaluation. In the analysis stage, student needs and characteristics are assessed to ensure the module meets relevant learning requirements. The design stage builds on this analysis to create a module aligned with the Merdeka Curriculum and Islamic values. The development is turned into a validated and revised teaching module during development. Implementation is done in actual learning in the classroom, with positive feedback from teachers. Both formative and summative evaluations confirmed the module's alignment with expectations and its value in teaching English integrated with Islamic values. Thus, the module is a practical resource for English teachers in Islamic elementary schools, consistent with the Merdeka Curriculum. This module has been comprehensively designed, tested, and validated to ensure compliance with the Merdeka Curriculum and Islamic principles and successfully implemented in the classroom. Continuous supervision and user feedback are required to improve this teaching module further. Adding training for teachers on the use of the module and further adaptation based on student feedback may increase the effectiveness and relevance of the module in daily learning contexts.</i></p>

## 1. Introduction

Curriculum development is essential for adapting to advancements in science, technology, and future needs. In Indonesia, this has led to the introduction of the Merdeka Curriculum. Under this curriculum, teachers can select learning tools that align with students' needs and characteristics, which aims to make learning more accessible and less burdensome for students. However, implementing this new curriculum presents challenges for teachers, who may need more training on the new policies. This gap in training could significantly affect the success of the Merdeka Curriculum in enhancing student learning outcomes. Furthermore, one of the difficulties faced by teachers in implementing the Merdeka Curriculum is the difficulty in designing lesson plans (Lumbantoruan and Simorangkir, 2023).

Providing appropriate learning devices to enhance the quality of meaningful and engaging learning is crucial. These devices are tools or resources educators develop to support the learning process. Effective learning, aligned with desired outcomes, starts with designing or preparing lesson plans that guide the instructional activities. The lesson plan affected the teaching and learning process in class (Brata, et.al, 2022). The design of lesson plans by presenting the latest innovations and creative learning methods makes students enthusiastic about participating in learning (Hamdani, 2022). However, the lesson plans in the Merdeka curriculum are now replaced by teaching modules as an alternative to more comprehensive learning planning tools, known as Lesson Plan Plus (*RPP Plus*) (Kementerian Pendidikan, Kebudayaan, Riset 2024).

Although often considered the same, lesson plans and teaching modules significantly differ in content (Maulida, 2022; Hanifah, et.al, 2023). The difference can be seen from its completeness, where teaching modules are more comprehensive compared to RPP. Teaching module components can be adapted to the subject and its needs where teachers are given the freedom to develop components in the teaching module according to the environmental context and learning needs of students, but at least contain learning objectives, learning steps (including learning media), assessments, information, and other learning references (Salsabilla, et.al, 2023).

The concepts offered by the Merdeka Curriculum teaching module is the freedom given to teachers or future teachers in creating learning (Arjihana et al. 2022). The Merdeka curriculum teaching module can be regarded as an implementation of the Flow of Learning Objectives (*ATP*) developed from the Learning Outcomes (*CP*) with the Pancasila Students Profile as the target, aiming to ensure students not only academically proficient but also capable of applying the values of Pancasila wherever they are (Nurharyanto 2023; Setiawan et al. 2022). In the teaching module, teachers should be able to develop learning plans, content, and evaluations by the Ministry of Education, Culture, and Research guidelines related to learning outcomes according to the learning phase. The government has

provided learning devices such as teaching modules or RPP Plus and textbooks for teachers and students on the official Merdeka Mengajar platform that can be used or modified according to students' needs.

The teachers' ability to design teaching modules using the Merdeka Curriculum is surprisingly low (Rahimah, 2022). Although teachers have participated in various workshops in terms of planning, teachers still rely on existing teaching module examples as a guide in learning that the government has provided (Ardianti and Amalia 2022). In contrast, in the Merdeka Curriculum, teachers are required to be more creative in designing teaching modules (Damayanti et al. 2023), so it is necessary to develop teaching modules to adjust to the needs of students in the classroom (Murti, Kresnadi, and Halidjah 2023).

Meanwhile, the subject of English is as important as other subjects. Designing an English teaching module must follow the needs and interests of students so that it can be a solution to the problems experienced by students in learning English. In addition, it is important to embed Islamic values into English learning in order to create a generation that is devoted to Allah SWT, has noble character, and has broad insight.

The current English teaching modules tend to focus only on cognitive aspects, and not many integrate Islamic values or contextualize material related to students' daily lives. Learning that touches on affective and spiritual aspects are needed to foster *rahmatan lil 'alamin* character in students by the mission of Islamic education. With teaching modules integrated with Islamic values, it is hoped that students can learn English while internalizing religious values and relating them to their real situations. Several studies have shown that character can be formed in the school environment by integrating Islamic values into the curriculum and facilitators affixing them to lesson plans. This creates learning that leads to the formation of Islamic values in any material, including English lessons (Alfian, et.al, 2022).

The development of English teaching modules that integrate Islamic values is becoming increasingly relevant in the context of rapid globalization. On one hand, mastering English is essential for competing in the global era. On the other hand, the challenge lies in upholding Islamic values amidst foreign cultures' strong influence. This research is motivated by the need to align English language learning with Islamic values so that students not only master English but also develop strong characters grounded in Islamic teachings. Integrating Islamic values into English language learning is expected to shape a young generation that is intellectually capable and morally upright.

Despite the growing number of studies on teaching module development, a clear gap remains in the integration of Islamic values within English language teaching at the elementary level. Previous studies have primarily focused on themes such as COVID-19 (Rambe and Pahlevi 2022) and local wisdom (Setyawan, et.al, 2023), which, although valuable, do not specifically address the need to

combine language learning with religious value formation in Islamic school contexts. Moreover, these studies do not fully align with the principles of the Merdeka Curriculum, which emphasizes contextual, student-centered, and character-based learning. Therefore, this study seeks to address this gap by answering the following research question: How can Islamic values be effectively integrated into an English teaching module for elementary school students within the Merdeka Curriculum framework? This question highlights the novelty and significance of the present study in bridging language learning and character education.

Therefore, this research gap indicates the need for further research to develop English teaching modules that contain Islamic values by the implemented curriculum, namely the Merdeka Curriculum. Preliminary research at SD Islam Datok Sulaiman Palopo identified several challenges English teachers faced, such as difficulties in selecting strategies aligned with the learning material and the need to integrate Islamic values into the current English learning materials. Consequently, a teaching module that aligns with effective learning strategies for elementary students and integrates Islamic values into the English curriculum is needed.

## **2. Method**

The type of this research is Research and Development (R&D), which is a type of research that is oriented towards product development. This research will employ the ADDIE development model approach to assist instructional designers or content developers, and even teachers, in creating efficient and effective instructional designs (Farhana, Suryadi, and Wicaksono 2021), consisting of five stages: analysis, design, development, implementation, and evaluation. ADDIE is appropriate for developing educational products and other learning resources (Branch 2020), including English teaching modules integrated with Islamic values.

This research will be conducted at SDI Datok Sulaiman Palopo in July 2024. The researcher chooses SDI Datok Sulaiman because the school is an Islamic school that has implemented the Merdeka curriculum for 1st and 4th grade grades. The researcher will choose the development of an English teaching module based on the Merdeka Curriculum for Islamic Elementary Schools as the object of this research. The researcher will select 4<sup>th</sup> grade students and English teachers as research subjects. Both teachers and students become participants as the primary data source determined by purposive sampling by meeting the criteria: having implemented the Merdeka curriculum and during the data collection process, participants who will be actively involved in the research are not in a situation of coercion but rather participate voluntarily.

The subjects of this study were one English teacher and 25 students of fourth grade at SDI Datok Sulaiman Palopo who were selected by purposive sampling. Participants were selected based on their involvement in Merdeka

Curriculum implementation and relevance to the research aims. The study had ethical approval from the school as well as informed consent obtained for each participant. As the study involved minors, approval was obtained from school authorities to ensure that all procedures adhered to ethical research standards. Data were collected via semi-structured interviews, audio-recorded and transcribed for analysis. The data collected were then analyzed using thematic analysis by data reduction, data display, and conclusion drawing to evaluate the validity as well reliability of findings.

### 1) Analysis

In this stage, the researcher will analyze two things including needs analysis and student characteristics analysis. The needs analysis is carried out to determine the basic problems that require the development of Islamic-based English teaching module, while student analysis includes analyzing student characteristics based on their knowledge, skills, and development with the aim of knowing the level of ability of diverse students to create realistic learning objectives and learning experiences that engage students through direct interviews following the interview guidelines involve the 4th grade English teacher of SD Islam Datok Sulaiman Palopo.

The questions will focus on learning needs and students' characteristic. So that the analyze stage will produce a description of the expectations of the facts that occur, and alternative solutions to basic problems (Dalimunthe, Affandi, and Suryanto 2021). The result of interview will be carried out descriptively analysis through three stages after data collection, namely data reduction, data display, and verification/conclusion. Following the stages of data analysis by Sugiyono, the first step is to collect data from interview and then reduce the data, which is to eliminate irrelevant data so that the data obtained is effective and accurate. The next step is to analyze the data and formulate conclusions from the results of the analysis.

### 2) Design

The results of the analysis activities will serve as the basis for designing Islamic-based English teaching module. This design stage will be carried out by collecting references to English materials for 4th grade at the Islamic elementary school level and references to teaching module that are in accordance with the principles of the Merdeka Curriculum. At the design stage, the conceptual framework for product development is established. Then consult the design of teaching module that are in accordance with the material and competencies that students will achieve to the supervisor for the manufacture of early-stage products.

### 3) Development

At this stage, the researcher will begin to realize the product design that has been determined. The resulting product is an English teaching module for 4th grade Islamic elementary school level which has passed the revision stage according to the suggestions of the supervisor and will then be validated by

material expert validators, language experts, and practitioners. The validation instrument is an instrument validation sheet to respond to and assess the feasibility of developing teaching module. After being validated, the next is the revision stage which is carried out based on input and suggestions from material expert validators, language experts, and practitioners to improve the quality of the product. According to Arikunto, to find out the final score rating for the item in question, the total score obtained must be divided by the number of total maximum score. The calculation can be formulated as follows:

$$\text{Percentage (\%)} = \frac{\text{Total score of validator's answer}}{\text{Total maximum score}} \times 100\%$$

The validation sheet consists of two parts. The first part is in the form of comments, criticisms and suggestions submitted by the validator while the second part is a score using a descriptive scale. This scale is used by researchers to determine the validity/feasibility of the learning media developed by the researcher. The descriptive scale used is as follows:

- 5 = Strongly Agree/ Excellent
- 4 = Agree/ Very Good
- 3 = Undecided/ Good
- 2 = Disagree/ Fair
- 1 = Strongly Disagree/ Poor

The resulting product will be feasible if the average percentage of the validation results of media experts and material experts is above 61%. The validity criteria for mean score analysis are presented in the following table.

Table 3.1 Criteria for Validity Analysis Average Score

No	Average	Validity Criteria	Information
1	0%-20%	Not Valid/ Feasible	Revised in total
2	21%-40%	Less Valid/ Feasible	Much Revised
3	41%-60%	Enough Valid/ Feasible	Pretty much revised
4	61%-80%	Valid/ Feasible	Revised as necessary
5	81%-100%	Very Valid/ Feasible	No need to revise

#### 4) Implementation

The next stage is the implementation of the English teaching module in the real learning process in the classroom. The English teacher will follow the steps

outlined in the English teaching module that has been developed to deliver the material to students. During implementation, the teacher will be involved in continuous evaluation of the teaching process. The researcher will monitor the success of the teaching module implementation, identify emerging constraints, and seek solutions.

### 5) Evaluation

The evaluation stage is carried out in two forms, namely formative evaluation and summative evaluation. Formative evaluation is carried out at each stage of development, while summative evaluation is carried out after all stages of development have been carried out. The evaluation stage is carried out if there are any deficiencies in the product after it has been tested in a real learning process situation. The target in this evaluation stage is to produce a final product in the form of an English teaching module for Islamic elementary school based on the Merdeka curriculum.

## 3. Result

### *This is the Way You Write the Subheadings*

#### 1. The findings on analysis phase

The researcher conducted interviews to identify need analysis, student characteristics analysis and expectation of the product. The researcher first validated the interview instrument with the instrument expert. The validated aspects include content, scope, and language. The following presents the results of the validation for the interview instrument:

$$\text{Content} = \frac{\text{Total score of validator's answer}}{\text{Total maximum score}} \times 100\% = \frac{13}{15} \times 100\% = 86.7\%$$

$$\text{Scope} = \frac{\text{Total score of validator's answer}}{\text{Total maximum score}} \times 100\% = \frac{10}{10} \times 100\% = 100\%$$

$$\text{Language} = \frac{\text{Total score of validator's answer}}{\text{Total maximum score}} \times 100\% = \frac{20}{20} \times 100\% = 100\%$$

Table 4.1 Data conversion of instruments' validity by the expert

Aspects	Percentage
Content	86.7%
Scope	100%
Language	100%
<b>Average score</b>	<b>95.6%</b>

Based on the validation results, the interview instrument received an average score of 95.6% from the instrument expert, indicating that it is classified as feasible category.

Once the instrument was deemed feasible, the researcher interviewed the English teacher. The interview revealed that a significant challenge in teaching English was that students needed more vocabulary. Also, the English teacher had not previously used teaching modules integrating Islamic values. This creates new challenges for the English teacher in preparing students to implement teaching modules integrated with Islamic values. This data was obtained from the following statement.

English teacher: "The challenge faced is the readiness of students in receiving English teaching modules integrated with Islamic values. Students have previously learnt Islamic values in Indonesian as their mother tongue. Therefore, they may find it difficult and not ready to accept English learning integrated with Islamic values." (Interviewed on May 27, 2024).

The English teacher revealed that implementing the English teaching module integrated with Islamic values has benefits, namely that students will become more aware of Islamic values in daily life, so the suitable material to be included in this English teaching module is daily activities as the results of the following interview.

English teacher: "One of the benefits is that it makes children more aware of Islamic values that are reflected in daily life (activities), such as honesty." (Interviewed on May 27, 2024).

English teacher "The suitable English topic or material is about daily activities." (Interviewed on May 27, 2024).

The general characteristics of the students in the classroom are that they are active, friendly, and polite. Students' attitudes towards English lessons are enthusiastic, although there are significant differences in English ability among them. The teacher manages this difference by separating students by ability, conducting tests, and providing additional learning for those who need it. Students are already quite good at applying Islamic values, such as greeting, praying before learning, eating, and praying together at school.

English teacher "The characteristics of the students in my class are that the students in the class are active but there are some who are less active but most of them are active, then friendly then polite if you meet them..." (Interviewed on May 27, 2024).

English teacher "There are significant differences in students' abilities; some are bright and some are less so. I separate students by ability with an initial test, then ask the more able students to teach the less able. After group learning, I call the students who have not

understood to retest and explain again if there are still those who do not understand.”  
(Interviewed on May 27, 2024).

According to the English teacher, a good teaching module is a teaching module whose learning activities are integrated with Islamic values whose success is measured by how the student applies it in their daily life. The following interview answers can be seen.

English teacher “That is by organizing learning activities that contain Islamic values.”  
(Interviewed on May 27, 2024).

English teacher “By how the students apply Islamic values in their daily lives.” (Interviewed on May 27, 2024).

As for additional suggestions from English teachers regarding the design of teaching modules, the design should be simplified.

English teacher “My suggestion for the design is to simplify it...” (Interviewed on May 27, 2024).

According to English teachers, the most important Islamic values to be integrated into English teaching modules are kindness, honesty, justice, politeness, and positive student habits.

English teacher “Islamic values that are important to include in the teaching module are kindness, honesty, justice, politeness, and general child behavior.” (Interviewed on May 27, 2024).

The interviews revealed a critical need for developing an English teaching module that not only focuses on language education but also integrates Islamic values. Such a module would greatly benefit students by enhancing their English proficiency while also fostering their understanding and application of Islamic values in students’ daily lives.

The analysis phase has produced three primary themes: (1) limited student vocabulary, (2) lack of teaching English modules that encompass Islamic values, and (3) different levels of student English proficiency. These findings suggest that students need structured vocabulary scaffolding and contextualized language use that are connected to their experiences. Moreover, the teacher’s answers clearly indicate that integrating Islamic values into English learning is both necessary and challenging because students are more familiar with these values in their first language.

This indicates that the developed teaching module should include simple language, linguistic support aids and contextualized activities for better understanding. These findings directly informed both the theme of the core topic (daily activities) and specific features of the teaching intervention (e.g., visual media, group discussions, value-based task). Thus, the qualitative data not only provide description of classroom conditions, but also inform specific design decisions in module development.

## **2. *The findings on design phase***

During the design phase, the researcher started developing a prototype that outlined the complete teaching module based on the needs analysis, student character analysis, and product expectations. This approach ensured that the designed teaching module effectively addressed the existing problems in learning. Generally, a teaching module comprises three components: general information, core components, and appendices.

### *a. General information*

The general information included seven elements: teaching module identity, initial competencies, Pancasila student profile, facilities and infrastructure, target students, number of students, and learning models.

In the developed English teaching module, the teaching module identity included the name of the teaching module designer, the researcher, and the researcher's institution, IAIN Palopo. The teaching module was developed in 2024, from April to July 2024. This teaching module was for the elementary school level. The subject of this teaching module was English. This teaching module was for Phase B, which included grades 3 and 4, but this teaching module was explicitly for grade 4. The teaching material discussed was for the first semester, unit 1, with the theme "They are Reading Books in the Library." The time allocation for each meeting was 2x35 minutes. The researcher then determined the initial competencies and statements regarding the knowledge and skills students must achieve before learning the material.

The Pancasila Student Profile, as the ultimate goal of learning, emphasized student character formation. In designing the English teaching module integrated with Islamic values, the researcher chose points of Faith and devotion to God Almighty and noble character, cooperative, and critical reasoning. These values were relevant to Islamic teachings, helped shape students' morals, and encouraged the development of social and critical thinking skills. This integration ensured that students mastered English and had strong characters aligned with Pancasila values and Islamic teachings.

Facilities and infrastructure were the tools and media needed by teachers and students to support the learning process in the classroom. The researcher used facilities appropriate to the learning material, such as flashcards and textbooks. For infrastructure, the researcher chose to use the available classroom.

The researcher designed the teaching module by adjusting the student categories according to their psychological conditions so that the teaching module could effectively facilitate the learning process. The target students for this teaching module were regular students who did not have difficulties understanding the teaching material.

For the learning model, face-to-face learning allowed direct interaction and immediate feedback between teachers and students, strengthening social relationships. TPR involves physical movement to help students understand concepts, making learning more enjoyable and reducing stress. Contextual learning links the material to real-life situations, making learning more relevant and meaningful. Cooperative learning encouraged group cooperation, developed social and communication skills, and enhanced understanding through group discussions. The combination of these four models created a comprehensive and effective learning environment.

b. *Core components*

The core component consists of several things; the first was the purpose of learning activities, a statement about what was expected to be achieved by students after participating in a learning process, which consisted of three points, including the learning outcome phase, elements/domains of learning outcomes, and learning objectives. In the learning outcome phase and elements/domains of learning outcomes, the researcher referred to the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/Kr/2022 concerning Learning Outcomes in Early Childhood Education, Primary Education Level, and Secondary Education Level in the Merdeka Curriculum. In the learning objectives section, the researcher used the teaching module format provided by Datadikdasmenn and then added one point about Islamic values.

Developing this module begins with analyzing the set learning outcomes. The most important thing is that every learning activity must be designed so that Islamic values can be well embedded in students. For example, in the ongoing activity material, students are taught that every good action that is being done has Islamic values in it. Thus, the developed English teaching module will not only help students master English well but will also shape the students' character that are faithful and pious. Integrating Islamic values in English learning will provide added value for students and prepare them to become the next generation of intelligent and noble characters.

The second component is meaningful understanding, which outlines the benefits learners will gain from participating in the learning activity. This aspect of understanding is developed after establishing the objectives for the learning activities.

The third is the Trigger Question, which is designed to help students focus on the learning material and is expected to be answered by students after they have completed certain material.

The fourth is the learning activity. These learning activities have clear steps and can be done inside and outside the classroom. Their systematic sequence of activities, from introduction to core to closing, allows flexibility in the selection of active learning methods. All stages are designed to ensure students' active involvement in the learning process.

The fifth is the teacher's reflection sheet. Reflection aims to examine the teaching and learning process. Teachers can use reflection to ensure students have mastered the material, found better teaching methods, and provide special assistance to struggling students.

The sixth is assessment. The researcher used two kinds of assessment in this teaching module: diagnostic assessment and formative assessment. Diagnostic assessment is used to identify students' strengths and weaknesses before starting learning. Conducting diagnostic assessments on students is a crucial first step in designing effective learning. In this study, the researcher involved the teacher as the primary resource for the assessment.

Through teacher interviews, the researcher can more deeply explore students' learning conditions and needs. As facilitators of daily learning, the teacher comprehensively understands students' characteristics, learning styles and difficulties they often face. Thus, the diagnostic assessment can be adjusted to the actual learning context in the classroom. The diagnostic assessment results are then carefully analyzed to identify strengths, weaknesses and gaps in student learning. Thus, the researcher can design teaching modules that are more relevant and effective to fulfill students' learning needs, while formative assessment is used to assess and provide feedback during the learning process. Both types of assessment are essential for creating adaptive and responsive learning to student needs.

Finally, there are enrichment and remedial activities. In the learning process, enrichment and remedial activities play an essential role in ensuring all students can reach their full potential. Enrichment activities aim to provide additional challenges to students who have reached or exceeded the competency standards, thus helping them continue developing and not feel bored. On the other hand, remedial activities aim to help students who have yet to reach the competency standards by providing re-explanation, additional practice, and more intensive guidance, ensuring they can follow the learning well. Both activities create a learning environment that is inclusive and adaptive to the needs of each student.

c. *Appendices*

In this section, there are three components. The first component is a student worksheet that contains a place for the student's name and class, followed by instructions for answering the questions. The questions are asked using the material plus pictures. Then, at the end, there is a place for the value of the assignment done and the parents' initials. The second is learning media, where in this teaching module, two learning media are used, namely flashcards and vocabulary lists totaling 30 verbs. The researcher used the Canva Pro application to design the images for the flashcards, and the vocabulary sheet was made using Microsoft Word. The last one is teacher and student reading materials that contain reading references related to the material being taught.

The teaching module design phase that the researcher has carried out is a crucial stage in developing a practical and relevant teaching module. Based on the description, the teaching module design process has been carried out systematically and comprehensively. Some essential points that can be taken from this design phase are:

- a. In-depth Analysis: The researcher has conducted an in-depth analysis of learning needs, student characteristics, and product expectations to ensure that the designed teaching module can answer the problems in learning.
- b. Clear Module Structure: The teaching module has a clear structure and consists of three main components: general information, core components, and appendices. Each component has interrelated elements that support the learning process.
- c. Focus on Competence and Character: The teaching module focuses on mastering academic materials and developing students' competencies and characters, especially the values of Pancasila and Islamic teachings.
- d. Utilization of Variative Learning Models: Researchers combine learning models such as TPR, contextual, and cooperative learning to create an active, engaging, and meaningful learning environment.
- e. Provision of Learning Resources: The teaching module has various learning resources such as student worksheets, learning media, and reading materials to support the learning process.

Overall, the design phase of this teaching module has produced a product that can potentially improve the quality of English language learning at the Islamic primary school level. This teaching module meets the standards of the Merdeka Curriculum and integrates religious values into the learning process. However, to ensure the effectiveness of this teaching module, product validation and product trials (implementation) must be conducted.

### ***3. The findings on the development phase***

In the development phase, the researcher went through several stages of product revision to produce a feasible product. After the product design has been determined, the researcher conducts product validation to validators. Four validators are material experts, design and layout experts, and two practitioners.

These Islamic values integrated English teaching module has undergone a rigorous validation process by material experts to ensure the quality and relevance of the material. Two aspects were validated, namely the design of teaching module materials and language. For the design of the teaching module materials aspect, the teaching module has been carefully designed so that the material presented is relevant to the learning objectives of English and Islamic values. The learning activities integrate Islamic values naturally into English language activities through the applicable curriculum and student characteristics.

In addition, the materials and learning activities are linked to students' daily lives and are comprehensively assessed, covering aspects of English language skills and the application of Islamic values. The Language aspects of this teaching module have also been considered, including grammatical accuracy, clarity of sentences, use of appropriate terms, and the use of polite and respectful language to all parties. The recapitulation results of the teaching module validation for the material design aspect of the teaching module are 93.3% (very valid), and the language aspect is 95% (very valid). Thus, the average score of all aspects is 94.15% in the feasible category.

This teaching module is designed to consider the needs of teachers as a practical learning guide. The design prioritizes practicality and professionalism. Each text element is clearly presented and easily read, while the logical layout facilitates navigation. The selection of appropriate fonts and colors gives an attractive but not overwhelming impression. Consistency of design throughout the teaching module and the use of relevant images support the understanding of the material. Overall, this teaching module is designed to be an efficient tool for teachers in planning and implementing lessons and providing meaningful learning experiences for students. The design and layout expert validated the teaching module with a total score of 100%, indicating that the design and layout of the teaching module developed were feasible.

Following validation by material experts and design and layout experts, the English teaching module was further reviewed by two practitioners. The validation sheet was explicitly designed to assess Content and Language Aspects, ensuring that the teaching module meets the expected quality standards.

The content aspect includes nine essential criteria that the teaching module must fulfill. First, the teaching material should align with the applicable curriculum, ensuring consistency with established educational standards. Second, students should have clear and achievable learning objectives, providing a measurable and realistic direction in the learning process. Third, the duration of

the learning activities should be appropriate, providing sufficient time to effectively achieve the learning objectives.

Next, the material must be appropriate to the student's education level, adjusting the difficulty level to the student's abilities and needs. Fifth, the material should contain appropriate Islamic values, ensuring the integration of religious values in English learning. Sixth, examples and content in the teaching module should be relevant to the Islamic context, providing illustrations appropriate to Muslim students' daily lives. Seventh, the materials should engage students actively, encouraging participation and interaction during the learning process. Eighth, the learning media used should support the learning process, providing practical tools to support the delivery of the material. Lastly, the assessment should align with the learning objectives, ensuring an accurate evaluation of student achievement.

The Language aspect includes three criteria that ensure appropriate and effective language use in the teaching module:

- a. Grammatical accuracy is the main focus, ensuring no grammatical errors can interfere with understanding.
- b. Clarity and ease of understanding sentences are prioritized, ensuring the sentences used are easy to understand.
- c. The accuracy of using English terms is considered, ensuring that the terms used are by English standards and are easy to understand.

The following data were obtained based on the two practitioners' validation results. The score of the content aspect from Practitioner A was 71.1%, while that of Practitioner B was 93.3%. The average score of the content aspect is 82.2%. For the language aspect, the score is 73.3% from Practitioner A and 86.7% to get an average result of 80%. The overall total score is 81.1%.

Through this validation sheet, educational practitioners can comprehensively assess the English teaching module integrated with Islamic values. Feedback from these practitioners is precious for improving and further developing the teaching module to continue improving the quality and effectiveness of learning in the classroom. From these findings, the teaching module that has been developed can fulfill most of the expected criteria. However, there is still improvement to achieve optimal learning outcomes for students.

#### **4. *The findings on the implementation phase***

In the implementation phase, the teaching module that has been validated is then tested. The researcher tested the teaching module on grade 4 students at SDI Datok Sulaiman Palopo. The total number of students in the class was 25 students. The module trial was conducted once with a time allocation of 2 X 35 minutes, starting from 11.30 am-01.10 pm, with the class teacher following the teaching module guidelines directly. During the learning process, the researcher observed teacher-student interaction and students' responses to the material.

At the start of the lesson, the teacher began by reciting the *basmalah*, saying the greeting "*Assalamu'alaikum warahmatullahi wabarakatuh*," and then asking one of the students to lead the prayer before learning. After that, the teacher continued by checking the students' attendance. Before starting learning, the teacher motivated students always to be enthusiastic about studying, and after that, greeted students while asking questions about activities that students had done before coming to school. Before entering the core activities, the students first performed the Duhur prayer, followed by lunch.

The core of the learning activity was focused on understanding the Present Continuous Tense through engaging and meaningful activities. The teacher started by connecting the material to students' daily experiences and then introduced the concept of Islamic values that would be integrated. Through Show & Tell activities, students were invited to actively participate in speaking English orally using correct present continuous tense sentences and relating to Islamic values. The teacher distributed vocabulary list sheets containing 30 verbs and guided students to pronounce the vocabulary correctly.

Afterward, the teacher divided students into 5 groups of 4-5 students. Each group was given a picture and was instructed to discuss and interpret the picture, identifying the Islamic values reflected in the activity. Two students, as representatives from each group, presented their group's work in front of the class, with one student demonstrating the action using a simple, continuous sentence and the other mentioning the Islamic values depicted in the picture. Before concluding the core activity, the teacher provided feedback to students and appreciated students' efforts in the learning process. In this way, English language learning was not only focused on the cognitive aspect but also the affective and psychomotor aspects, enabling students to learn English while instilling Islamic values.

The learning activity ends with a material reinforcement and reflection session. Students are invited to repeat the vocabulary they have learned to strengthen their memory. The teacher then emphasizes the importance of implementing Islamic values in everyday life, linking it to the material that has been learned. To conclude, the lesson ends with a prayer led by one of the students, asking for the knowledge gained to be useful.

##### **5. *The findings on evaluation phase***

Each stage of teaching module development carried out by researchers must be evaluated at the end of the activity according to the direction of two supervisors and validators: one material expert, one design and layout expert, and two educational practitioners. This evaluation ensured that the English teaching module integrated with Islamic values has met the expected academic needs and standards.

The material expert provided very constructive feedback regarding the accuracy of the language in the teaching module by carefully correcting typographical errors and suggesting the use of terms that follow the *KBBI* and applicable writing rules, including proper punctuation. This feedback is valuable to ensure that the teaching module is easy for teachers to understand and follows the correct writing standards.

In addition, the material expert also emphasized the importance of the effective use of learning media (flashcards) in learning activities by suggesting that image media should be visually appealing and improve students' critical reasoning skills. The learning media (flashcards) should support interpretation and analysis so that students can be more active in the learning process and develop their critical thinking skills. This suggestion aligns with the objectives of the Pancasila learner profile, which emphasizes the formation of student characters who reason critically and have noble characters.

The material expert's input helped the researcher pay more attention to details in the preparation of the teaching module, ensuring that each element effectively supports the achievement of learning objectives. Thus, the teaching module produced is not only based on the applicable curriculum but can also provide meaningful learning experiences and build student character through the values of Pancasila and Islamic teachings.

The design and layout expert provided valuable feedback on the visual aspects of the teaching module by suggesting that more attention be paid to the font size selection to ensure the text is not too large or small, making it easy for teachers to read. In addition, they also recommended the consistent use of italics and bold to emphasize important information without compromising readability. Design and layout experts stressed the importance of clear and regular numbering to help structure information well.

Furthermore, the design and layout expert advised selecting the images of learning media (flashcards) relevant to the Islamic context by reminding students that learning media (flashcards) should appropriately support the teaching material and enrich students' understanding of the theme. The emphasis on the relevance of the images to Islamic values is crucial to ensure that all elements in the teaching module support each other in creating a holistic learning experience that meets the learning objectives.

The feedback from the design and layout expert was very helpful in improving the appearance and structure of the teaching module, making it more effective to use. By implementing these suggestions, the teaching module will not only have an attractive and functional design. Still, it will also support achieving educational objectives in a more structured and relevant way.

Practitioners provided valuable feedback on the details of the learning activities in the teaching modules. They suggested that the selection of learning styles be carefully considered to ensure that the learning activities can fulfill the

needs of diverse students. In addition, practitioners recommended adjusting the time allocation for each activity to fit the existing class schedule better, allowing all activities to be optimized and students to focus more on the material being taught.

This feedback from practitioners was instrumental in optimizing the design of the teaching module. Considering students' various learning styles, the developing teaching module can be a more inclusive and adaptive learning environment, encouraging active engagement and better understanding. In addition, adjustments to the time allocation help ensure that each activity gets sufficient time to be implemented effectively without neglecting essential components of the learning process.

The combination of practitioners' suggestions regarding learning styles and time allocation improved the quality of the teaching module, making it more responsive to students' needs and more in line with effective learning practices. Thus, this teaching module improved learning effectiveness and provides a more satisfying and rewarding learning experience for students.

Supervisors played a crucial role in the teaching module evaluation process by providing constructive feedback at each evaluation stage. They were actively involved in assessing and monitoring the development of the teaching modules to ensure that all elements conform to the required academic and practical standards. With their expertise and experience, the supervisors provided valuable guidance regarding material preparation, teaching module structure, and teaching methodology. They ensured that all aspects of the teaching module were aligned with the applicable curriculum.

They assist in identifying and correcting flaws that may not be apparent in the early stages of development, ensuring that the resulting teaching module is practical in delivering the material and meets high-quality standards.

## **4. Discussions**

### ***1. Analysis phase***

This research began by conducting interviews to identify the need to develop English teaching modules integrated with Islamic values. The interview instrument was first validated by instrument experts, covering aspects of content, coverage, and language. The validation results showed that the instrument was very suitable, with an average score of 95.6%. Based on the interview with the English teacher, it was found that the main challenge in learning English is students' limited vocabulary, which can hinder them from understanding texts, following directions, or communicating well, as well as limitations in expressing ideas. (Rofi'i 2023) In line with Jannah's opinion, holistically integrating Islamic values with other subjects will provide a more comprehensive understanding and empower students to apply religious values in their daily lives. (Jannah 2023).

The general characteristics of the students are active, friendly and polite. However, there are significant differences in their English language skills. Teachers overcome this difference by separating students based on ability through an early test. Then, students who are considered to have less understanding of the subject matter will be assisted by friends and teachers, in accordance with Vygotsky's theory of Zone of Proximal Development (ZPD), which is the distance between the ability to solve problems independently and the ability to solve problems under the guidance of adults (educators) or through collaboration with more capable peers (Asma, Noviyanti, and Khairunnisak 2022).

So, students who experience difficulties in learning can overcome them with the help and guidance of adults or children who have been trained (Rohaendi and Laelasari 2020). Students are also used to applying Islamic values, such as giving greetings, praying before learning and praying together at school. Although students are enthusiastic about English lessons, they may need help in accepting modules that integrate Islamic values, given that they previously learnt these values in Indonesian. To overcome this challenge, teachers need to use a more explicit approach and provide many concrete examples to help students connect Islamic values to the context of English learning.

Expectations for this teaching module product are quite high. The English teacher hoped that this module would not only help students learn English but also help them apply Islamic values in daily life. Therefore, the material that is considered suitable to be included in this module is daily activities. The teacher also suggested that the module design be simplified. The most important Islamic values to be integrated into this module include kindness, honesty, justice, politeness, and students' positive habits. Thus, this module is expected to shape the character of students who are not only competent in English but also have an awareness and application of Islamic values in their lives.

These study findings can be contextualized within constructivist and sociocultural learning theories. Therefore, from a constructivist angle, learning occurs when students construct knowledge through meaningful experiences. Here, the Islamic values in English learning through contextual activities, such as daily routines and group discussions can help students correlate new linguistic materials with the real-life experiences. This adheres to the premise of the Merdeka Curriculum, which focuses on student-centered and meaningful learning.

From a sociocultural standpoint, collaborative learning and peer interactions echo Vygotsky's ZPD. The theory states that students will learn better with guidance from their teachers and more capable peers. The application of group discussion and peer support promote a scaffolding to students with lower proficiency can improve through interaction in this module. Thus, the introduction of Islamic values not only leads to character development but also adds advantages for successful language acquisition through socially mediated learning processes.

From this analysis phase, there is an urgent need to develop an English teaching module that integrates Islamic values. Analysis of the students' characteristics showed that they were enthusiastic and had a good foundation of Islamic values, although there were differences in their English proficiency. The expectation for this product is that it can help students learn English while applying Islamic values, with a focus on relevant daily activities and a simple design. Thus, this module is expected to provide significant benefits in shaping students' holistic character.

## **2. Design phase**

The design stage began by collecting references from textbooks, scientific journals, and teaching modules. These references were then analyzed to formulate a conceptual framework that is in accordance with student characteristics and learning objectives. After the conceptual framework was formulated, the next step was to design the teaching module in detail. This design included material selection, learning activities, Pancasila learner profile, learning media, and assessment instruments.

### *a. Material selection*

The material "ongoing activity" (present continuous tense) with the theme "They are reading books in the library" is a very relevant and practical choice for English learning in 4<sup>th</sup> grade. This theme teaches students about the concept of ongoing time and opens up opportunities to integrate Islamic values naturally. In addition, by focusing on activities that are happening, students can more easily imagine real situations and relate them to their own experiences. The flexibility of this material allows the researcher to design exciting and interactive learning activities, such as miming and presenting. Thus, this teaching module not only helps students master grammar but also instills positive values that align with Islamic teachings.

### *b. Learning activities*

At the beginning of learning, students must listen carefully to the teacher explain the concept of present continuous tense and Islamic values. Concentrative listening skills are becoming increasingly important in the fast-paced era of globalization, especially for elementary school-age children experiencing rapid cognitive development. The Merdeka curriculum, which emphasizes active and student-centered learning, further underlines the urgency of this skill (Asmi et al. 2023). By listening well, students can absorb new information and develop critical thinking, collaboration, and communication skills, which are the main demands of the 21<sup>st</sup> century.

By phase B learning outcomes, where students are expected to be able to respond to various texts or images orally and in simple writing, the "Show and Tell" activity, also known as "Sharing Time", is one of the most effective methods to

develop students' speaking skills (Hulliyany et al. 2024). This method allows students to speak in front of their peers, convey ideas or information they understand from texts or pictures, and train their ability to communicate clearly. In addition, this activity also helps improve students' confidence in public speaking and strengthens their skills in expressing their thoughts verbally and in writing. Nevertheless, it does not mean that grammatical knowledge should be ignored but must be considered and harmonized with the need for communicative achievement as a functional language objective (Santaria 2020).

In phase B, teachers not only focus on spoken English skills but also begin to introduce students to the written form. Teachers often use repetition techniques to help students understand the difference between pronunciation and writing. By the way, the teacher pronounces new words and then follows the students. It is hoped that students can connect the sounds they hear with the letters they see. This technique effectively builds a strong foundation in English learning.

To optimize students' understanding of the material they have learned, the teacher facilitates group discussions. These guided discussions not only encourage students to actively participate but also stimulate them to think creatively (Nanga et al. 2023). By exchanging ideas with group mates, students can discover new perspectives and deepen their understanding of the concepts learnt. In addition, group discussions can also maintain students' learning motivation and ensure they stay focused on the learning objectives.

The miming and presenting activity is an actual application of contextual learning. By acting out everyday activities and connecting them with the present continuous tense sentence structure, students can see the relevance of the subject matter to their lives. Through this activity, students memorize grammar and understand how language is used in real situations. In addition, through this activity, students can also learn to connect their actions with Islamic values, such as helping others, worshipping, or studying.

### *c. Pancasila learner profile*

All dimensions in the Pancasila learner profile, when associated with Islamic teachings, feel very closely related. Therefore, integrating Islamic values into the learning process is very suitable for achieving the goal of the Pancasila learner profile, namely, strengthening student character. This aligns with Aziz and Hasanah's statement that the Pancasila learner profile can be realized through Islamic values-based character education. Therefore, the researcher integrated Islamic values into English lessons and carefully selected the dimensions of the Pancasila Learner Profile, such as faith and devotion to God Almighty and noble character, cooperative, and critical thinking, cooperation and critical reasoning, which were adjusted to the theme of the material in the teaching module.

1) Faith and devotion to God Almighty and noble character

Relevance of the dimension of faith and devotion to God Almighty and noble character is, although there is no direct mention of worship activities in chapter 1 of the theme "They are reading books in the library?", the daily activities that are often carried out can be related to the values of faith. Reading books can increase knowledge and insight, which in turn will bring us closer to God. In addition, reading activities can also foster an attitude of tolerance and respect for differences in opinion, which is part of noble character.

The relationship with Learning Activities is that in learning activities, group discussions can be a forum for students to respect each other's opinions, work together in completing tasks, and show courtesy in communication. These values align with the dimensions of faith and devotion to God Almighty and noble character.

2) Cooperation

The Qur'an, the Muslim's guide to life, has taught the value and importance of cooperation in life together. By working together, everything will become easier. The relevance of the material to cooperation is that many daily activities can be done in cooperation, such as cleaning. Connecting the dimension of cooperation with Islamic values can give students a deeper understanding of the importance of working together and helping each other. In addition, it can also strengthen students' character and foster a sense of caring for others. The relationship with learning activities is that the group discussion activities designed in this lesson directly foster an attitude of cooperation. Students learn to work together, share ideas, and achieve a common goal.

3) Critical Reasoning

Critical reasoning is critical daily, especially in dealing with various problems and challenges. In Islam, critical thinking skills are taught to distinguish between haq and bathil and make wise decisions. The relevance of the critical reasoning dimension to the Materials is to encourage students to think critically. They have to observe the picture, analyze the information, and then compose an appropriate sentence in the present continuous tense and connect it with the Islamic values reflected in the picture. The relationship with learning activities is that interpreting and making sentences based on the picture requires students to think logically and systematically. They must connect the picture they see with the correct sentence structure.

The three dimensions of the Pancasila Learner Profile chosen, namely faith and devotion to God Almighty, cooperation, and critical reasoning, are very relevant to the material "They are reading books in the library?" and the learning activities designed. Although this material directly discusses daily activities, appropriate learning activities can instill character values in students.

d. *Learning media*

Contextualized learning was applied to create fun and meaningful English learning. The learning media used are flashcards with pictures of Muslim children doing their daily activities. These pictures are carefully selected to be relevant to the student's lives so that they can relate the language learnt to real situations. In addition, a vocabulary list of verbs that correspond to the pictures is also provided. This combination of pictures and words is expected to help students understand and remember new vocabulary more easily.

e. *Assessment instrument*

An assessment rubric is used to measure students' learning achievement objectively. The rubric is designed to assess three crucial aspects, namely

- 1) the accuracy of the use of to-be and verb-ing in spoken sentences,
- 2) the clarity of pronunciation of English words, and
- 3) the students' ability to relate Islamic values to the material being learnt.

The rubric will provide a clear overview of students' English language skills and understanding of Islamic values. The teacher can then provide specific feedback to students to correct their shortcomings and improve their English language skills.

**3. Development phase**

Based on the teaching module that has been designed, this module has fulfilled all the criteria set out in the Merdeka Curriculum. This module focuses on developing students' listening and speaking skills through the theme of daily activities presented as simple present continuous tense. Using learning media in the form of flashcards with interesting pictures further enriches students' learning experience. This module is stated to fulfill the following criteria:

- a. Essential: This module presents a fundamental English concept, the present continuous tense, through the context of daily activities relevant to students' lives. This concept was chosen because it is one of the essential foundations for mastering the English language.
- b. Engaging, meaningful, and challenging: The use of attractive picture flashcards and the theme of daily activities make the learning material more vivid and relevant to students. The designed activities also encourage students to participate and interact actively in English, making learning more meaningful.
- c. Relevant and contextualized: The chosen theme of daily activities ensures that the learning material is relevant to students' experiences. Using English in familiar contexts helps students connect learning to real life.
- d. Continuous: The module is designed according to students' developmental phase in Phase B, where students learn to understand and respond to simple spoken and visual texts. The sequence of activities in the module is logically

organized and continuous to support the gradual development of students' skills.

- e. Presentation: This module's use of simple language, short sentences, and clear pictures makes it easy for teachers to understand. In addition, the use of interesting learning media, such as flashcards, also increases its attractiveness.
- f. Completeness: Teaching modules include all the necessary components, which teaching modules at least contain learning objectives, learning steps, and learning objectives (which include learning media to be used), assessments, information, and other learning references that can assist teachers in carrying out learning.(EL et al. 2024)

In particular, the integration of Islamic values in this module is done naturally by selecting themes that reflect Islamic values, such as cooperation, mutual respect, and responsibility. For example, in group discussion activities, students are taught to help each other and respect friends' opinions. In addition, polite language is also part of learning Islamic values. Thus, this teaching module not only meets the standards of the Merdeka Curriculum but also enriches student learning with relevant Islamic values.

The development stage is the core of this research, where the pre-designed English learning module design is realized. The resulting module is intended explicitly for grade 4 Islamic elementary school students. This development process involves several stages of revision, both based on supervisor feedback and expert validation results. Validation was conducted by three groups of experts, namely material experts, linguists, and practitioners, to ensure the quality of the module from various aspects. Through an iterative process of validation and revision, the module continues to be refined to meet the expected quality standards. The final result of this development stage is a learning module that effectively improves students' English language skills and integrates Islamic values harmoniously, thus creating a fun and meaningful learning experience.

#### ***4. Implementation phase***

The researcher observed the teacher-student interaction and students' responses to the material taught during the learning process. The results showed that students in the classroom were very active and enthusiastic in participating. The teacher patiently gave instructions to the students, and although some students re-questioned the instructions provided, this showed their curiosity to understand the task better. The teacher carefully ensures all students understand the instructions by repeating explanations when necessary, so that each student can follow the learning activities well. The teacher helped create an inclusive learning environment by repeating instructions when needed, but it required additional time.

This problem can be overcome by making the classroom conducive before giving instructions to students. Teachers can attract students' attention with attention grabbers to make the classroom atmosphere conducive (Arifadah et al. 2020). Attention grabber is different from the strategy of correcting bad behavior because, in attention grabber, the teacher does not mention the mistakes made by students but directly gives attention grabbers for students to behave well.

In addition, regarding the division of groups, it was found that some students experienced confusion when asked to sit with group mates based on their attendance sequence numbers because students had not fully memorized their numbers. This situation indicates an opportunity to improve the group division system to make it more effective so that learning time can be optimally utilized.

The students' response to the learning activities was very positive. They seemed enthusiastic about participating in the Show & Tell activities and were eager to discuss and present their group work. Feedback from the teacher was also well received by the students, who seemed motivated to study harder.

During the implementation of the teaching module, there were challenges with the time allocation. The teaching module is allocated 2x35 minutes, from 11.30 am to 1.10 pm. However, there was a break for dhuhr prayer and lunch in the implementation, so the planned time allocation needed to be adjusted accordingly. Nonetheless, the English teacher showed flexibility and creativity in efficiently delivering the material, ensuring students still gain a deep understanding despite the limited time available.

From the results of this teaching module implementation, there is room for improvement in several aspects of the teaching module implementation. However, the efforts and adaptations made by teachers have shown high dedication in overcoming the challenges.

### **5. Evaluation phase**

The evaluation process of English teaching modules integrated with Islamic values carried out by the researcher involving various validators has produced teaching modules that are feasible and ready to use. The comprehensive evaluation process of this teaching module has produced a quality final product. Through constructive input from various experts, ranging from material expert and design and layout expert to educational practitioners, the teaching module was successfully refined regarding content, design, and suitability for learning needs.

The material expert ensured the accuracy of language and terminology, while design and layout experts improved the visual appearance of the module. Educational practitioners provided valuable input regarding the module's suitability for classroom learning conditions. Thus, this teaching module is ready to be used in learning practices.

## 5. Conclusion

Based on the research results, the English teaching module integrated with Islamic values has been well developed and is suitable for use by grade 4 students. The module successfully combines language learning with the effective inculcation of Islamic values to support students' cognitive and character development according to their developmental stages. The trial of the teaching module showed that students could understand the English material better and were inspired to apply Islamic values in their daily lives.

Thus, this module is worth implementing as part of the curriculum to improve the quality of English learning in line with Islamic character education. Overall, this English teaching module integrated with Islamic values meets pedagogical standards and positively contributes to shaping students' character based on religious values, making it a comprehensive and holistic learning tool.

## 6. References

- Alfian, Alfian, Muhammad Yusuf, and Uyun Nafiah. 2022. "Integrating Islamic Values in Teaching English : Lessons Learned from an Integrated Islamic School." *Elsya: Journal of English Language Studies* 4(1):1-11.
- Ardianti, Yekti, and Nur Amalia. 2022. "Kurikulum Merdeka : Pemaknaan Merdeka Perencanaan Pembelajaran Di Sekolah Dasar Dalam." *Jurnal Penelitian Dan Pengembangan Pendidikan* 6(3):399-407.
- Arifadah, Yuni, Robet Rio, Tri Rohmat Sholehuddin, Ayuningtyas Febri Paramita, and Nadiyah Mafazatin Nailiyah. 2020. "Teachers ' Creativity in Usin g Attention Grabber in EFL Class." Pp. 283-87 in *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*. Vol. 434.
- Arjihani, Cindi, Desita Putri, Evilia Rindayati, and Rian Damariswara. 2022. "Kesulitan Calon Pendidik Dalam Mengembangkan Perangkat Pembelajaran Pada Kurikulum Merdeka." *PTK: Jurnal Tindakan Kelas* 3(1):18-27.
- Asma, Nurul, Noviyanti Noviyanti, and Khairunnisak Khairunnisak. 2022. "Pengaruh Teori Belajar Vygotsky Pada Materi Aljabar Linear Terhadap Self-Efficacy Mahasiswa Prodi Informatika." *Jurnal Jendela Pendidikan* 2(04):496-503.
- Asmi, Lisa Nur, Annur Budiawan, Laura Kusuma Wardani, and Cahyo Hasanudin. 2023. "Urgensi Menyimak Konsentratif Untuk Siswa Sekolah Dasar Pada Kurikulum Merdeka." Pp. 102-8 in *Prosiding Seminar Nasional: Eksplorasi Penalaran dalam Riset untuk Meningkatkan Kualitas Publikasi Ilmiah*.
- Branch, Robert Maribe. 2020. *Instructional Design: The ADDIE Approach*.
- Brata, Diah Puji Nali, Edy Setiyo Utomo, and Sukardi Sukardi. 2022. "The Analysis of Students' Attitudes Construction Based on Pancasila Profile to Be Integrated with Teacher's Lesson Plan in Junior High School in Pandemic Era." Pp. 313-20 in *Proceedings of the 2nd International Conference on*

- Education and Technology (ICETECH 2021)*. Vol. 630.
- Dalimunthe, Amirhud, Marwan Affandi, and Eka Dodi Suryanto. 2021. "Pengembangan Modul Praktikum Teknik Digital Model Addie." *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan* 8(1):17. doi: 10.24114/jtikp.v8i1.26777.
- Damayanti, Anisa Tri, Benny Eka Pradana, Berty Prananta Putri, and Hanifa Nur. 2023. "Literature Review: Problematika Kesiapan Guru Terhadap Penerapan Kurikulum Merdeka." Pp. 465–71 in.
- EL, Trianingsih, Anita Dewi U, Slamet, Ety TDC, Jamaliatul B, and Rustanto R. 2024. "Pelatihan Penyusunan Modul Ajar Dan Asesmen Berbasis Numerasi SMKN 2 Turen Kabupaten Malang." *Jurnal GEMBIRA (Pengabdian Kepada Masyarakat)* 2(3):831–37.
- Farhana, Fitri, Ahmad Suryadi, and Dirgantara Wicaksono. 2021. "Pengembangan Bahan Ajar Berbasis Digital Pada Mata Pelajaran Bahasa Inggris Di Smk Atlantis Plus Depok." *Instruksional* 3(1):1. doi: 10.24853/instruksional.3.1.1-17.
- Hamdani, Doni. 2022. "Pengaruh Desain Rencana Pelaksanaan Pembelajaran (Rpp) Terhadap Minat Belajar Siswa Jurusan Otomatisasi Dan Tata Kelola Perkantoran (Otkp) Di Smk Negeri 1 Kadipaten." *Jurnal Pendidikan Manajemen Perkantoran* 7(2):175–84. doi: 10.17509/jpm.v7i2.46296.
- Hanifah, Nurdinah, Isrok'atun, and Dadan Djuanda. 2023. "Perspektif Guru Sekolah Dasar Dalam Pengembangan Perangkat Ajar Pada Kurikulum Merdeka." Pp. 173–82 in *Seminar Nasional Sosial Sains, Pendidikan, Humaniora (SENASSDRA)*. Vol. 2.
- Hulliyany, Putri Datin, Nurul Hijah, Iliatul Aulia, and Selnistia Hidayani. 2024. "The Use of Show and Tell Games in Enhancing Speaking English Learning for Young Learners: A Systematic Review." *ADIBA: Journal of Education* 4(3):474–81.
- Jannah, Atiratul. 2023. "Peran Pendidikan Agama Islam Dalam Membina Karakter Religius Siswa Sekolah Dasar." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 08(2):2758–71.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. 2024. "Apa Itu Perangkat Ajar?" *Merdeka Mengajar*.
- Lumbantoruan, Jitu Halomoan, and Melda Rumia Rosmery Simorangkir. 2023. "Kesulitan Guru Dalam Mengimplementasikan Kurikulum Belajar Materi Matematika Di Sekolah Menengah Pertama (SMP)." *AKSIOMA: Jurnal Program Studi Pendidikan Matematika* 12(1):1459–73.
- Maulida, Utami. 2022. "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka." *TARBAWI: Jurnal Pemikiran Dan Pendidikan Islam* 5(2):130–38.
- Murti, Kharina, Hery Kresnadi, and Siti Halidjah. 2023. "Pengembangan Modul Ajar Mata Pelajaran Ilmu Pengetahuan Alam Dan Sosial ( IPAS ) Kelas IV Kurikulum Merdeka Materi Indonesiaku Kaya Budaya Di SDN 24 Pontianak

- Timur." 06(01):6801-8.
- Nanga, Benyamin, Christina Ngadha, Maria Goreti, Gowa Ledu, and Maria Isabela Dhiu. 2023. "Penerapan Metode Diskusi Untuk Mengaktifkan Proses Berpikir Kritis Siswa Kelas 3 SD Dalam Pembelajaran Bahasa Indonesia." Pp. 36-46 in *4th Annual Proceeding*. Vol. 2023.
- Nurharyanto, Dwi Widyastuti. 2023. "Analisis Kualitatif Kemampuan Mahasiswa PGSD Dalam Mengembangkan Modul Ajar Kurikulum Merdeka." *Jurnal Pedagogik* 11(1):13-20.
- Rahimah. 2022. "Peningkatan Kemampuan Guru SMP Negeri 10 Kota Tebing Tinggi Dalam Menyusun Modul Ajar Kurikulum Merdeka Melalui Kegiatan Pendampingan Tahun Ajar 2021/2022." 92-106.
- Rambe, Kartina Rahmadhani, and Muhammad Reza Pahlevi. 2022. "Pengembangan Modul Bahasa Inggris Tema Covid-19 Kartina." *Journal on Teacher Education* 4(2):881-89.
- Rofi'i, Agus. 2023. "Kesulitan Berbicara Siswa Sekolah Dasar Dalam Pembelajaran Bahasa Inggris." *Jurnal Elementaria Edukasi* 6(4):1895-1904. doi: 10.31949/jee.v6i4.6851.
- Rohaendi, Sumpena, and Nur Indah Laelasari. 2020. "Penerapan Teori Piaget Dan Vygotsky Ruang Lingkup Bilangan Dan Aljabar Pada Siswa Mts Plus Karangwangi." *PRISMA* 9(1):65-76.
- Salsabilla, Irmaliya Izzah, Erisya Jannah, and Juanda. 2023. "Analisis Modul Ajar Berbasis Kurikulum Merdeka." *Literasi Dan Pembelajaran* 3(1):33-41.
- Santaria, Rustan. 2020. "Cultural Engagement in Teaching and Learning Foreign Language." *Journal of Teaching Dan Learning Research* 2(1):41-49. doi: 10.24256/jtlr.v2i1.1396.
- Setiawan, Rahmat, Nukmatus Syahria, Ferra Dian Andanty, and Salim Nabhan. 2022. "Pengembangan Modul Ajar Kurikulum Merdeka Mata Pelajaran Bahasa Inggris Smk Kota Surabaya." *Jurnal Gramaswara* 2(2):49-62. doi: 10.21776/ub.gramaswara.2022.002.02.05.
- Setyawan, Farid Helmi, Ika Noviantari, and Risma Yanti. 2023. "Pengembangan Modul Literasi Bahasa Inggris Berbasis Kearifan Lokal Untuk Siswa Sekolah Menengah Pertama." 6(Snip 2022):595-603.