

INFUSING ISLAMIC VALUES INTO ENGLISH LEARNING: CREATING AN INTERACTIVE E-MODULE FOR ISLAMIC SECONDARY SCHOOL STUDENTS

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ABSTRACT

English language learning in Islamic schools often struggles to provide materials aligned with cultural and religious values. This study aimed to develop an interactive English e-module that integrates Islamic values to support the language skills of eighth-grade students in Islamic secondary school. The research employed a Research and Development (R&D) approach and applied the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model proposed by Branch (2009). Data were collected through interviews, documentation, questionnaires, and User Experience Questionnaires (UEQ). Results indicated that the e-module was deemed feasible by both material and media experts. During implementation, evaluations from 41 students revealed a positive assessment across all aspects including attractiveness, perspective, efficiency, dependability, stimulation, and novelty. This e-module combined multimedia elements and interactive activities to support language skills (listening, reading, speaking, writing) while instilling Islamic values. It was hoped that this interactive e-module would be an effective supplementary learning tool to improve students' English language skills while strengthening their understanding of Islamic values, both at school and at home. This study offered a structured approach to integrating religious values into language learning through digital tools, providing insights for future curriculum development.

Keywords: *ADDIE; English learning; interactive e-module; Islamic value*

INTRODUCTION

The English language has become a global lingua franca, essential in international commerce, academia, and media. As a

result, learning English is essential for academic success and career advancement in many parts of the world (Tang, 2024; Martín-González & Chaves-Yuste, 2024).



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As part of the national curriculum, it is also a required subject in Islamic junior and senior high schools under the Ministry of Religious Affairs, making it a second and third language for many students (Zein et al., 2020).

However, despite its importance, English education in Indonesia faces several challenges, especially in terms of culturally and religiously relevant content. For example, existing textbooks such as *Effective English* and *Developing English Competence* are often not aligned with Islamic values, which are particularly important for students in Islamic schools (Dewi & Priyana, 2021). The materials do not include Islamic figures, stories of prophets, or ethical teachings that are appropriate to students' cultural and religious backgrounds (Fitriyah, 2018). Moreover, it is not easy to teach English while maintaining Islamic values in the teaching materials, so learning should be able to maintain students' Islamic identity without contradicting their religion and culture (Sari, 2023). Limited exposure to English outside the classroom, especially in Islamic schools, as well as limited resources such as teaching materials and infrastructure, also become challenges in the development of students' language skills, as they rarely interact with English in their daily lives (Saefurohman et al., 2024; Mubarak & Sofiana, 2022).

The integration of Islamic values into educational activities, particularly in English lessons, has been recognized as crucial for fostering students' spiritual growth and helping them maintain their cultural identity (Irawan, 2020). This integration helps promote students' religious and spiritual growth, as it ensures that learning is not only about acquiring language skills but also about maintaining

their religious and cultural identity (Asmawati & Riadi, 2022; Nafiah, 2020). Therefore, there was a need for educational materials that bridge the gap between Islamic values and English language skills, ensuring that students learn English in a context that supports their moral development. As Elfi (2023) emphasized, an educator must strive for the integration of Islamic values into learning activities, including teaching materials, in order to help students develop an Islamic personality and behaviour in alignment with Islamic teachings.

In response to these challenges, technology has emerged as a valuable tool to enhance education, particularly in language learning. One of them is an e-module that integrates multimedia elements such as videos, animations, and quizzes, which can increase student interest through more dynamic, effective, and fun learning content (Setiyani et al., 2024). The integration of these tools is crucial, especially for Generation Z, who were born between 1995 and the early 2010s and grew up with digital technology. This creates a flexible and engaging learning experience that suits their needs in the educational process (Annuš et al., 2023; Jayatissa, 2023).

Digital English teaching materials that specifically integrate Islamic values are still limited in Islamic schools (Astuti et al., 2024). Considering Indonesia as a country with the largest number of Muslims, approximately 242 million based on Ministry of Religious Affairs data in 2022, it is imperative to develop and implement e-module that not only teach English language skills, but also integrate Islamic values effectively. In fact, a survey conducted by Anggaira et al. (2022) among Islamic school students revealed that about



80.9% of respondents expressed a strong need for interactive English learning materials enriched with Islamic elements. Addressing this gap is crucial to foster linguistic proficiency and a strong religious identity in a digitized learning environment.

However, conditions in the field revealed that materials integrating Islamic values into English learning had not been widely implemented, as highlighted through interviews with a teacher at an Islamic school. It was found that existing English textbooks lacked integration with Islamic values. The teacher also mentioned that English learning, which explicitly integrated Islamic values, had not been optimally implemented before, highlighting the need for resources that combined both language learning and moral education.

Some previous studies have addressed similar topics. Nafiah (2020) developed an English module that integrates Islamic values and Jambi local wisdom, which was found to be valid and practical for both students and teachers. However, this study did not explore the use of technology to enhance the learning experience. Berlin et al. (2022) created an e-module focusing on Islamic reading texts, which supported students' independent learning and helped strengthen their Islamic character. However, this e-module was limited to reading skills and did not address other language skills. Rakhmawati & Kayyis (2023) developed an e-module to boost confidence in public speaking, incorporating Islamic values. This module received positive assessments but focused only on speaking skills. Other studies, such as Janah et al. (2024), developed e-modules integrating Islamic values with environmental contexts in subjects like statistics, but the use of advanced

technology and multimedia to further enhance learning experiences was limited.

The proposed e-module seeks to fill this gap by offering a digital learning tool that integrates Islamic values into English language learning. By combining interactive elements and relevant Islamic content, the e-module covered the four English skills: listening, reading, speaking and writing. The main research question guiding this study is: How can an interactive e-module that integrates Islamic values be developed for Islamic secondary school students?

Therefore, this study aimed to develop an interactive English e-module by incorporating Islamic values. The focus of this research was on the development of an interactive e-module based on Islamic values, designed to support the enhancement of English language skills and provide students with a culturally relevant and engaging learning experience.

METHOD

The research method used was Research and Development (R&D). Wahidah et al. (2019) stated that the purpose of Research and Development in education is to develop effective products for use in schools. This research used the ADDIE model which had five stages: (1) analysis, (2) design, (3) development, (4) implementation and (5) evaluation (Branch, 2009). This model was chosen because it was systematic, flexible, and considered effective and valuable in developing teaching materials. The close connection between the stages in this model makes the development process more structured while being easily adaptable to the needs (Huang, 2024).

The study took place at a public Islamic junior high school in Palangka Raya, Indonesia, involving various



participants. These included one material expert, one media expert, an English teacher, and eighth-grade students. Experts were chosen purposively based on their expertise in curriculum and educational media, while students were randomly selected. The research was conducted in two stages: a small group trial with 10 students and a field trial with 31 students. The sample size of 41 students was deemed sufficient to validate the e-module, providing a representative group for feedback.

The validity of the instruments was ensured through expert review and validation. The questionnaires were designed to align with the study's objectives, ensuring that they accurately measured the intended aspects of the e-module. Reliability was assessed through the consistency of responses in the validation phase. The interview data were analyzed using thematic analysis to identify recurring patterns and themes. For the User Experience Questionnaire (UEQ), specific validation metrics were applied to evaluate key aspects. These metrics helped ensure that the UEQ accurately reflected the students' experiences with the e-module and its effectiveness in supporting their learning.

Data in this study were collected through semi-structured interviews with one English teacher and five students to explore learning needs, along with curriculum analysis and interview notes for contextual understanding. Validation questionnaires were distributed to two experts (material and media) to assess the e-module's content and design using a Likert scale. The material expert questionnaire consisted of 19 items covering learning aspects, content aspects, and language aspects. Meanwhile, the media expert

questionnaire consisted of 18 items that focused on the aspects of learning design, appearance, and usability.

In data analysis, the interview results were analyzed using thematic analysis. This approach focused on identifying, analyzing and reporting patterns (themes) in the information obtained (Braun & Clarke, 2022). Meanwhile, the expert validation questionnaire would be analyzed using Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree) and open-ended sections to gather qualitative feedback for further improvement of the e-module. The average achievement was calculated using the formula below, and the results of the validator's assessment would be interpreted into the categories in Table 1.

$$P = \frac{f}{n} \times 100\%$$

Description:

P: Percentage of questionnaire data

F: The number of scores obtained

N: The maximum number of scores

Table 1. Assessment Criteria

Assessment	Interpretation Criteria
$81 \leq P < 100\%$	Very Good
$61 \leq P < 81\%$	Good
$41 \leq P < 61\%$	Enough
$21 \leq P < 41\%$	Not Good
$0 \leq P < 21\%$	Very Bad

The questionnaire for students, adapted from the User Experience Questionnaire (UEQ), was analyzed using the UEQ version 10 data analysis tool developed by Schrepp (2023). To measure students' user experience, a questionnaire adapted from the User Experience Questionnaire (UEQ) was used. This questionnaire consists of 26 items covering



six main aspects in evaluating the e-module, which were attractiveness, perspective, efficiency, accuracy, stimulation, and novelty

Each item used a bipolar rating scale ranging from -3 (most negative) to +3 (most positive). The UEQ tool, which can be downloaded from <https://www.ueq-online.org/>, calculated a score for each aspect and provided an overall evaluation of the students' user experience with the e-module. In addition, UEQ has benchmark intervals that are used to interpret the quality of the measured aspects based on the evaluation result data.

FINDINGS AND DISCUSSION

Development of Interactive English E-Module that integrate Islamic Values

This research used the ADDIE model, adapted from Branch (2009), which consisted of five main stages: analysis, design, development, implementation, and evaluation. The following was an explanation of each of these stages:

Analysis

The analysis stage in this study included analyzing needs, curriculum, materials, and students conducted through interviews with one teacher and five students of class VIII at a public Islamic junior high school, as well as data collection through documentation. The results of the needs analysis based on the teacher revealed that students faced difficulties in listening and grammar aspects, especially complex grammar rules. Students also mentioned grammar as the most difficult part of learning English. Although Islamic values had been integrated informally through prayers and greetings, there was no learning that specifically linked English materials with Islamic values. The teacher supported

the development of interactive e-module that integrate Islamic values and recommended to include all four basic skills (listening, reading, speaking, writing) to be presented in a balanced manner.

Curriculum analysis was carried out with reference to the Merdeka Curriculum implemented in Islamic school. This curriculum, according to the official guidelines created by the Ministry of Education, Culture, Research and Technology (2022), aimed to enable students to communicate in English in a variety of contexts, both formal and informal. In accordance with Phase D learning outcomes, the e-module was designed to support students' English language skills while integrating Islamic values in a relevant manner.

The material in this e-module was adapted to the flow of learning objectives (ATP) of eighth grade English semester one used by the teacher, focusing on simple past tense and recount text. The selection of this material was based on two main reasons. First, interviews with the teacher and students revealed that the main difficulty students faced was applying grammar rules. Since the main focus of grammar in grade eight was the simple past tense, the researcher chose that material. This material was expected to strengthen students' grammar foundation. Second, simple past tense and recount text were in accordance with the basic competencies of Phase D in the Merdeka Curriculum.

Student characteristics were also a key consideration. Students showed high interest in visual-based learning, games and collaborative activities. They felt more comfortable learning in groups, so the e-module was designed to be interactive, visual-based and encourage collaborative learning. This research was in line with the



findings of Alnedral et al. (2023), who stated that the use of technology in learning can optimally improve learning outcomes. Moreover, Islamic values were also incorporated to support students' character building according to their background as Islamic school students.

Design

In the design stage, several things were done, namely designing learning objectives, materials, and activities. In alignment with the Merdeka Curriculum, the learning objectives were reformulated to match the flow of learning objectives (*Alur Tujuan Pembelajaran* or ATP) for grade VIII English in Islamic junior high school.

The main materials selected were the *simple past tense* and *recount texts*, which were organized into two main units: “Celebrating Eid” and “Experiencing Islamic Events.” These materials were chosen based on the principle of contextual learning, which emphasizes that learning becomes more effective when materials are connected to experiences or contexts relevant to students (Brown, 2008). This contextual approach aimed to create a learning experience that was engaging, relatable, and meaningful for students.

The two main units of the e-module also provided opportunities to integrate Islamic values into English language learning. Islamic values such as gratitude, caring, brotherhood, worship, and tolerance were embedded within the materials to align with the thematic content while also strengthening character education as emphasized in the independent curriculum. Wijayanti & Hamami (2023) stressed that students can gain a deeper understanding of Islamic spiritual teachings, including good morals, interfaith tolerance, and social care, through such integration. Therefore, the e-

module's approach not only aimed to improve students' language proficiency but also to foster their character development in line with Islamic principles.

Interactive activities were also designed according to students' preferences, as revealed by the analysis that students favoured multimedia-based learning. This finding aligns with Alnedral et al. (2023), who highlighted that integrating technology into learning optimizes learning outcomes. Consequently, the e-module incorporated multimedia elements to meet these preferences and support effective learning.

The activities in the e-module were carefully structured to develop all four language skills—listening, speaking, reading, and writing—as the foundation of effective communication. According to Qamili (2023), these skills enable students to communicate holistically, effectively convey messages, interpret materials, and write in a clear and organized manner. Additionally, the integration of Islamic messages into English learning materials, as highlighted by Wati & Kuryani (2024), enhanced language skills while simultaneously providing Islamic knowledge. Rahmadany et al. (2021) further emphasized that the use of visuals relevant to the Muslim community, such as images of women wearing headscarves or mosques, increased student engagement by making the learning process more interesting and culturally relevant.

The e-module was designed with several key components to ensure an engaging and comprehensive learning experience. These components included a cover, foreword, usage guide, table of contents, material coverage, activity exercises (listening, reading, speaking, and writing), additional information, enrichment, games, character development



tasks, self-reflection prompts, glossary, bibliography, and author profile.

To bring this design to life, the e-module was created using the Canva application and titled “English E-Module for Islamic Junior High School.” Canva was chosen due to its user-friendly interface and extensive library of templates, graphics, and design tools that allowed for the creation of visually appealing and professional content. The platform’s versatility enabled the seamless integration of text, images, and designs that catered to both the aesthetic and functional requirements of the e-module.

Once the content was finalized, it was converted and uploaded to Heyzine flipbook, a platform that simulates the experience of flipping through a physical book (Setiyaningsih et al., 2024). Heyzine was selected for its ability to enhance interactivity by embedding multimedia elements such as audio, video, and links to interactive activities directly within the e-module. The e-module at the design stage effectively combined language skill development with the integration of Islamic values, aligning with the research objectives to create a meaningful and relevant learning tool for students.

Development

At the development stage, the e-module was validated by two experts, which were material expert and media expert. The material expert was an English teacher, while the media expert was a lecturer from the English study program at the university. Both were chosen based on their expertise in their respective fields, so they were able to provide valuable input for the improvement of the e-module. The following were the results of material and media validation based on the assessment of the experts:

Table 3. Results of Material Experts

Validation		
Indicator of material validation	Percentage (%)	Category
Learning Aspects	88%	Very Good
Content Aspect	85%	Very Good
Language Aspect	80%	Good
Average Score	86,32%	Very Good

Table 3 presented the validation results, with the material expert scoring 82 with an average of 86,32% (Very Good). This indicated that the material aspects of the e-module, including learning, content, and language, were well-prepared and met the expected standards.

Table 4. Results of Media Expert

Validation		
Indicator of media validation	Percentage (%)	Category
Learning Design Aspect	82,22%	Very Good
Display Aspect	84%	Very Good
Usability Aspect	95%	Very Good
Average Score	85,56%	Very Good

Meanwhile, in the Table 4 also revealed that the media expert rated the e-module with a score of 77, resulting in an average of 85.56% (Very Good). This suggested that the e-module's design, presentation, and usability were of high quality for teaching purposes. These results were consistent with Fahmi et al. (2020), who found that an e-module for Islamic



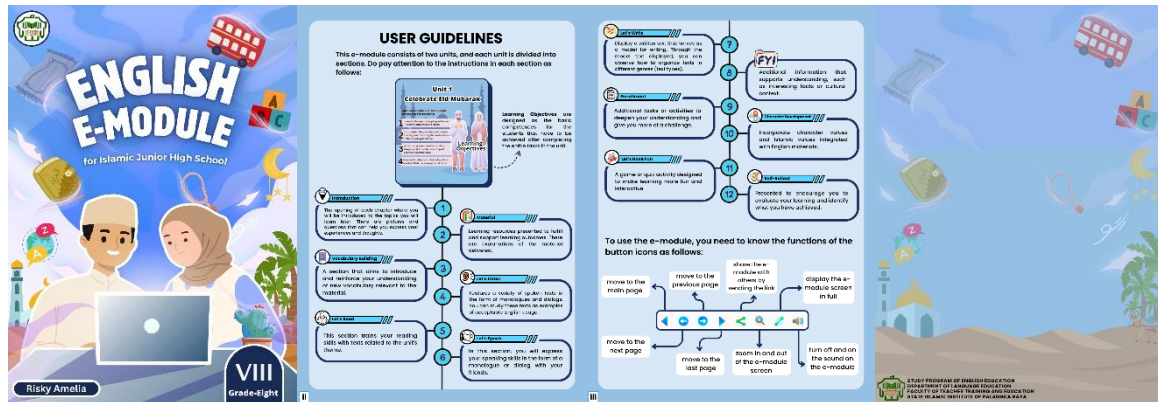
Religious Education for Vocational High School students was categorized as "Very Good" by both experts. Therefore, this indicated that the validation process conducted on the e-module in this study had a positive outcome, affirming its high quality.

The material expert recommended simplifying the language used when delivering the material to make it easier to understand, although no specific modifications to the e-module content were suggested. Meanwhile, media experts gave

suggestions to improve the clarity of the instructions for use, which were not specifically explained in the e-module, and suggested adding a back cover after the author profile. After the revisions were made, the final version of the e-module was published online and can be accessed at: <https://heyzine.com/flip-book/0d9cfe49d0.html>.

For more details, the following are the results which can be seen in Figure 1 below:

Figure 1. Final Revision of E-Module



Implementation

The assessment was conducted in two stages: small-scale and large-scale. The small-scale trial involved ten students, while the large-scale trial involved thirty-one students. This was done to measure the effectiveness of the e-module as an English learning media that integrates Islamic values.

During the implementation, several challenges were encountered. One of the technical difficulties involved the projector display. While the projector successfully displayed the e-module content, the laptop screen failed to show the same display, limiting the researcher’s ability to monitor

the e-module presentation directly from the laptop. To address this issue, the researcher relied solely on the projector display during the lesson. Additionally, there was an issue with the audio output, as the projector did not provide an audio function. To overcome this, the researcher used a smartphone to play the audio materials, ensuring that students could still access the multimedia elements of the e-module.

After the implementation, participants were asked to fill out a questionnaire to provide an assessment of the e-module. Data from the questionnaire was processed using the User Experience Questionnaire (UEQ) method with the help



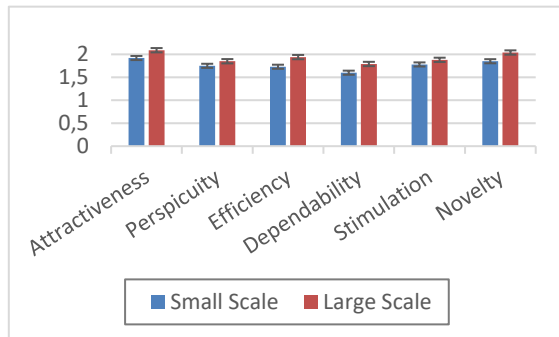
of data analysis tools that can be downloaded through the official UEQ Online website. The UEQ served as the primary tool for collecting feedback from students, offering quantitative insights into various aspects of the e-module, such as

attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty. The average results of the UEQ scale for e-module on a small and large scale were presented in Table 5 below:

Table 5. Average Results of UEQ on Small Scale and Large Scale

Aspects	Mean (Small Scale)	Comparison to Benchmark	Mean (Large Scale)	Comparison to Benchmark
Attractiveness	↑1.92	Excellent	↑ 2.09	Excellent
Perspicuity	↑1.75	Good	↑ 1.85	Good
Efficiency	↑1.73	Good	↑ 1.94	Excellent
Dependability	↑1.60	Good	↑1.79	Excellent
Stimulation	↑1.78	Excellent	↑1.88	Excellent
Novelty	↑1.85	Excellent	↑2.04	Excellent

Figure 2. Graph of Average UEQ Score for E-Module on Small- and Large-Scale Trial



The average value > 0.8 indicated a positive evaluation (green arrow up), the average value $-0.8 - 0.8$ indicated a neutral evaluation (yellow arrow to the right), then the average value < -0.8 indicated a negative evaluation (red arrow down). According to Table 5, the average score for all aspects of this e-module, both on a small scale and large scale, showed a positive evaluation. For the Attractiveness aspect, the scores obtained were 1.92 on a small scale and 2.09 on a large scale, both categorized as “Very Good” based on the

benchmark (≥ 1.75). These results indicated that the e-module design effectively attracted students' attention and created a visually appealing learning environment. The improvement from small-scale to large-scale trials showed further refinement in maintaining students' interest on a wider scale, which confirmed its effectiveness in attracting students' interest.

On the aspect of Perspicuity, the scores obtained were 1.75 on the small scale and 1.85 on the large scale, both classified as “Good” ($\geq 1.56 < 1.9$). Although the results showed that the e-module was relatively easy to understand, it had not yet reached the “Excellent” category (≥ 1.9). This suggested that there was room for improvement in simplifying the instructions or providing additional guidance to accommodate students with different levels of understanding, so that the e-module became more accessible. The Efficiency score was 1.73 on a small scale and 1.94 on a large scale. Although the small-scale score was classified as “Good” (≥ 1.47), the large-scale result increased to “Excellent”



(≥ 1.78). This indicated that the e-module became increasingly effective in facilitating fast and efficient learning. The high score of 1.94 demonstrated the e-module's ability to assist students in managing their learning tasks effectively and independently during the larger trial.

For Dependability, the e-module scored 1.60 on the small scale and 1.79 on the large scale, both falling into the "Good" category (≥ 1.48). However, the large-scale score was close to the "Excellent" benchmark (≥ 1.65), indicating that the e-module became more stable and reliable in larger-scale use. This improvement highlighted its ability to ensure consistency and build students' confidence in the learning process. The Stimulation aspect obtained a score of 1.78 on a small scale and 1.88 on a large scale, both categorized as "Excellent" (≥ 1.55). These results indicated that the e-module successfully motivated students and created a fun and interesting learning atmosphere. The slight increase in the large-scale trial reflected the e-module's increasing ability to stimulate students' interest and encourage active participation.

In terms of Novelty, the e-module achieved a score of 1.85 on the small scale and 2.04 on the large scale, both rated "Very Good" (≥ 1.4). The large-scale score surpassed the benchmark significantly, indicating that the e-module was considered highly innovative. These results suggested that the module introduced unique features and new learning experiences, thus making it different from traditional teaching methods. Moreover, in figure 2 illustrated that the English e-module integrated with Islamic values obtained a positive response, with a score close to 2 or more, indicating an increase in quality in the learning process.

Overall, this e-module received a positive evaluation, with an average value above 0.8 in each aspect measured, indicating that the e-module succeeded in getting a good assessment and was accepted by students. This result was in line with the findings of Gunsri et al. (2023), who stated that e-modules designed with interactive features can increase learning effectiveness, facilitate independent learning, and provide an interesting and meaningful learning experience. Therefore, this not only supported the results of this study, but also provided further evidence that the integration of technology in learning could improve the quality of the learning experience.

Evaluation

The last stage was an overall evaluation of all the steps that had been taken. Based on the results of validation by experts, this e-module received the category "Very Good", which indicated that this e-module was suitable and ready to be used in English learning. Scores from students also showed positive responses, with all aspects getting good scores.

Based on the positive evaluation results, this research made a significant practical contribution to the development of English language learning in Islamic schools. The e-module developed not only supported students' mastery of English but also integrated Islamic values relevant to their daily lives. This integration bridged the gap between students' academic learning and their religious beliefs. By allowing students to learn both independently and with teacher guidance, the e-module increased flexibility in the learning process.

The distinctive feature of this e-module lay in its integration of Islamic values into English learning materials.



Nafiah (2020) emphasized that incorporating Islamic values in English education led to the creation of teaching materials that were both practical and relevant for students and teachers. This research supported these findings, demonstrating that the English e-module effectively integrated Islamic values, providing a meaningful learning experience in an Islamic value-based context. In a similar vein, Dewi & Priyana (2021) found that the integration of Islamic values into English learning enhanced the relevance and meaningfulness of the learning experience for students.

Designed as an additional teaching resource, this e-module enabled students to learn independently, both with and without teacher guidance. The inclusion of interactive elements such as images, videos, audio, and game-based exercises aimed to enhance student engagement and motivation in learning (Erniwati et al., 2022; Ruslan & Raudin, 2022). Previous research further confirmed that technology-based modules could significantly improve students' knowledge and skills (Nazifah & Asrizal, 2022).

The implication of the results of this study was that e-module that integrated Islamic values with technological elements could not only improve students' language skills, but also strengthen Islamic-based character education. With independent learning that focused on the moral values contained in the learning materials, students were able to better understand and apply these values in their daily lives. Thus, this e-module not only helped students in mastering English language skills, but also had the potential to support their character development in accordance with Islamic principles.

CONCLUSION

This research successfully developed an interactive English e-module integrated with Islamic values for eighth-grade students. The development process followed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which ensured each stage was carefully considered. Based on evaluations from material and media experts, this e-module was declared valid and feasible to use. The implementation results showed positive responses from students. Equipped with interactive multimedia features, this e-module not only supported English learning but also integrated Islamic values, providing a more relevant and engaging learning experience.

The findings of this research had significant theoretical implications, particularly in the integration of Islamic values into English language learning. It filled a gap in existing literature by blending technological tools with character education, particularly within an Islamic educational context. The study provided a novel approach that not only improved students' English language skills but also helped shape their moral and ethical development, which is often neglected in traditional language learning materials.

However, this study had some limitations. First, this e-module was limited to certain materials: simple past tense and recount text, which may limit its applicability to teach other grammar topics or text types. Second, this e-module required internet access, making it less effective to use in areas with poor network infrastructure or limited connectivity. Thirdly, the effectiveness of the e-module was assessed based on student feedback and expert validation, but further studies are



needed to examine its long-term impact on student performance and behaviour.

Future research could expand on this study by developing similar e-module for different educational levels or exploring other English topics. Researchers could also investigate the effectiveness of this e-module in schools with limited technological resources. Furthermore, future studies could also explore testing the e-module with different age groups, adapting the content and approach for younger or older learners. This research contributes to the development of relevant, meaningful, and technology-based teaching materials that align with both academic and ethical education, addressing the need for culturally and religiously integrated learning tools in today's educational landscape.

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