
Integrating Religious Moderation Values in an English Course Book

*Fenty Andriani*¹

*Desi Puspitasari*²

¹ English Department, Institut Agama Islam Negeri Ponorogo, Indonesia;

² Corresponding Author, English Department, Institut Agama Islam Negeri Ponorogo, Indonesia; desipus@iainponorogo.ac.id

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Abstract

This study aims to offer such an alternative to the lack of suitable materials that it addresses the need for comprehensive educational resources by focusing on developing an English course book integrated with religious moderation indicators. The steps in this research were generally known as the R&D cycle developed by Borg and Gall. They were research and information collecting, planning, development of the preliminary form of the product, preliminary field test, main product revision, main field testing, operational product revision, operational field test, and final product revision. Throughout the research process, the course book provides instructional sentences in English that serve as scaffolding talk for instructors who may not be accustomed to using English in the classroom. This approach fosters an active and dynamic English language environment, offering valuable language input for students. All chapters' content and learning experiences are organized to integrate with religious moderation indicators covering national commitment, tolerance, rejecting violence, and accommodating local culture. Each chapter of the course book consists of six parts, starting *Let's Find Out*, *let's Listen*, *let's Speak*, *let's Read*, *let's Write*, and *Let's Evaluate*. Overall, the English course book developed not only encompasses comprehensive English skills and language components but also aligns with students' interests and needs while integrating values of religious moderation.

Keywords: English course book; material development, religious moderation



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1. Introduction

This research underscores the fundamental importance of education in advancing a nation's growth and economic development by raising the standards of human resources. Educational objectives' success heavily relies on several factors, including quality, innovation, services, and resources. Research is a continuous necessity in education to generate new knowledge and promote progress within the education system (Basu, 2020). This study addresses the need for comprehensive educational resources by focusing on developing an integrated English course book.

Given the current global context, English has become a mandatory education component at all levels, including universities. Students must acquire a certain level of English proficiency to navigate the global landscape, where English is the primary medium for oral and written communication. Teaching English enhances critical and creative thinking and promotes effective communication, making it a compulsory first-year course for university students, regardless of their majors. The choice of course materials, particularly the course book, is a critical aspect of English language education, as it offers students the most readily accessible opportunity to learn and practice the language.

According to Jusuf (2018), course books represent the visible heart of any ELT program for students and teachers. It contends that ELT course books serve various functions, including aiding in the presentation of both written and spoken materials, encouraging interaction, serving as a resource for classroom activities and providing self-access work or self-directed learning, and serving as a reference for vocabulary and grammar. Unquestionably, learning the English language and other abilities is influenced somewhat by an ELT course book's potential. As a result, selecting the best ELT course book to use in a particular environment is essential. Only a thorough and in-depth study will be able to accomplish it.

English course books serve as essential teaching and learning materials, encompassing various resources such as textbooks, dictionaries, e-books, worksheets, and more. Utilizing an English course book enables educators to enhance the learning experience, moving from traditional lecture-style teaching to independent, activity-based learning. Motivated

instructors and well-planned learning materials are essential for achieving positive educational outcomes (Wanous et al., 2009).

In conducting this study, the researchers have found some previous studies which have been conducted before. First, Sulistiyo et al. (2021) proposed a research and development design entitled *Developing an English Textbook for Early Childhood Education Program Students: A Need Analysis*. It reveals that early students need the four skills in English. They are listening, speaking, reading, and writing. It should be given proportionally. It also prevails that image media is essential to help students learn the material well.

The second, Amalia (2018), developed an English textbook material for the Islamic Primary Education Program. She conducts this study as a teaching and learning activity that often fails to meet the targeted competence. Thus, many educational experts and practitioners propose need and situational analysis. It involves all related participants. This study uses Participatory Action Research (PAR). It discusses combining the PAR method with the needs and situational analysis and integrates it with the Islamic context.

The third is Syakur et al., (2020) researched to create an ESP learning textbook for Diploma Three (D3) Pharmacy students at the Surabaya Pharmacy Academy. It determines the textbook's feasibility and ascertains students' responses to the ESP textbooks. It employs a research and development program. The feasibility of the Diploma Three (D3) Pharmacy program's material experts and lecturers is 53.33. the media and digital experts with online learning is 53.33%. Next, the interviews also reveal that students positively respond to digital-based ESP textbooks. In conclusion, the textbook is acceptable for Pharmacy students in the Diploma Three (D3) department.

These previous studies are different from this study. The researchers developed a course book in this study covering English's micro and macro skills. The four macro skills in English include listening, speaking, reading, and writing. The first macro skill is listening. The early phases of language development in a person's first language and naturalistic learning of other languages depend on listening, the natural precursor to speaking (Nation & Newton, 2009). It suggested that the first communication skill used is listening.

The next is speaking. Speaking is a social skill since it involves interacting with multiple people who send and receive messages from one another. They are equally crucial to the debate. Lucantoni (2015) suggests the concept of reciprocity for the process in this regard. He says that the message's recipient is typically close to the speaker in speaking settings.

Furthermore, for those learning English as a foreign language, reading is a vital ability. It is the most crucial ability to master to succeed in learning any subject, not just English when

reading in English is essential. Thanks to improved reading skills, learners will advance significantly and develop in all other teaching areas (Anderson & Nunan, 2008).

The next is writing. Writing is a method of learning and thinking (Gordon & Troyka, 1987). It offers chances to research concepts and gather knowledge. Writing is described as another method of learning. Making unanticipated connections between ideas and words is a privilege of writing. Additionally, writing fosters reading. It makes thoughts available for others to read in a permanent and prominent record. Writing is a process of thought in which a writer considers various factors, including spelling accuracy, proper grammar usage, and word choice (Brown, 2001). According to Byrne (1993), the writing course must be appropriately structured to help students develop their writing abilities so that they may utilize them for various responsibilities in the future.

The instructional materials implemented in Islamic institutions, as directed by the Ministry of Religious Affairs, encompass values of religious moderation. In adherence to this guidance, every student enrolled in Islamic institutions is required to acquire knowledge in religious moderation. Consequently, the incorporation of these values is deemed essential in every course offered within the institution. This emphasizes the need for instilling religious moderation throughout the academic curriculum. The Ministry of Religious Affairs emphasizes the importance of integrating these values into the educational framework of Islamic institutions.

Despite these crucial considerations, a preliminary observation identified a lack of standardized course materials for non-English department students at Tarbiyah and Teacher Training Faculty, IAIN Ponorogo. These students utilized various resources, including handouts and online materials, compiled by their lecturers from various sources. There was an absence of a research-based course book in their learning process. Hence, the researchers embarked on developing an English course book integrated with religious moderation, addressing this gap in educational resources.

Furthermore, IAIN Ponorogo is expected to represent Islamic moderation as an educational institution, from academic facets (education and teaching) to community service. The most crucial factor is academics, which have the most significant capacity to affect students' attitudes about religious moderation. Establishing a curriculum, syllabus, teaching materials, and materials with a religious moderation viewpoint can be done more accurately regarding academic progress (Aziz, 2011). The principles and practices of religious moderation may be covered in courses taught in Islamic institutions. The target audience when the idea of religious moderation is incorporated into the curriculum involves lecturers

as well as students because they are the ones who will transform knowledge and values for students.

It is necessary to instill Islamic moderation ideals not just through religious courses but also other courses like English, science, etc. It is imperative to instill Islamic moderation principles in students as early as possible, who will be the generation responsible for this country's existence. Islamic moderation values have been incorporated into all academic courses, particularly English classes; thus, it is anticipated that students would be able to apply them in daily life. Including the Islamic principle of moderation in the teaching and learning process is straightforward. The instructor might choose instructional strategies that address group projects in the classroom.

Four indicators can be used to determine a person's perspective, attitude, and religious behavior, classified as moderate or extreme. They are national commitment, anti-violence, tolerance, and accommodating local culture (Ministry of Religious Affairs, 2021). These four factors can be used to gauge how strongly Indonesians adhere to religious moderation and how vulnerable they are. They must be acknowledged to identify these weaknesses and take the necessary action to strengthen religious moderation.

This initiative is the primary motivation behind the research, focusing on creating an English course book tailored for non-English department students at the Tarbiyah Faculty, IAIN Ponorogo. Furthermore, given the diversity in English language skills and needs among these students, the research aims to develop a course book that can serve the students at IAIN Ponorogo and those at other universities. This comprehensive course book covers essential topics and integrates English language skills (listening, speaking, reading, and writing) with language elements such as grammar, vocabulary, and pronunciation.

2. Method

The research methodology employed in this study fell under the category of research and development (R&D). This approach was focused on creating educational materials, as outlined by Borg and Gall. R&D is a procedure used to generate and validate educational products, such as instructor training materials, media materials, and management systems. Furthermore, R&D generates valuable products for use in schools, such as teacher training materials, media materials, management systems, etc., rather than developing or testing a theory (Ary et al., 2018). The primary objective of this study was to develop a course book for non-English department students at IAIN Ponorogo, guided by the R&D model proposed by Borg and Gall (Gall et al., 2003, p. 34).

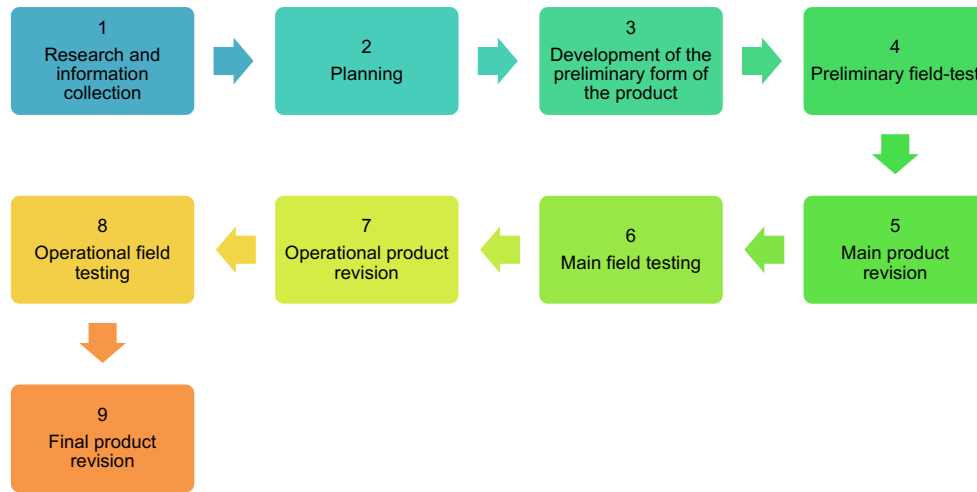


Figure 1. R & D Research Design by Borg and Gall

It involved several stages. They were research and information collecting, planning, development of the preliminary form of the product, preliminary field test, main product revision, main field testing, operational product revision, operational field test, and final product revision.

The research procedure encompassed various data collection methods. The first was research and information collecting. This stage included a literature review related to course book development, observations in English classes to identify issues, and interview problems faced by students and lecturers. The following data collection technique was the interview. The primary purposes are (1) obtaining unique information or interpretation held by the person interviewed, (2) collecting a numerical aggregation of information from many persons, and (3) finding out about "a thing" that the researchers were unable to observe themselves (Stake, 2010). In this case, the researcher interviewed lecturers of the English course to investigate the total number of students who had taken the course, the materials used in their teaching-learning process, the activities done in their class, media and the materials used, the methods/techniques they applied, and how the assessment was conducted.

The second stage was planning. This stage is built on data from the need analysis, setting specific course book objectives based on students' characteristics and needs. It also developed the instruments for expert validation. There were experts in instructional material, religious moderation, and graphic design.

The third stage was the development of the preliminary form of the product. Materials were selected or developed, incorporating students' requirements and goals established during the planning phase. The materials covered the four language skills and language components.

The fourth stage was the preliminary field test. A small group of students tested the course book, focusing on clarity, difficulty levels, effectiveness, usefulness, and attractiveness. The fifth stage was the main product revision. Based on the preliminary field test feedback, the course book was further revised. Then, it was improved to address any identified issues.

The sixth stage was main field testing. The main field-testing stage was initiated to assess the course book's performance and relevance, with additional revisions if necessary. It assessed whether the course book meets its performance objectives. The seventh stage was operational product revision. Revisions and improvements were made based on expert validation to ensure the course book met the criteria of a good educational product.

The eighth phase was operational field testing. The final operational validation of the course book was conducted, involving experts in various domains. The operational version of the course book was tested and validated, involving experts in instructional material, graphic design, and religious moderation.

The last phase was the final product revision. A product trial was performed to verify that the course book meets its objectives and requirements for successful implementation. The course book underwent a final evaluation to ensure it was fully prepared for operational use.

Data analysis in this study primarily involved descriptive analysis. It assessed the gathered information during the need analysis, expert validation, and field observations. The questionnaires, interviews, and consultations served as tools for collecting data, which were then used to guide the development of the course book. The experts' evaluations, comments, and suggestions were also crucial in revising the materials. The information acquired during the trial helped determine the course book's applicability and identify areas requiring further improvement.

The data gained for this study were divided into three categories: (1) data from the need analysis obtained from documentation, interviews, and questionnaires; (2) data from experts in the validation process; and (3) data collected throughout the testing phase. The initial data served as the foundation for the creation of the materials. The second information set focuses on the experts' assessments, observations, and recommendations regarding instructional materials, religious moderation indicators, and graphic design. Information related to the usefulness of the materials that were created, including readability of the text, clarity of the materials' substance, clarity of learning and training, attractiveness, language, tasks, etc.

3. Findings and Discussion

This educational research and development (R&D) was used to develop and validate an English Course Book product for non-English department students at IAIN Ponorogo. The steps in this research were generally known as the R&D cycle developed by Borg and Gall.

3.1. Research and Information Collecting

In this stage of the research, the researchers conducted a thorough needs analysis and reviewed relevant literature pertaining to the research problem. They employed documentation, interviews, and questionnaires to assess the requirements for a course book. Documentation included gathering course outlines and lesson plans used by English lecturers at IAIN Ponorogo. These materials primarily covered language elements like vocabulary and grammar and language skills such as listening, speaking, reading, and writing. The researchers summarized the key English course materials taught at IAIN Ponorogo, including parts of speech, tenses, passive voice, and conditional sentences based on the course outlines. In addition to documentation, interviews with two lecturers provided in-depth insights into the course's objectives, expected materials, text content, organization, layout, language elements, assessment of course books, and suggestions for improving learning materials. They said that the course objectives should cover Islamic teachings. They suggested that the materials use the current issues. It should be organized from the easiest to the more challenging one. They also said that it is

Questionnaires were distributed to 103 students to gauge their preferences and need for a course book. The need analysis results indicated that students strongly favored course books, including listening (46.2% strongly agreed and 51.9% agreed) and speaking skills (44.2% strongly agreed and 53.8% agreed). Additionally, students emphasized the importance of including reading and writing skills, grammar, vocabulary, pronunciation, and alignment with the current curriculum. They preferred colorful course books with attractive pictures that would enhance their interest. Given the institution's Islamic nature, students suggested that course books should also incorporate religious values, particularly religious moderation values mandated by the Ministry of Religious Affairs. Following this needs assessment, the researchers conducted a literature study to gather relevant materials, drawing upon theories from Tomlinson and Cunningsworth as sources for their instrument indicators, which would be utilized in the subsequent planning stage.

3.2. Planning

In the planning stage, the researchers devised research instrument indicators and set goals for subsequent stages. They drew upon Tomlinson's and Cunningsworth's theories to select relevant aspects for these indicators. Ten aspects were chosen from Tomlinson's principles for a good course book, and various aspects covering aims, design, language content, and skills were selected from Cunningsworth's textbook evaluation theory. These indicators were used in questionnaires and interviews.

Additionally, instructional material, graphic design, and religious moderation experts were engaged to assess the validation sheets and determine the product's suitability. The instructional material expert evaluated organization, content, language use, and presentation. In contrast, the graphic design expert assessed aspects related to graphics, book structure, illustrations, layout, color, and fonts. The religious moderation expert examined indicators

related to religious moderation, including national commitment, tolerance, rejection of violence, and accommodation of local culture.

3.3. Develop a Preliminary Form of Product

The development or selection of the materials was a part of this phase. The material was chosen after conducting a need analysis throughout the research and data-gathering phase. The selection process was carried out only after the course's goal had been established during the planning stage. It is acceptable to combine or integrate ideas when creating the course book. The majority of genuine language education curricula combine two or more. One form of syllabus often predominates for a specific course, and other types of content may be mixed.

Additionally, the selection of materials concentrated on the elements of a course book, as suggested by Dubin & Olshtain (1986). This course book then, was developed into six chapters. They were *Let's Introduce Oneself and Others*, *Let's Describe It*, *Let's Make Something*, *Let's Make a Phone Call*, *Let's Make an Argumentative Essay*, and *Let's Retell the Events*. In developing the initial form of the product, the researchers prepared supporting components and evaluated the suitability of supporting tools. The following is the cover of the coursebook.

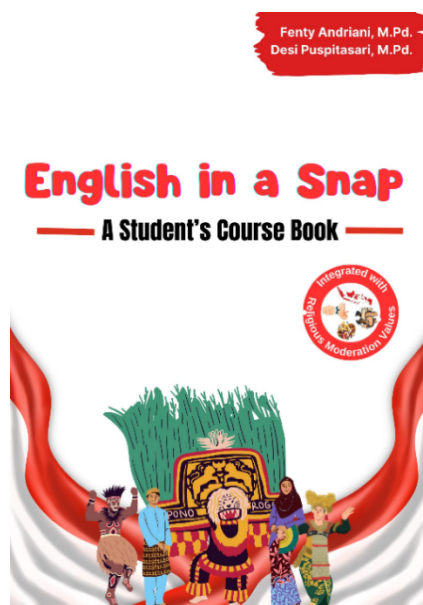


Figure 1. Cover of the Coursebook

3.4. Preliminary Field Testing

This stage included expert validation and field testing. Qualitative data in suggestions and criticism were gathered from expert validation. The expert validation result served as the foundation for the change, and the evaluation focused on field testing. When conducting the

expert validation, any aspect that still had issues was revised while taking feedback into account. The expert validation stage involved three people who were officially experts in the area of the study. They were experts in instructional material, graphic design, and religious moderation. They validated the product before being field-tested by proving whether the course book had met the good learning material criteria as Tomlinson (Tomlinson, 2014) and Cunningsworth (Cunningsworth, 1995) proposed.

For preliminary field testing, the researchers had ten students as subjects. During the observation, it was found that the students could follow the course book's explanation and difficulty level. It was also found that some of them hardly understood the audio scripts and didn't know the meanings of some vocabulary. In other words, the students needed more vocabulary activities to enrich their knowledge. It was also suggested by the lecturers who were interviewed. The other substantive aspect revisions, like the exposure for comprehension and highlighted expressions, were also conducted based on the interview and observation results.

Then, the researchers also distributed the questionnaire to ask for responses, suggestions, and comments regarding the initial course book. From the data gathered, the researchers revised the coursebook as clarified in the main product revision stage.

3.5. Main Product Revision

In this stage, the researchers made improvements to the initial product produced based on the results of initial trials. This improvement can be done more than once, according to the results shown in limited trials, so that a draft of the main product (model) is obtained and tested more widely.

3.6. Main Field Testing

The researchers tested the product on 40 students of MPI and PAI departments. The researchers also conducted observations and distributed questionnaires during the main field testing. Data from the questionnaire is as follows.

Table 1. Questionnaire Result

No.	Aspect	Score			
		1	2	3	4
1.	Organization			79%	21%
2.	Material			84%	16%
3.	Language			77%	23%
4.	Presentation			88%	12%

No.	Aspect	Score			
		1	2	3	4
5.	Religious moderation indicators			72%	18%

The provided data summarises the results from a questionnaire administered to students, assessing various aspects of a course book. Students' responses are categorized into different percentages based on their feedback, and the categories range from "Very Bad" to "Very Good."

The questionnaire results show that students have generally positive perceptions of the course book in several aspects. The course book is well-received by students, with strengths in presentation and materials. While students generally find the language understandable, there is room for improvement. The incorporation of religious moderation indicators also shows potential for enhancement. Overall, the course book meets students' expectations in various aspects, with the potential for refinement to enhance the learning experience further.

3.7. Operational Product Revision

In this stage, the researchers refined the course book based on extensive trials, aiming to create an operational model ready for validation.

3.8. Operational Field Testing

At this stage, the researchers conducted validation testing steps for the course book that had been produced and revised. The final expert validation and approval for the product to be field tested. The outcome assessed whether the item had fulfilled the study's goal. The validation results from three experts are clarified below.

Table 2. The Summary of the Final Instructional Media Expert Validation

Aspects	Percentage	Criteria
Organization	93.75	Very Good
The components of the Materia	96.42	Very Good
Language use	87.5	Very Good
Presentation	83.3	Very Good

The data provided is a detailed summary of the final validation result from an Instructional Material Expert who evaluated various aspects of a course book. Overall, the final validation by the Instructional Material Expert indicates that the course book excels in critical aspects of instructional design. Its content is well-organized, comprehensive, uses high-quality language, and presents information appealingly. This positive evaluation suggests that the

course book meets or exceeds the criteria for excellence in instructional material design, with only minor areas for potential improvement in presentation.

Table 3. The Summary of Final Validation Result from Graphic Design Expert

Aspects	Percentage	Criteria
Graphic	95	Very Good
The structure of the book	91.6	Very Good
Language use	75	Very Good
Illustration	75	Very Good
Color	75	Very Good
Font	87.5	Very Good

The data provided offers a detailed summary of the final validation results from a graphic design expert who assessed various aspects of a course book. In summary, the final validation results from the Graphic Design Expert demonstrate that the course book excels in many aspects. The graphics and the book's structure are particularly strong. At the same time, language use, illustration, color, and font are also rated as "Very Good." The book's design and layout meet or exceed the criteria for excellence, with only minor areas for potential improvement in language use and visual elements.

Table 4. The Summary of Final Validation Result from Religious Moderation Expert

Aspects	Percentage	Criteria
Unit 1	75	Very Good
Unit 2	75	Very Good
Unit 3	81.25	Very Good
Unit 4	75	Very Good
Unit 5	75	Very Good
Unit 6	81.25	Very Good
Illustration	100	Very good

The data presents a detailed summary of the final validation results from a Religious Moderation Expert who evaluated various aspects of a course book in the context of religious moderation. In summary, the final validation results from the Religious Moderation Expert indicate that the course book has successfully incorporated religious moderation values into its content. The units consistently involve indicators related to national commitment, anti-violence, tolerance, and accommodating local culture, with Units 3 and 6 receiving slightly higher scores. The use of illustrations and pictures is highly effective in conveying these

values. This positive evaluation suggests that the course book effectively promotes religious moderation values, meeting or exceeding the criteria for excellence in this aspect.

3.9. Final Product

In this final stage, the researchers incorporated feedback from experts to make further improvements to the model, resulting in the development of a final product. This English course book integrates religious moderation values for non-English Department students at IAIN Ponorogo. The course book was designed to create an engaging and diverse learning environment, enhancing students' interest in learning. It encourages independent and group learning and features non-monotonous visuals to capture students' interest.

The course book includes multiple indicators of religious moderation in each unit, as the religious moderation expert suggested. These materials were shaped by data collected during a need analysis. They were refined based on input from students, fellow lecturers, and experts during the validation process. The course book aims to help students learn English while promoting religious moderation values. Any issues encountered during the implementation of the course book can be addressed through revisions.

This R&D research project aimed at developing and validating an English Course Book tailored for non-English department students at IAIN Ponorogo. The study follows the Research and Development cycle, involving reviewing prior research, developing the product, testing it, and making revisions based on test results.

In the research and information collecting, the researchers conducted a need analysis using documentation, interviews, and questionnaires to determine the content and structure of the English course materials. This process is grounded in needs analysis principles and instructional design curriculum alignment, ensuring materials meet learners' needs and curriculum requirements.

In the planning phase, researchers formulated research instrument indicators based on Tomlinson's and Cunningsworth's theory, setting clear goals for each stage. It aligns with established instructional design principles, focusing on goal setting and alignment with research-based best practices.

The researchers then developed the initial form of the product by organizing course book materials, creating the layout, and incorporating religious moderation values. This phase adheres to material development and design principles, ensuring content aligns with educational goals and values while the layout and graphics are engaging and reflect the desired values.

Throughout the research process, the course book aims to provide instructional sentences in English that serve as scaffolding talk for instructors who may not be accustomed to using English in the classroom. This approach fosters an active and dynamic English language

environment, offering valuable language input for students. The content and learning experiences in each chapter in the Course Book are organized with the following unit names: 1. Let's Introduce Oneself; 2. Let's Describe It; 3. Let's Make Something; 4. Let's Make a Phone Call; 5. Let's Make an Argumentative Essay; 6. Let's Retell the Events. Each unit is integrated with religious moderation, covering national commitment, tolerance, rejecting of violence, and accommodating local culture. Each unit consists of six parts, starting from Let's Find Out, Let's Listen, let's Speak, let's Read, let's Write, and Let's Evaluate.

Reading activities aim to develop reading skills, such as understanding main and supporting ideas, explicit and implicit information, words, phrases, and sentences. Reading activities provide language input, which becomes the basis for subsequent activities. Lecturers need to guide students to explore texts as an example of communication and attract students' attention to observe essential things, such as the meaning of words, phrases, or sentences, dominant linguistic features, typical arrangement of ideas, etc. Listening, speaking, and writing activities are presented so that students practice carrying out communication activities to convey messages and practice or use vocabulary, grammar, and rhetorical steps they learned in previous learning activities. The evaluation contains several questions to help students assess their abilities in the chapter.

The next phase is preliminary field testing. This stage includes expert validation and field testing, aiming to collect qualitative data from experts' suggestions and criticism. Expert validation is essential to ensure that the course book aligns with established criteria for good learning materials. This stage draws on principles of content validation and feedback incorporation.

Improvements are made to the product based on the results of initial trials at the next stage (main product revision). The main product revision stage also incorporates feedback from interviewees. It refines the product to create a model suitable for widespread use. The revisions align with the principles of iterative design and refinement.

The research and development process involved several key stages. In the main field-testing phase, the researchers observed how 40 students responded to the product in real classrooms, assessing its impact on learning, student motivation, and the effectiveness of the materials. Questionnaires were also distributed to gather additional data. Based on the results of these observations and questionnaires, necessary refinements were made to create an operational model that met users' specific needs, aligning with instructional goals and following principles of formative assessment.

The operational field-testing phase involved expert validation to ensure the product's alignment with the study's goals. Principles of summative evaluation were applied to assess the product's overall effectiveness and suitability for the target audience. The final product reflects the culmination of development and validation efforts, incorporating expert opinions

and user feedback to create an English course book tailored to the specific needs of non-English department students at IAIN Ponorogo. This approach embodies continuous improvement and adaptation principles in instructional design, adhering to established instructional design principles and educational theory. The comprehensive and iterative nature of the process ensures the creation of high-quality educational materials that align with the needs and expectations of the target audience.

4. Conclusion

This study develops an English course book tailored for non-English Department students at IAIN Ponorogo, addressing English teaching and learning challenges. The study offers an alternative to the lack of suitable materials, focusing on enhancing students' English skills. Moreover, it provides the development process, guided by Borg and Gall's methodology, that encompasses comprehensive English skills and language components, aligning with the interests and needs of students while integrating values of religious moderation. While the course book exhibits strengths and weaknesses, it benefits from revisions based on expert evaluations and suggestions. The suggestions for implementation emphasize continuous knowledge expansion for educators, creative teaching approaches, and the potential for the course book to serve as a prototype for similar educational institutions. Moreover, future research should address materials' shortcomings and better cater to students' needs. The adaptability of the course book for different institutions is highlighted.

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