Digital interactive English teaching materials for Islamic senior high school students in Indonesia

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Abstract: This research aimed to develop interactive English teaching materials based on digital literacy for millennial Muslim learners. The study employed the Research and Development (R&D) approach, utilizing the Four-D (4D) model consisting of four stages: define, design, develop, and disseminate. The research involved 10 students and 1 English teacher as test users, along with experts in content/material and instructional media. Data were collected quantitatively through a product validation questionnaire. The outcome of the research is an interactive teaching e-book on digital literacy, validated by experts and tested with a small user group. Expert validators gave an average score of 4.8, while user testing yielded an average score of 4.4. This study concludes that the interactive English teaching materials, focusing on digital literacy for millennial Muslim learners, are suitable and valid for use in English language learning at the tenth-grade level in Indonesian Islamic high schools.

Keywords: E-book, digital literacy, English language teaching, Interactive teaching material, Islamic senior high schools, Research and development.

1. Introduction

English Language Teaching (ELT) in Indonesia's Islamic high schools (generally called Madrasah Aliyah) presents distinctive challenges and opportunities. Madrasah Aliyahs play a crucial role in providing education that integrates Islamic teachings with secular subjects [1], including English language learning to promote better graduates in the globalized era. However, these schools often face constraints such as limited access to modern educational resources and a need for culturally sensitive teaching materials [2], [3]. With the advent of digital technology, there is a growing need to innovate teaching methods and materials to meet the evolving educational needs of students in these institutions [4]. By leveraging digital interactive platforms, such as e-books, multimedia applications, and online resources, this study seeks to bridge these gaps and enhance the quality of English language instruction this Islamic schooling context.

In this digital era, educators are expected to integrate interactive learning resources and innovative instructional materials that surpass traditional printed books. Moreover, there is a critical need to improve the accessibility of English language reading materials and textbooks within schools, especially in digital and interactive formats [5]. These formats not only provide visible content but also enrich the learning experience in virtual environments, offering supplementary resources for students. Such resources may include audio-video learning materials accessible through social media platforms [6], [7]. Furthermore, the current landscape of English learning resource development at the Madrasah Aliyah level is characterized by a diverse array of materials gathered from various sources and presented to students without undergoing a rigorous research process. This process should ideally include needs analysis and systematic procedural steps to ensure quality and relevance.

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Regarding the content of learning material, a growing body of studies indicate teachers' concerns about the instilling of contextualized Islamic values in English language teaching practices (see for example [7], [8], and [9]). However, the majority of English teaching materials in Madrasah Aliyah closely mirror those used in general Senior High Schools, resulting in a curriculum that predominantly features conventional English content devoid of Islamic elements. This uniformity is observable across various districts and cities within Lampung province. Interviews conducted with English educators at State Islamic Senior High Schools (MAN) indicate their adoption of identical teaching resources as those employed in non-religious schools. These educators expressed a growing demand for English teaching materials that seamlessly incorporate Islamic education. Such integration should encompass Islamic literacy, particularly addressing the literacy needs of contemporary Muslim youth in combating radicalism and terrorism within the context of English language education. By aligning with best practices in instructional design and technology integration, the materials can support educators in delivering engaging and effective instruction that meets the academic and cultural needs of students in Islamic schools [11].

Building on the preceding insights, the accessibility of varied learning resources emerges as critical for educators, particularly those teaching English in Madrasah Aliyah. These educators face the challenge of integrating Islamic themes into English language instruction. Despite the recognized importance of integrating Islamic values into ELT practices, there remains a notable gap in the literature regarding the development of e-books specifically tailored to address this issue. Previous studies underscore the significance of infusing Islamic perspectives into educational frameworks; however, there is scarce research focusing on the development and implementation of digital resources in term of e-books designed to support this integration within English language teaching contexts. Therefore, this research aims to assess the needs of tenth-grade students in Madrasah Aliyah for interactive teaching materials that incorporate elements of Muslim digital literacy within the English curriculum. Additionally, the study seeks to develop interactive teaching materials, particularly e-books rooted in Muslim digital literacy.

2. Method

The general objective of this developmental research was to produce interactive teaching materials based on digital literacy for students in the English language subject at Madrasah Aliyah, especially for the 10th-grade level. Specifically, this developmental research resultggthyed in 1) Analysis of interactive English language teaching materials based on digital literacy for millennial Muslims at the Madrasah Aliyah level in the Lampung Province; 2) English language teaching materials based on digital literacy for millennial Muslims for Madrasah Aliyah students in the Lampung Province; 3) Feasibility test of interactive English language teaching materials based on digital literacy for millennial Muslims at the Madrasah Aliyah level in the Lampung Province.

This research was conducted in three Madrasah Aliyah schools in the Lampung Province: MAN 1 Metro, MAN 1 Bandar Lampung, and MAN 1 Pringsewu. The developed teaching materials were designed for 10th-grade students in Madrasah Aliyah. The research utilized a research and development design, following the model developed by Thiagarahan et al., namely the 4D model with the steps: Define, Design, Develop, and Disseminate [12]. However, this research was only conducted up to the development stage due to time constraints. Three types of questionnaires were used in this study: 1) a questionnaire for analyzing the needs of teachers and students; 2) an expert assessment questionnaire (for developing textbooks and digital learning media); 3) a user trial questionnaire (for English teachers and students).
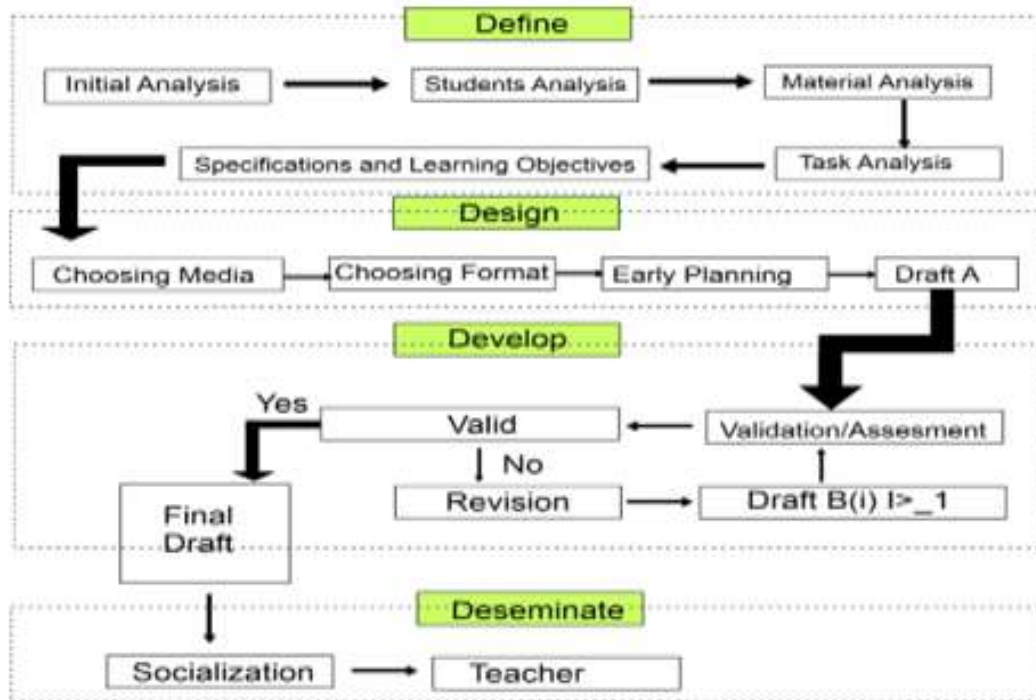
Figure 1.
Modification of 4D model.

2.1. 4D Model Explanation

2.1.1. Define
a. This stage involves analyzing the learning needs, including initial/final analysis, student analysis, material analysis, task analysis, and specification and learning objectives analysis.
b. Initial/final analysis consisted of two analyses: teacher analysis and student analysis. This involved three English teachers and 97 students from three schools, namely MAN 1 Metro, MAN 1 Bandar Lampung, and MAN 1 Pringsewu. Validation of the questionnaire was conducted before distribution to respondents, with instrument validators reviewing the questionnaire.
c. Student analysis included analyzing student characteristics based on academic abilities and learning motivation. It involved analyzing students' understanding of the 10th-grade English material.
d. Task analysis involved determining Core Competencies and Basic Competencies used and adapted to the 2013 curriculum.
e. Concept analysis was done by identifying competency achievement indicators based on the selected essential competencies and identifying sources supporting the development of teaching materials.

2.1.2. Design
The design stage consists of four steps: 1) selection and preparation of teaching material formats; 2) systematic preparation of learning materials from chapters 1 to 9; 3) preparation of teaching materials using various applications, including Flip pdf pro, bitly, QR code generator, utilize, Powtoon, WordPress, Soundcloud, courage, wondershare filmora, adobe illustrator, freepik, vecteryzy; 4) preparation of expert validation instruments.

2.1.3. Develop

In the development stage, experts validated and tested the development of teaching materials in a limited group. Validation and testing of the interactive digital format teaching product (e-book) were conducted with validity testing by validators. The instrument used was an expert assessment questionnaire. Limited tests are performed on ten students and one English teacher at MAN 1 Metro.

2.1.4. Disseminate

The dissemination stage involved distributing the product to test the effectiveness of teaching materials in the learning process. However, this research did not reach the dissemination stage due to time constraints. Thus, this research employed three types of questionnaires: 1) analysis of teacher and student needs; 2) expert assessment questionnaire (development of teaching materials, development of digital learning media); 3) user test questionnaire (English language teachers and students).

Questions were formulated using four indicators: 1) Students' need for digitally taught skills in the Islamic language; 2) Students' need for digitally taught Islamic language proficiency; 3) Students' need for Islamic learning processes and activities; and 4) Students needs to evaluate their learning. These four indicators were developed into several statements for each of the four indicators, forming a total of 16 statements. The questionnaire's objective is to understand students' and teachers' responses to the needs of teaching materials and the presence of the draft teaching materials during the development process. The questionnaire was created with a scale of choices: strongly agree with a score of 5, agree with a score of 4, neutral with a score of 3, disagree with a score of 2, and strongly disagree with a score of 1.

3. Results

3.1. Result of Students' Need Analysis

The development of teaching materials commenced with an initial research phase focused on assessing the demand for interactive English teaching resources tailored for tenth-grade students in Madrasah Aliyah. This phase involved conducting a needs analysis guided by Thiagarajan's instructional development model. The analyses included identifying and defining learning challenges (initial-final analysis), profiling student characteristics such as academic abilities and motivation (student analysis), conceptualizing competencies essential for learning outcomes (material analysis), delineating core and basic competencies aligned with the 2013 curriculum (task analysis), and specifying learning objectives (specification of learning objectives analysis). These analyses collectively informed the subsequent stages of developing targeted instructional materials to enhance English language education in Madrasah Aliyah settings.

In the initial phase of this study, a comprehensive needs analysis was conducted following the 4D model (Define, Design, Develop, and Disseminate), specifically within the define (planning) stage. This phase involved assessing the requirements of learners and educators—students and English teachers, respectively. A questionnaire comprising 16 questions derived from four key indicators was designed to gauge these needs, validated by subject matter experts prior to distribution among the participants. The findings from the student questionnaire are outlined as follows:
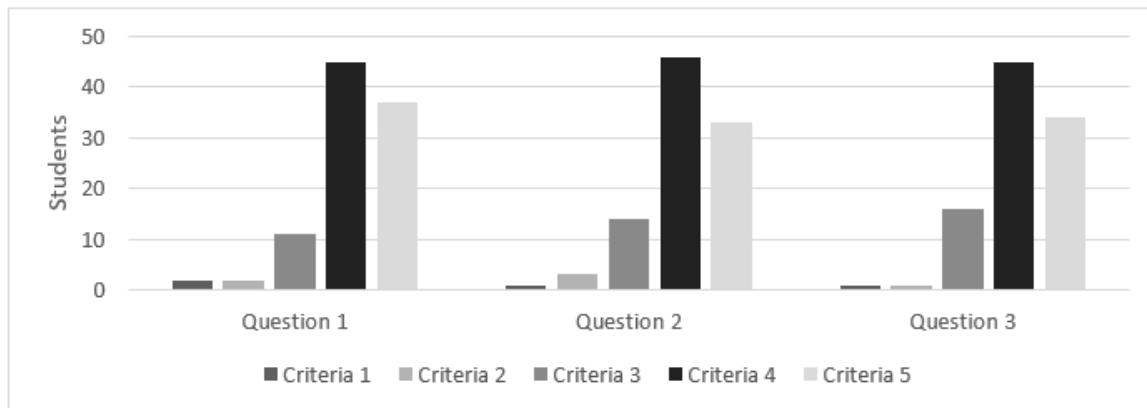
Figure 2.
Number of student needs for content/Topic of teaching materials.

Based on the findings depicted in the graph, it is evident that interactive English teaching materials leveraging digital literacy are anticipated to enhance English learning among Muslim millennials. A significant majority of 82 students expressed agreement, indicating strong support for the integration of interactive teaching tools within the English curriculum. Furthermore, 79 students affirmed their preference for interactive materials that incorporate religious themes, highlighting a desire for content that resonates with their cultural and religious backgrounds. Additionally, students emphasized the importance of comprehensive content covering all four language skills—listening, speaking, reading, and writing—integrated seamlessly within the teaching materials. These insights underscore the potential of tailored interactive resources to effectively support English language acquisition in educational settings catering to Muslim youth.
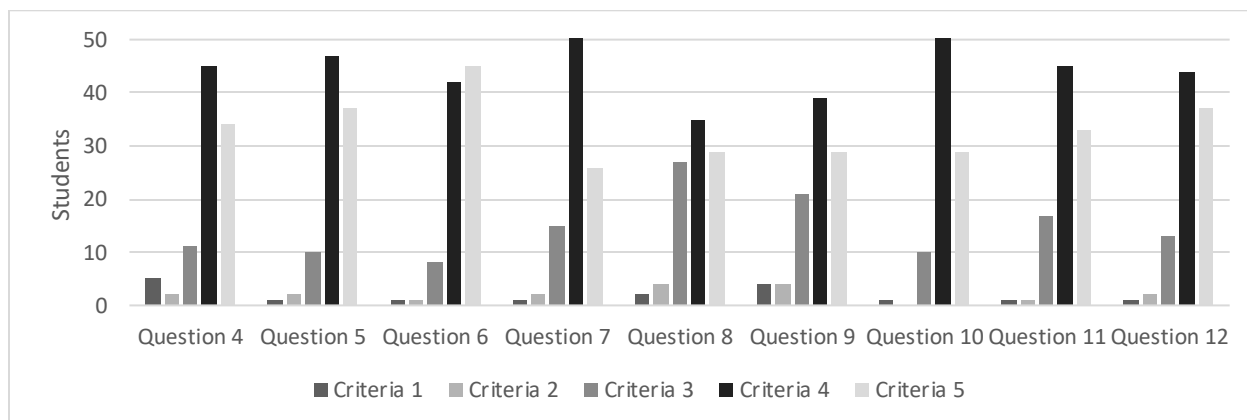

Figure 3.
Students' needs related to four language skills.

Based on the questionnaire results illustrating students' preferences for English language skills integrated with Islamic content and delivered digitally, positive responses were observed across various dimensions. Regarding listening skills, 79 students expressed agreement that shorter segments, less than 5 minutes each, are preferable (Question 4). Additionally, in response to Question 5, which focused on the inclusion of simple monologues/dialogues with Islamic nuances in listening materials, 84 students indicated agreement. Moreover, for Question 6, which queried about the effectiveness of listening skill activities in aiding learning, 87 students agreed that such activities are beneficial. These

findings underscore students' readiness and enthusiasm for digital English learning resources enriched with Islamic elements, particularly in enhancing listening skills through interactive and culturally relevant content.

Regarding speaking skills, 79 students indicated a preference for speaking skill inputs that depict everyday life contexts infused with Islamic nuances (Question 7). In terms of learning activities to enhance speaking skills, 64 students expressed a desire to practice speaking in front of the class (Question 8). For reading skills, 68 students favored reading texts shorter than 500 words (Question 9). Furthermore, 86 students agreed that reading materials enriched with Islamic nuances would be beneficial for their learning (Question 9). The preferred reading activity among students was reading aloud, with 88 students supporting this approach (Question 9). In writing skills, 81 students agreed that learning the structure of texts before writing them would be beneficial (Question 10).
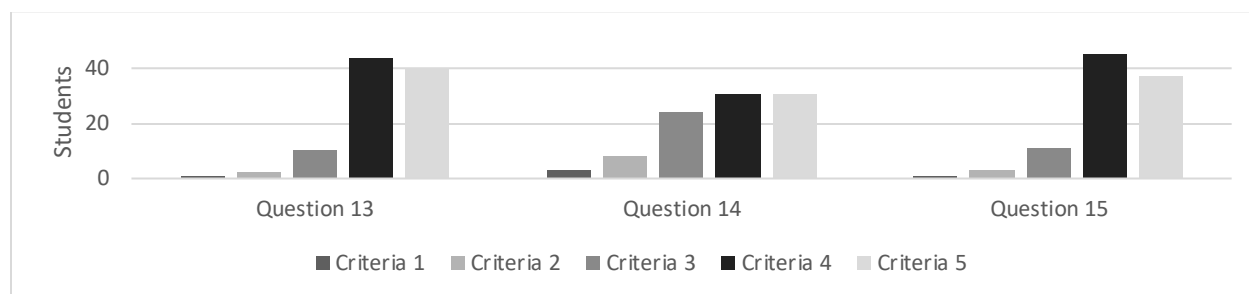

Figure 4.
Students' needs for islamic-themed learning activities/Processes.

Based on the graph of the analysis of students' needs for Islamic-themed learning activities/processes, students have their own needs according to the language skills they are learning. In question number 13, students want a writing learning activity that involves modeling. A total of 84 students agreed and strongly agreed with this activity. In question number 14 about the desired vocabulary learning activity, 62 students agreed and strongly agreed that in vocabulary learning, meanings should not be given at the beginning of the lesson. As for grammar learning activities, 82 students agreed and strongly agreed that grammar tasks should involve writing sentences based on the patterns taught.
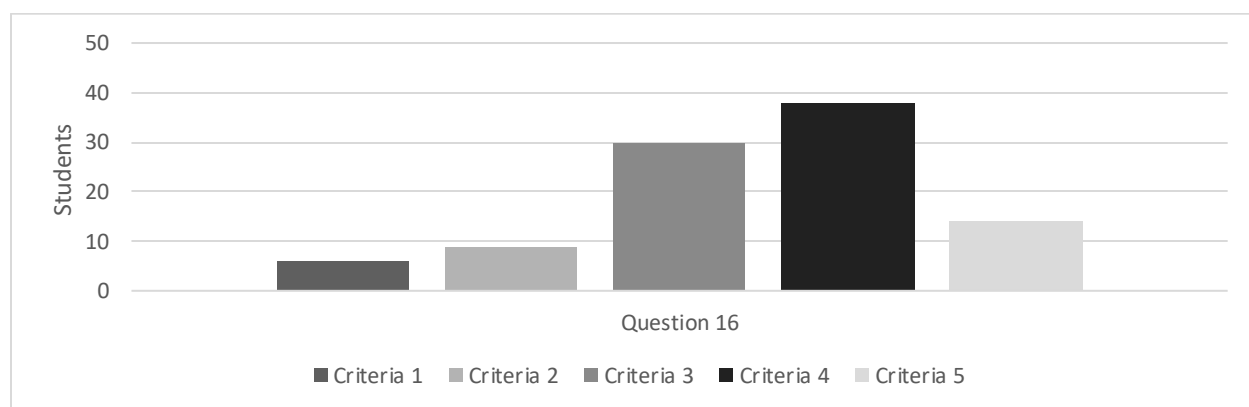

Figure 5.
Students' needs for learning evaluation.

Responses to question number 16 indicate that up to 52 students agree and strongly agree that 10–12 assignments should be completed as part of the learning process. Based on the results of the analysis

of students' needs conducted by considering four indicators of needs formulated into 16 questions and given to 97 students from 3 Islamic Senior High Schools in Lampung, namely MAN 1 Metro, MAN 1 Bandar Lampung, and MAN 1 Pringsewu, a percentage of 80.9% was obtained.

3.2. Results of Teacher Need Analysis

The needs analysis was also conducted on teachers in the three State Islamic Senior High Schools (MAN) who were subjects in this research on the development of interactive English teaching materials. One English teacher represented each MAN. There were 17 questions in the questionnaire provided. The questions were divided into four indicators of teacher needs. These four indicators are 1) the needs of teachers related to content/topics based on digital literacy for Muslim millennials; 2) the needs of teachers related to the four language skills (listening, speaking, reading, and writing) with Islamic content to be taught digitally; 3) the needs of teachers for Islamic-nuanced learning activities/processes, and 4) the needs of teachers for learning evaluation. The results of the overall teacher needs questionnaire analysis can be seen in the following table.

Table 1.
Questionnaire on the needs of teachers for digital interactive teaching materials.

Questions	Criteria/ Score				
	1	2	3	4	5
1. Utilizing English teaching materials that are interactive and based on Muslim digital literacy will enhance your proficiency in delivering instruction through digital platforms.					
2. The subject matter of the preferred interactive English teaching materials based on muslim digital literacy is connected to religious themes.					
3. The interactive English teaching materials based on Muslim digital Literacy that you desire should contain four integrated language skills.					
4. The duration per segment of English listening material (Listening Skill) that you prefer is > 5 minutes.					
5. The desired listening skill input entails a straightforward model of monologue/dialogue, complemented by a compilation of vocabulary and expressions imbued with an Islamic nuance.					
6. The envisioned listening skill activity to aid in teaching listening involves the utilization of images that are pertinent to the listening material.					
7. The desired speaking skill input entails descriptions of everyday life contexts infused with an Islamic nuance.					
8. The envisioned speaking skill activity aimed at assisting in teaching speaking involves practicing simple monologue/dialogue models in front of the class.					
9. The length of the input material for English reading skills that you prefer is <500 words.					
10.The favored reading skill input involves reading materials supplemented with vocabulary related to Islamic-themed texts.					
11.The desired reading skill activity for teaching reading includes reading aloud with accurate pronunciation and intonation, followed by answering questions.					
12.The preferred writing skill input involves focusing on sentence structure (grammar) related to the text to be written.					
13.The activity aimed at assisting students in learning to write entails composing texts based on existing models, ensuring correct grammar and organizational structure.					
14.The activity intended to assist in teaching vocabulary involves interpreting					

English words or expressions in the text without initially providing their meanings.					
15.The desired activity for grammar tasks involves constructing sentences based on the patterns that have been taught.					
16.The effective number of tasks you think in one material unit is 10 – 12 tasks.					
17.You prefer to provide evaluation at the end of each unit/chapter.					

Note: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree.

Table 2.
Results of the needs analysis for interactive teaching materials based on Muslim digital literacy (For Teachers).

Teacher	Questions																	Total	Percentage
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
1	5	4	5	4	4	5	5	5	5	5	5	4	5	4	4	4	4	77	90,6
2	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	81	95,3
3	3	4	3	5	5	5	4	4	4	3	4	4	4	4	4	3	4	67	78,8
Average																			88,2

Based on the comprehensive analysis of the need for Interactive Teaching Materials Based on Muslim Digital Literacy, as detailed in the table, it is evident that teachers expressed agreement and strong agreement across nearly all survey questions. The findings underscore a high level of endorsement and enthusiasm among educators for integrating digital literacy infused with Muslim perspectives into teaching materials. This robust support from teachers highlights a collective recognition of the potential benefits of such materials in enhancing the educational experience for students in Madrasah Aliyah.

3.3. Feasibility of Interactive English Teaching Materials Based on Muslim Digital Literacy
Two experts in their field conducted an assessment of the feasibility of digital interactive English teaching materials for Islamic school students. The assessment was carried out to obtain feedback, critiques, and suggestions related to the teaching materials before testing them on users.

The feasibility assessment of digital interactive English teaching materials based on millennial Muslim literacy was conducted by 2 experts who are experts in their fields. The assessment of teaching materials consists of 1) Content, with 22 questions related to the content used in the teaching materials. 2) Design and organization of teaching materials, with 11 questions. 3) Presentation appeal, with 22 questions. 4) Graphics, consisting of 7 questions. 5) Readability, consisting of 6 questions. 6) Layout/Design, consisting of 6 questions. In general, the results of expert validation regarding the teaching material draft can be seen in the figure below.
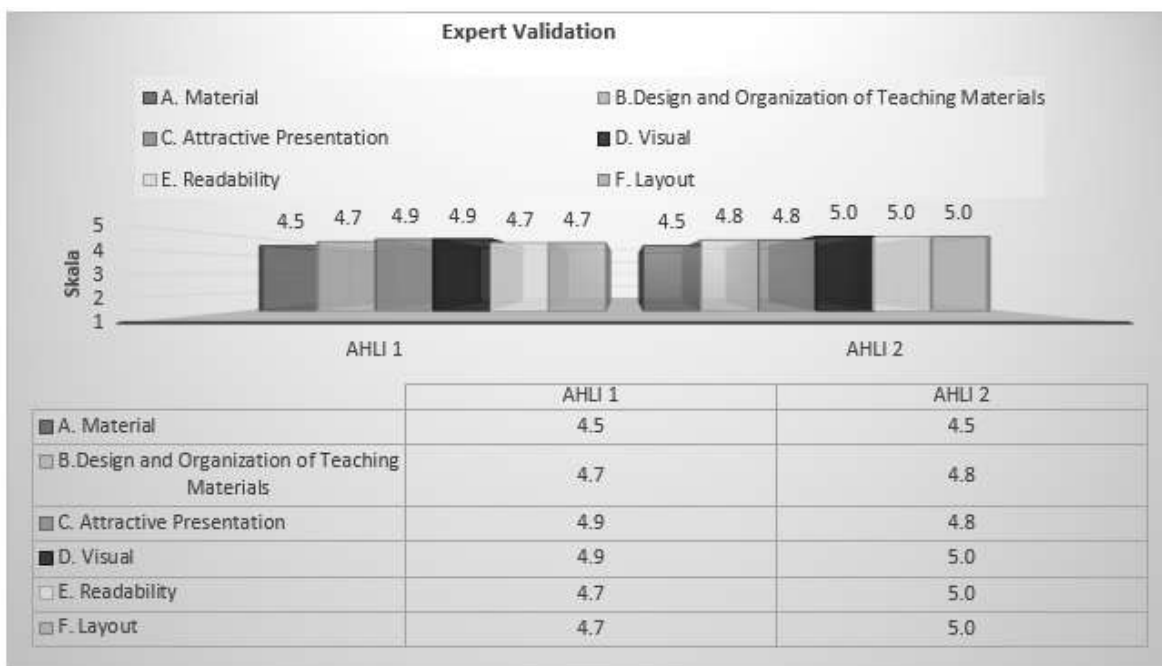
Figure 6.
Result of expert validation.

The graph illustrates the percentage scores assigned to each section evaluated by experts, with validation conducted by both the instructional material expert and the instructional media expert yielding highly favorable results. These criteria collectively reflect a comprehensive evaluation framework used to gauge the effectiveness and quality of the instructional materials under review.

3.3.1. Limited Product Testing

To determine the feasibility of the interactive English teaching materials based on millennial Muslim digital literacy, after the validation stage by experts, a limited trial was conducted with the students of grade X and the English teacher at MAN 1 Metro. The limited trial was conducted with 10 students and 1 English teacher from MAN 1 Metro. The feasibility trial of teaching materials was conducted through a questionnaire consisting of six sections. The six sections include: 1) Material, consisting of 7 questions; 2) Design and Organization of Teaching Material, consisting of 5 questions; 3) Attractiveness of Presentation, consisting of 10 questions; 4) Graphics, consisting of 6 questions; 5) Readability, consisting of 6 questions; 6) Layout consisting of 6 questions.
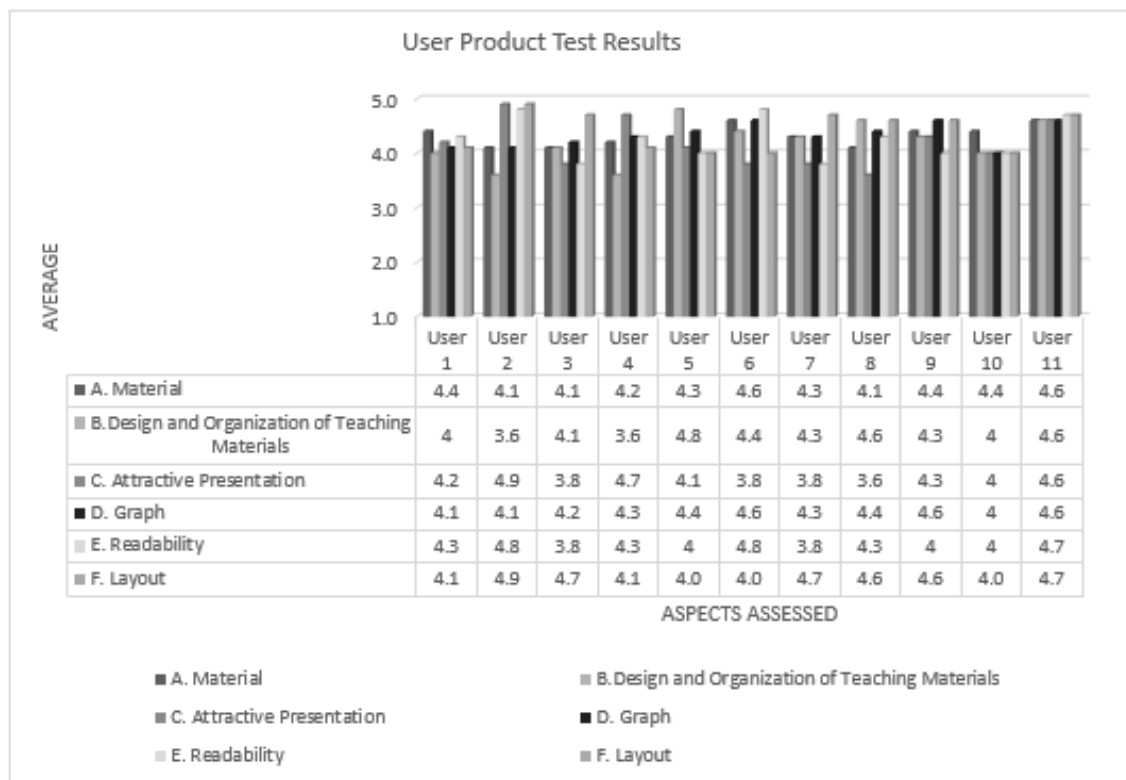
Figure 7.
Results of the product trial by users.

The trial results conducted by the 10th-grade students and the English teacher from MAN 1 Metro on the aspects of content, design, and organization of teaching materials, presentation appeal, graphics, readability, and layout obtained an overall average of 4.4. Therefore, the teaching materials are valid and suitable for use in the English learning process. Based on the needs analysis, it is concluded that the presentation of these interactive teaching materials is tailored to the teaching materials required by students and English teachers in Madrasah Aliyah in the Lampung Province. These teaching materials are also capable of fulfilling the contextual needs for achieving English learning objectives in Madrasah Aliyah. The positive trial results underscore the materials' alignment with educational standards and their ability to meet the needs of students in terms of engagement and comprehension. Effective content design and organization ensure that educational objectives are met, while appealing presentation and graphics enhance visual appeal and learner motivation. Furthermore, the high rating for readability and layout suggests that the materials are user-friendly and accessible, crucial factors in supporting effective learning experiences. These aspects contribute to creating an environment conducive to language acquisition and cultural identity development among students in Islamic educational settings.

4. Discussion

This study has revealed the strong support shown by students for interactive digital learning materials. It echoes findings from existing studies indicating that digital tools can significantly enhance student engagement [13] and motivation [14] in language learning. Interactive materials not only cater to different learning styles but also provide opportunities for students to explore content in ways that are meaningful and relevant to their cultural identities [15]. Furthermore, students' preferences for interactive teaching tools within the English curriculum, particularly those incorporating religious

themes, align closely with existing literature on educational practices in Islamic contexts. Research has consistently emphasized the importance of integrating culturally relevant content into educational materials to enhance student engagement and learning outcomes [16], [17]. Islamic schools, including Madrasahs, have been increasingly recognized for their unique approach to education, which integrates Islamic values with secular subjects like English language learning [8], [18]. These findings contribute to a growing body of literature advocating for culturally responsive pedagogy in education, where curriculum design takes into account the diverse cultural and religious contexts of learners [19]. The integration of Islamic themes into interactive English teaching tools allows educators to create a more inclusive learning environment that meets the academic and socio-cultural needs [11] of students in Islamic schools.

From teachers' side, this study shows that teachers expressed agreement and strong agreement across various aspects, and this underscores the importance of incorporating students' cultural [20] and religious backgrounds [21], [22] into educational materials to foster a sense of identity and belonging, thereby enhancing learning outcomes. In Islamic educational settings, where integrating Islamic values into the curriculum is paramount, the alignment of teaching materials with Muslim digital literacy serves to reinforce cultural identity while leveraging modern educational technologies [23]. Understanding teachers' perceptions and attutides towad the development of interactive teaching materials highlighted the role of teacher attitudes and perceptions in shaping educational practices. Teachers' agreement with the suitability of instructional materials is crucial for their effective implementation and impact on student learning outcomes. The high level of agreement among teachers in the current study suggests a readiness and endorsement of digital interactive materials that incorporate Islamic perspectives [23], reflecting a pedagogical approach that resonates with both educational standards and cultural sensitivities [24].

Regading the feasibility of digital interactive English teaching materials for Islamic school students, the assessment by the experts indicates that the materials have a good quality in all of six features, namely content, design and organization, presentation appeal, graphics, readability, and layout. The validation results provided by both the instructional material expert and the instructional media expert in the current study, indicating excellent outcomes, underscore the effectiveness of digital interactive materials in facilitating engagement and learning among students [25], [26]. The positive validation results suggest that the digital interactive English teaching materials meet rigorous standards and are well-suited for implementation in Islamic school settings. This expert validation contributes to the credibility [27] and reliability [28] of educational innovations, such as digital interactive materials, by confirming their potential to enhance teaching and learning processes.

The expert assessment was strengthened by the trial results conducted by 10th-grade students and an English teacher from MAN 1 Metro which provided significant insights into the effectiveness and suitability of the teaching materials designed for English language learning in Islamic school settings. The significant score across various dimensions—content, design, organization, presentation appeal, graphics, readability, and layout—indicates a high level of validation and acceptance of the materials among both students and educators. The trial results not only validate the materials' alignment with educational standards and objectives but also highlight their ability to effectively engage students and support their language acquisition journey in culturally sensitive ways [17] [19]. The positive reception from both students and educators underscores the materials' capacity to foster a conducive learning environment that integrates Islamic values with modern educational practices.

5. Conclusion

The present study resulted in an interactive e-book containing Islamic literacy for the 10th-grade students of Madrasah Aliyah. The study provides valuable insights into the integration of interactive teaching tools within the English curriculum for Islamic school students, emphasizing the importance of incorporating religious themes to align with cultural backgrounds and enhance student engagement in language learning. The findings underscore the potential of digital interactive materials to foster a more

inclusive and effective educational environment. Implications of this study highlight the need for curriculum developers and educators to consider cultural sensitivity and relevance when designing instructional materials. In Islamic schooling contexts, teachers are encouraged to consider integrating Islamic themes into interactive teaching tools to better support cultural identity development and enhance learning outcomes among students.

Apart from the important contribution of the study, several limitations should be acknowledged. Firstly, the study focused on a specific geographical area and may not fully represent the diversity of Islamic educational settings globally. Additionally, the sample size was limited, which may impact the generalizability of the findings to larger populations of students and educators. Therefore, this study recommends for further research around the explorination of the long-term effects of interactive materials on language proficiency and cultural identity development among students. Future studies could also investigate specific types of interactive technologies and their differential impacts on learning outcomes in diverse educational contexts. Additionally, comparative studies across different regions and educational systems would provide valuable insights into best practices for integrating digital tools in culturally responsive pedagogy.

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