Developing an Instructional Framework for Consolidating Religious Moderation Values in EFL Classroom

Nirwana(✉)

Alauddin Islamic State University of Makassar, Makassar, Indonesia
nirwana.nirwana@uin-alauddin.ac.id

Abstract. This research aims to develop an instructional framework for consolidating religious moderation values in the English Foreign Language Classroom. This research applied an Educational Research and Development (R & D) by ADDIE Models. It consists of five steps developing the instructional framework, analysis phase, Design Phase, Development phase, implementation, and evaluation. Eighty-three students in the first semester in the English and literature department are the subject of the research. The findings of this research showed that in the analysis phase, most students agreed to involve religious moderation values in English foreign language classrooms, particularly in reading for authentic text courses. Next, in the design and development phase, the researcher connected the learning objective and religious moderation indicators and situated appropriate instructional strategies and material based on the student's needs and interests. The students preferred to use many kinds of authentic text such as movies, newspapers, internet-based material, and magazines. In addition, the frameworks suggested using collaborative group works and literacy groups to consolidate the value of religious moderation in EFL Classrooms. Finally, in implementing the frameworks, the researcher determined the resources based on the religious moderation value, then used summative evaluation to see the framework's efficacy.

Keywords: Instructional Framework · Religious Moderation · English Foreign Language

1 Introduction

Radicalized people are not illiterate. They often have completed secondary or high school education [1]. Furthermore, it has become apparent that some jihadist groups see the educational institution as a desirable recruiting ground. These results led to a progressive paradigm in which the education sector is seen as critical in preventing and fighting young people's radicalization. Keeping the Fortress of Diversity in Schools, a publication produced by the Maarif Institute revealed that there were three main reasons why radicalizations emerged in many religious institutions, First, extracurricular activities were used to illustrate three essential ways radical understanding and intolerance permeate the educational setting. The second role is played by the teacher in the teaching

and learning process. Third, educational regulations remain inadequate in addressing possible radicalization-related problems [2]. Then, to prevent extreme understanding, students needed to enhance their religious moderation. Furthermore, according to the mission of the Permendikbud number 20 of 2018, the findings are also following the national mental revolution movement (GNRM) as an endeavor to enhance Character Education (PPK) [3].

The possibility of extremism in some academic systems serves as a reminder of the significance of instilling moderate social ideas in children from a young age. The phenomenon of radical expression in the name of religion, which has become a discourse in different circles, has recently put Indonesia's diversity to the test on social media and in many educational institutions [4]. This matter is also in line with the world's reality today that is facing challenges against the many explosive and intolerant groups in the name of religious truth [5]. This situation demands mainstreaming religious moderation, which must be more visible to the public. Therefore, the strategic position of mainstreaming religious moderation in the educational system must be done.

Religious moderation is known in Arabic by the Islamic term *wasathiyyah* [6]. In language, it has been explained that the meaning of *wasathiyyah* leads to the meaning of fair, primary, choice, or best, and is balanced between two opposing positions [7]. From a general perspective, establishing balance in ideas, morality, and character as a manifestation of a specific person's or group's religious attitude is known as religious moderation [8]. In addition, religious moderation exhibits tolerance respects all differences of opinion, upholds pluralism, and avoids using force to impose its beliefs in the name of religious understanding [9].

The concept of religious moderation can be reflected in the Tri Dharma of State Religious Higher Education, Ranging from academic elements (education and teaching), research, and community service, according to a book published by the Research and Development Agency and the Ministry of Religion [10]. Academics is the most important of these three areas, and it has the potential to have a big impact on creating a religious moderation attitude in students. Academic development is mostly accomplished through the creation of a religiously moderate curriculum, syllabus, or teaching materials. The Ministry of Religion working group have created various guidebooks on religious moderation in educational institutions, such as religious moderation in Islamic universities [11]. However, this book only describes how to instill religious moderation in higher education but does not present a specific framework that describes academic scientific integration as the dominant process in higher education. The other book is "Building moderate character: Module of strengthening the values of religious moderation in madrasah [12]. This module is part of the character-building effort for the students to become moderate and has an Indonesian character. The module is concerned with the religious aspect and strengthens national values but the target of this book is limited to students at secondary level educational institutions and only in Islamic subjects.

According to the Ministry of Education and Culture, one of the best ways to integrate values into education is to include them in all subjects. Examples of integration include using teaching and learning strategies that encourage the application of values in each learning activity as well as incorporating values into the content of all topics [13]. Why English as a Foreign Language? It is well recognized that language and culture are

inextricably linked. And according to Fuller and Wardhaugh, as cited by [14] One of the relations between language and culture is that social structure might influence or determine linguistic structure and/or behaviour. Teachers appear to make these attempts in their classes for language purposes.

The importance of consolidating the value of religious moderation in English foreign language classrooms deals with the instructional design to instill the value of religious moderation. Some of the previous references are not technical enough to be implemented tactically in classroom learning, but there has been no previous research or findings that can be used as a whole about the learning process, while the value in education is to establish the social order in which citizens have developed a variety of values, they should be methodically implemented via highly structured plans [15]. This is the reason why it is necessary to design or develop an instructional framework following the content of religious moderation values in the learning process in English as a foreign language classroom.

There are several choices of courses that can be used as goals in developing an instructional framework related to the main issue, Religious Moderation, this study focused on the reading for authentic text course, which is followed by semester 1 students majoring in English and literature. The instructional framework which is designed in the EFL classroom resulting from this study can be used as a reference by the lecturer who teaches this course in another department. Embedding certain values for the new students is important because this will be their foothold to go through many processes as students in college. This framework facilitated them in consolidating the value of religious moderation through classroom activity.

2 Method

2.1 Research Method

In this study, the researcher used R & D. Research and Development, a tool used to create a form of product and assess its efficacy [16]. Furthermore, basic research and development have two key goals: (1) to improve a product and (2) to assess the product's effectiveness [17]. This research will be carried out to create an educational structure for instilling the importance of religious moderation in English foreign language classrooms.

There are various approaches to creating multimedia-based instructional materials. e.g., Brog & Gall model, Hoge, et. al., model, Hannafin & Peck model, Criswell model, ADDIE model, CBI model, and so on. However, the researcher used the ADDIE approach in this study since it is based on the instructional development objectives for integrating religious moderation ideals into the English foreign language classroom.

2.2 Procedures of Research and Development

Procedures of Research and Development in developing the instructional framework for consolidating religious moderation value by using ADDIE Model consist of five steps. They are the Analysis, Design, Development, Implementation, and Evaluation of learning materials and activities [18]. Then, each step can be explained in detail as follows:

2.2.1 Analysis

All other phases of instructional design are built on the analysis phase's foundation. At this stage, the researcher defined the issue, located its origin, and came up with potential solutions. During this stage, research techniques were applied, including needs analysis, observation, and material survey. Common outcomes of this phase include the instructional goal and a list of tasks that need to be taught. These outputs will serve as inputs for the design phase.

The need analysis in this research was conducted by doing preliminary observation in 2 classes from the first semester of the English and literature department. The total students are 83 from reading for authentic text class. The researcher participated in the English teaching-learning process and watched the class activity. This observation highlights both the lecturer's instructional learning method and the study materials' subject matter.

2.2.2 Design

The outputs from the analysis phase are used to establish a strategy for developing the instruction in the Design step. You must define how to achieve the educational goals identified during the analytical phase and expand the instructional foundation during this phase. In this study, the researcher did the learning analysis and material survey based on the learning objective of reading authentic text as the research subject. In the material survey, the researcher determined the material based on the syllabus used by the lecturer in reading for authentic text course. They are:

(1) The introduction of reading for authentic text.
(2) Vocabulary building.
(3) The pattern of organization.
(4) Understanding topic sentences,
(5) Determining the main idea of the text.
(6) Reading comprehension skills.

Next, determine learning objectives, which is students able to reach each competence in this course, such as the students can:

1) Getting information both general and specific from the text.
2) Getting the major points and specifics out of the text.
3) Figuring out a word's, phrase's, or sentence's meaning based on its context.
4) utilizing grammatical coherent methods to clarify the relationships between different textual elements.
5) enhancing your ability to infer, analyze, synthesize, and read quickly.

2.2.3 Development

Both the Analyze and Design phases are built upon in the Develop phase. The creation of lesson plans and resources falls under this phase. During this stage, the researcher produced the lesson, the supporting materials, and any media that will be used in the

instruction. The development phase of this research is based on the religious moderation indicator and KKNI based Curriculum that are consolidated in English foreign language classroom by designing an appropriate instructional framework and adjusting the indicators of religious moderation value to the learning process, they are:

(1) National Commitment
(2) Tolerance
(3) Accommodating the local culture
(4) Against Violence

2.2.4 Implementation

The practical implementation of the teaching, whether classroom-based, lab-based, or computer-based, is referred to as the Implementation phase. The goal of this phase is to provide effective and efficient instruction. In addition, this phase should help students understand the topic, support their mastery of objectives, and ensure that they transfer their knowledge outside of the classroom. The developed design was tested in three courses of real text reading in this study.

2.2.5 Evaluation

This stage evaluates the effectiveness and efficiency of the instruction. The evaluation step of the instructional design process should occur before, during, and after each phase. The evaluation may be summative or formative.

In this study, the researcher focuses on the summative evaluation, which was gathering the effectiveness of the instructional framework from the student's perspectives and responses.

2.3 Instrument of the Research

A questionnaire was utilized as the research tool. This survey collects information about students' needs and interests in incorporating religious moderation values into their classrooms. It was also used to assess the instrument's quality or attractiveness during the student evaluation phase. The questionnaires are written in indonesian to avoid misunderstandings between the researcher and the respondents.

2.3.1 Data Analysis

Descriptive analysis was used to examine the data. The results of the needs analysis were methodically summarized in order to improve understanding and share what had been discovered to others. The information gathered was identified, quantified, and described.

3 Finding and Discussion

The finding obtained from this study is the steps in determining the instructional framework for consolidating the religious moderation value in English foreign language classrooms.

3.1 Analyze

Researchers undertake literature reviews and field research linked to the problems investigated and support the base of development during the data collecting stage. The results of this stage are:

3.1.1 Needs Analysis

In this study, needs analysis was carried out by sifting through and gathering crucial data regarding the students' perceptions of the consolidation of religious moderation in English language courses for foreigners and their preferred learning methods. The need analysis used the Likert scale, Strongly Disagree (SD), and Disagree (D). Agree (A), Strongly Agree (A) (Table 1).

The researcher also identified students' perspectives on integrating religious values and other social issues in the reading for authentic text courses and learning strategies that suit their needs.

Student's interests and needs are one of the important points that need to be elaborated on in developing the instructional framework. Based on the need analysis questionnaire, the researcher found that 94% (78 students) agree and only 6% (5 students) disagree with integrating religious values in the learning process, particularly in reading for authentic text courses. Furthermore, concerning the preferred issues among the religious moderation indicators, the students preferred the tolerance issue (78%), respecting local culture (51%) and against violence (31%), and national commitment (27%), which means that material content that can be integrated will more about tolerance issue in the learning process. In addition, in learning instruction and media, the students preferred collaborative group works and literacy groups by using movies, and social media such as YouTube, Web-Based materials, books and online quizzes, these are the component of reading for authentic text.

3.1.2 Curriculum Analysis

Through referring to the curriculum based on the Indonesian National Curriculum Framework and the indicators of Religious Moderation. Competence standards, fundamental competencies, and competency accomplishment indicators are evaluated during curriculum analysis. The course material selected for development is based on the context of the course's learning objectives.

3.2 Design

In this phase, the researcher identifies the learning objectives and specific skills that the students have to be obtained. Regarding the reading of authentic text, it is expected to provide literal comprehension for the students reading the text. In detail, the learning objective of the reading course is for students as the students can:

1. Getting information both general and specific from the text.
2. Getting the major points and specifics out of the text.

Table 1. Students' awareness of Religious Moderation

No	Questionnaire	(SD)	(D)	(A)	(SA)
1	I should have tried to find out the religion and belief system recognized by the State	1	28	41	13
2	It's ok to be a friend who has a different religion from me	1	18	52	10
3	I think knowing the religion, beliefs, and culture of other communities in society is less profitable	12	65	6	0
4	I find it strange if the prayer together is represented by someone else's religion	4	40	29	10
5	I feel disturbed when I learn and suddenly listen to the sound of other people's religious symbols	13	57	12	1
6	I think certain religions cause social conflicts and controversy in society.	15	63	5	-
7	When a friend of a different religion sit beside me at the beginning of the lesson, I allowed him/her to pray according to his religion	-	2	40	41
8	I don't want to be involved in building houses of worship for other religions that are near where I live	19	52	12	-
9	I respect religious symbols displayed in public places	0	5	47	31
10	I appreciate the celebration of other religious holidays	2	16	49	16
11	I feel responsible for preserving the diversity of the people in my country.	-	-	60	23
12	As students, we must be agents of peace in a diverse society	-	6	40	35
13	I agree that conflicts and violence in society are triggered by the understanding of the adherents of their religion	50	20	10	3
14	I donate to the underprivileged through a friend's charity bag even though they have a different religion from me	-	4	46	33
15	I agree that local culture can be replaced with a new culture over time	-	5	63	15

3. Figuring out a word's, phrase's, or sentence's meaning based on its context.
4. Utilizing grammatical coherent methods to clarify the relationships between different textual elements.
5. Enhancing your ability to infer, analyze, synthesize, and read quickly

Varieties of instructional strategies can be used based on the classroom situation. It can be taken in context to the course's topic and materials. Students can draw meaningful connections between topics studied in class and real-life circumstances using instructional tactics. They provide students with the opportunity to demonstrate their knowledge and self-correct when necessary. Effective instruction is more than just one person with more knowledge passing on their knowledge to another. As a result, effective reading teachers recognize that reading may be taught using a range of ways. Educators must

Table 2. Interrelated instructional materials

Learning Objectives	Topic /Material	Resources	Assessment
Students can deduce the meaning of words, phrases, and sentences based on the context	Vocabulary Building	Authentic text (Movie)	Self-Assessment/ Quiz /Retelling
Students can explain the relations between parts of the text through grammatical cohesive devices.	Pattern of Organization	Authentic Text (magazines, news)	Students Worksheet
Getting the main ideas and detailed information from the text.	Understanding topic Sentences and determining the main idea	Authentic text (Advertisement, brochure, written news)	Students Worksheet
Developing the skills of inference, analyzing, synthesizing, and speed reading.	Reading comprehension skill	Authentic text (newspaper, internet,)	Authentic Reading Tasks and Questions

adapt their instruction to the needs of their students. Furthermore, regardless of curriculum materials, pedagogical methodologies, or reading programs, creative lecturers achieve higher results (Table 2).

3.2.1   Development

The researcher created the instruction, as well as all of the media that would be utilized in it, and any accompanying documentation. The development phase of this research is based on the religious moderation indicator and Indonesian National Curriculum Framework that are consolidated in English foreign language classrooms by designing the appropriate instructional framework and adjusting the indicators of religious moderation value to the learning process. The result of this phase is a comprehensive set of learning resources:

1. Content
2. Sources for additional content
3. Lesson plans
4. Instructional strategies
5. Selected media to facilitate the learning process
6. A comprehensive set of directions for each instructional episode and independent activities that facilitate the student's construction of knowledge and skills
7. A comprehensive set of directions that will offer guidance to the teacher as he or she interacts with the students during the planned instruction
8. A summative evaluation plan (Table 3)

Table 3. Developed Instructional Framework

Learning Objectives	Message (Religious Moderation)	Materials	Resources and Learning Media	Language Skills	Instructional Activities	Evaluation
Students are able to deduce the meaning of words, phrases, and sentences based on the context	National Commitment	Vocabulary Building	Authentic text (Movie)	Vocabulary Construction, Phonemic Awareness	Questioning	Self-Assessment/ Quiz /Retelling
Students are able to explain the relations between parts of the text through grammatical cohesive devices.	Accomodatif to the local culture	Pattern of Organization	Authentic Text (magazines, news)	Fluency and Acurracy	Collaborative Group Work	Students Worksheet
Getting the main ideas and detailed information from the text.	Againts Violence	Understanding topic Sentences and determining main idea	Authentic text (Advertisement, brochure, written news)	Literal Comprehension Skills	Classroom Talk	Students Worksheet
Developing the skills of inference, analyzing, synthesizing, and speed reading.	Tolerance	Reading comprehension skill	Authentic text (newspaper, internet,)	Skimming, Scanning, Analyzing	Literacy Groups	Authentic Reading Tasks and Questions

3.2.2 Implementation.

The researcher sets the plan into action during the implementation phase. The three main stages in this study are preparing the learners, preparing the teachers, and setting up the learning environment. The researcher can demonstrate the course is a very active and authentic approach to attaining the learning objectives using these three steps.

1. Preparing the lecturer

Getting the lecturer ready for the materials, course objectives, multi-media, assessment, and activities will be used in the learning process. For them to be aware of and comprehend all of the materials. Even more, they are going to be more comfortable using it. In this study, the researcher is the lecturer of reading for authentic text. The following step that the lecturer does in this part is: First, Select the text such as movies, newspapers, magazines, or internet-based material related to the issue of religious moderation. Second, create the evaluation form. Due to the need analysis, the student's interest in the learning media are movies and internet-based materials. In this study the researcher used movie to enhance the student's vocabulary building. In addition, selected learning media and material instruction are based on the framework in the development phase.

2. Prepare the learners

The student must be prepared following the lecturer's instructions. Along with preparing the students, the lecturer ensures they have all the necessary resources, tools,

and knowledge to participate in the class. For instance, we want to ensure that students know the specifics of a course in educational technology before it starts, such as when and where it will be conducted, how many credits it will count toward, and what software will be necessary, among other things.

3. Organizing the learning environment

Coordinating the learner's space is the final step in the implementation phase. This isn't only to ensure that there are classes accessible to teach this class, that chairs, tables, and a whiteboard are available, or that students in the online classroom follow the synchronous learning process. Additionally, instructors must prepare all papers and any other materials they want to use in class. Furthermore, the lecturer must prepare the necessary materials, such as markers and checks, in order to convey the subject. If the instructors are well-prepared, they will be able to concentrate solely on delivering the information and experience.

3.3   Evaluation

The summative evaluation method was adopted by the researcher in this study. It's for students' replies after they've completed all of the steps or for monitoring while the learning process is in progress. Summative evaluation can be used by the researcher to evaluate the learners' outcomes and the effectiveness of all the design elements after the students have finished the course or design. We can construct particular evaluation questions that require students to demonstrate how they classify the teaching from strongly disagree to strongly agree. How do you feel about the textbook we used in this class, for example, As a result, the options will be limited. Strong disagreement, natural, strong agreement, and strong agreement. We can also ask them open-ended questions to help us identify our deficiencies and attempt to improve them. Making the evaluation anonymous to the learners so they may give us an honest evaluation without fear is an important element we must make sure we cover while writing the assessment. The following evaluations are carried out in this research.

4   Discussion

For a number of factors, including religious convictions making the assessment private for the students is an essential element. It should be embedded into the learning process, including English. First, Due to the escalating problems in Indonesia such juvenile delinquency, bullying, violence, intolerance, and corruption, educational stakeholders must play a part in resolving these problems by incorporating value education into their curricula. Value education is the dissemination of wholesome principles in social, political, cultural, and artistic spheres [19]. Religion covers these ideals because it is where everything is governed. Second, Its goals included helping students develop their moral and spiritual selves, giving them advice on how to conduct themselves, and rebuilding an adaptable and flexible educational system for the development of student's abilities that are influenced by moral or spiritual principles in their daily activities. Providing

an instructional framework will serve as a guide for incorporating the importance of religious moderation into other courses.

Some studies and procedures have been carried out by some researchers. For example, offers a few suggestions about how to incorporate Islamic principles into ELT. Start by writing an English textbook with Islamic content [20]. This approach involves the textbook author providing and exploring an English book with Islamic messages, concepts, or texts. Topics or texts like 'How to Perform Wudhu' and 'Economic Concept in Islam,' for example, freely express the message of Islam. As a result, students can communicate their thoughts and opinions about Islamic subjects in English.

Additionally, "invisible" ways to communicate Islamic messages, including through pictures, names, structures, actions, language, and other things. The book's illustrations should reflect Muslim society's realities, such as pictures of veiled women, mosques, and so on [21]. According to the findings of this study, employing diverse media and ways to impart the concept of religious moderation should be considered, as well as student input in deciding the topics and media used.

Written instruction in the learning process will be beneficial in promoting inclusive religious moderation in higher education. Students and lecturers' needs and interests might also be factored into the learning design. In a practical sense, some educational value is similar to character education included in foreign language teaching. As developed in previous research, the integration can be enforced by (1) adopting the character values with the lesson, (2) infusing character values in every learning activity, (3) conveying character values through the teaching technique employed, and (4) planting and implementing character education values in everyday life [22]. Whether the focus shifts from school to class, character education is intimately related to education. Character education is valued by teachers and organizations, but they are often unsure of their abilities to carry out a formal project. When community and school leaders collaborate to prioritize character education and staff training, enormous benefits can be realized to benefit future generations.

Starting with academic components (education and teaching), research, and community service, higher education is meant to represent the vision of religious moderation in the Tri Dharma of Higher Education [23]. Academic institutions are the most important factor and have the most potential to influence students' religious moderation attitudes. Academic development can take the form of creating a curriculum, syllabus, or teaching materials, as well as resources with a religious moderation approach [24]. Religious moderation can be taught in tertiary institutions as a set of values and practices. When religious moderation is included into the curriculum, it is intended not just at students, but also at lecturers, who will change their knowledge and values.

In the learning process, obstacles in implementing in the classroom will certainly arise. That was because religious moderation is indeed a relatively new concept in higher education, despite the fact that religious moderation is constantly being developed. Lecturer qualifications are the most important thing to have before teaching the adoption of religious moderation in the learning process.

5   Conclusion

In summing up, Students' understanding of how to use recognized English as a language that is both theoretically and practically suited for reinforcing Islamic values is fostered in the English foreign language classroom in addition to English language instruction. In Indonesia, there are many ways to incorporate religious values into the learning process, especially when teaching English as a foreign language. Some of these methods include adapting the integrated language curriculum to an Islamic perspective, including Islamic content on learning materials, and including meaningful activities that relate to integrating religious values into the learning process. Based on the foregoing description, the authors, English teachers, and department stakeholders can make some important recommendations to help reinforce religious moderation ideals.

References

1. Sas M, Ponnet K, Reniers G, et al. The role of education in the prevention of radicalization and violent extremism in developing countries. *Sustain*; 12. Epub ahead of print 2020. DOI: https://doi.org/10.3390/su12062320.

2. Sutrisno E. Aktualisasi Moderasi Beragama di Lembaga Pendidikan. *J Bimas Islam* 2019; 12: 323–348.

3. Husna U, Thohir M. Religious Moderation as a New Approach to Learning Islamic Religious Education in Schools. *Nadwa* 2020; 14: 199–222.

4. Umum PT. 630–1455–2-Pb. 2011; 4: 145–163.

5. Bouzid HA, Jadida E. Promoting Values of Religious Tolerance through. 2016; 1: 89–100.

6. Zahroh S, Na'imah N. Peran Lingkungan Sosial terhadap Pembentukan Karakter Anak Usia Dini di Jogja Green School. *J PG-PAUD Trunojoyo J Pendidik dan Pembelajaran Anak Usia Dini* 2020; 7: 1–9.

7. Abdul Syatar. Strengthening Religious Moderation in University: Initiation to Universitas Islam Negeri Alauddin Makassar. *KURIOSITAS Media Komun Sos dan Keagamaan* 2020; 13: 236–248.

8. Ramli R. Moderasi Beragama bagi Minoritas Muslim Etnis Tionghoa di Kota Makassar. *KURIOSITAS Media Komun Sos dan Keagamaan* 2019; 12: 135–162.

9. Akhmadi A. Moderasi Beragama Dalam Keragaman Indonesia Religious Moderation in Indonesia ' S Diversity. *J Diklat Keagamaan* 2008; 13: 45–55.

10. Wahyudi WE. Tantangan Islam Moderat di Era Disruption. *Proc Annu Conf Muslim Sch* 2018; 922–928.

11. Anwar RN, Muhayati S. Upaya Membangun Sikap Moderasi Beragama Melalui Pendidikan Agama Islam Pada Mahasiswa Perguruan Tinggi Umum. *Al-Tadzkiyyah J Pendidik Islam* 2021; 12: 1–15.

12. Ikhsan NF. Internalisasi Nilai-Nilai Moderasi Islam Dalam Pembelajaran Pai Dan Implikasinya Terhadap Sikap Sosial Siswa Di Sma Ma'Arif Nu 1 …, http://repository.iainpurwokerto.ac.id/id/eprint/9165 (2021).

13. Annisa, Hadijah S. The integration of Islamic values in English teaching and learning process at MAN Model Palangka Raya. *Proc 1st Ina (International Conf English Lang Teaching)* 2017; 35–50.

14. Madkur A, Muharom Albantani A. Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context. 2018; 115: 97–103.

15. Nunn R, Brandt C, Deveci T. Project-based learning as a holistic learning framework: Integrating 10 principles of critical reasoning and argumentation. *Asian ESP J* 2016; 12: 9–53.

16. Prof. dr. sugiyono. prof. dr. sugiyono, metode penelitian kuantitatif kualitatif dan r&d. intro (PDFDrive).pdf. *Bandung Alf* 2011; 143.

17. Gustiani S. Research and Development (R & D) Method as a Model Design in Educational Research and Its Alternatives. *Holistics J* 2019; 11: 13–14.

18. Branch RM. *Approach, Instructional Design: The ADDIE*. 2009.

19. Veugelers W, Vedder P. Values in teaching. *Teach Teach Theory Pract* 2003; 9: 377–389.

20. Zuliati Rohmah. Incorporating Islamic messages in the English Teaching in the Indonesian Context. *Int J Soc Sci Educ* 2012; 2: 2223–4934.

21. Nirwana N. Attractive : Innovative Education Journal. *Use Themat Reading-Based Approach Internalizing Relig Moderation Underst ELT Students Voice* 2022; 4: 1–12.

22. Albantani AM, Madkur A. Integrating Character Education Values in Language Teaching: Why and How? *4tInternational Conf Elit* 2016; 400–402.

23. Hefni W. Moderasi Beragama dalam Ruang Digital: Studi Pengarusutamaan Moderasi Beragama di Perguruan Tinggi Keagamaan Islam Negeri. *J Bimas Islam* 2020; 13: 1–22.
24. Nirwana N, Darmadali WS. Instilling Religious Moderation Value in ELT through Cross-Cultural Understanding Course. *Elsya J English Lang Stud* 2021; 3: 117–125.