Designing English Syllabus for Islamic Education Study Program at IAIN Palopo

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ABSTRACT

This research aimed to design the English syllabus for first semester students of the Islamic Education Study Program at IAIN Palopo. Based on the observation in June 2019, the researcher found several problems from the previous syllabus, such as the syllabus used general English, not specific English; the syllabus served a little portion of the discussion on topics of students' needs and interests of Islamic Education. The research design used in this research was Research and Development (R&D) utilized the 4D model. It consists of defining, designing, developing, and disseminating. The procedures included analyzing English materials needed by the students of the Islamic Education study program then design the syllabus. The designed English syllabus for students of the Islamic Education study program at IAIN Palopo includes learning goals, learning material, learning methodology, learning indicators, and learning media. The product was tried out to the second semester of students of the Islamic Education study program at IAIN Palopo. The instruments were used in this research were questionnaires for need analysis and observation sheets for three expert validators and students' perception. In this research, three experts were involved in order to validate the product. There were five systematic aspects that they validate of the product: Format Syllabus, Syllabus Content, Language and Writing, and Time allocation. Therefore, the result indicated that based on the experts' validation as well as try-out design result, the product of this research was appropriate to be applied for students of the Islamic study program in the first semester as the primary syllabus for the English course.

Keywords: Design, Syllabus, English for Islamic Education.

INTRODUCTION

English as a foreign language (EFL) teaching is considered to be a compulsory subject at IAIN Palopo where the students have to pass four until six credits of English courses before graduation especially for non-English Department. EFL consists of two categories, including English for General Purposes (EGP) and English for Specific Purposes (ESP). EGP defined as an English teaching that teaches overall English competence to the students where needs cannot be readily specified. Whereas ESP refers to an English teaching in which all the content and the method are given based on the students' needs. Based on the observation by the researcher, Islamic Education Study Program is one of the non-English departments at IAIN (Institut Agama Islam Negeri) Palopo which learn English for three semester or six credits. This study program changed over from applying EGP to ESP for English course named English for Islamic Education. It especially intend to meet particular instructional objectives such as to enable students reading English text, writing an English paper, listening an English speech, making presentation end etc. that is relevant with the students' field of study i.e Islamic Education. However, the
existing syllabus mostly deals with the general English that gives a little portion of the discussion on topics of students' need and interest about Islamic Education. It can be inferred that Islamic Education study program at IAIN Palopo did not have a suitable syllabus for this course yet. An appropriate syllabus is an important item in teaching and learning considering syllabus consists of learning activities and objectives. According to Cooper and Cuseo (1989) "a good syllabus has been cited in a survey of 200, administrators, and students as the element most often contributing to successful college teaching". In that way, syllabus can be defined as a list of plan that is arranged before initiating a course. Related to the delimitation of the problem, the researcher formulated the research question as follows: What is the appropriate syllabus for Islamic Education Study Program students of IAIN Palopo? Based on the formulation of the problem, the researcher determined the objective of the research was to design an appropriate English syllabus for Islamic Education Study Program students of IAIN Palopo.

METHODS
Research Design
This research is categorized as Research and Development (R & D) method. R & D is a research method which can be used to produce a particular product and test the effectiveness of the product. In producing the product, the researcher firstly identified the needs (using survey which is qualitative in nature), develops a product, and then tests the effectiveness of the product (using an experiment). The product can be in the form of a syllabus, a model, a pattern, a procedure, a book, a module, a package, or a program. It is also be able to be used to develop the existing product. In this research method, the researcher would identify the learners’ needs, design a product, try-outs the effectiveness of the instructional materials, and disseminates the product. In this study, the researcher will design a syllabus by utilizing 4-D model which is developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel.

Research Procedure
In this study, 4-D model has four main phases such as:

1. Defining
In this phase, the researcher collected the information about the learners' needs for learning English. The information was about target needs (needs, lacks, and wants) and learning needs (activities and setting). The researcher also did interview with the English lecturer, Islamic lecturers' and the alumnus of Islamic Education Study Program for additional information about the learners’ needs. This analysis was used by the researcher to determine the suitable English syllabus for the Islamic Education Study Program Students of IAIN Palopo.

2. Designing
In this phase, the researcher designed the product based on the result of learners’ need analyses. The researcher designed a product which refers to an English syllabus based on defining phase previously.

3. Developing
In this phase, the researcher developed the English syllabus based on the experts' and users' validity as well as the result of try-out. In this step, the researcher developed the product with good validities from three experts' judgments (Curriculum developer, Islamic Education lecturer/Islamic material expert, English lecturer/English material expert) and the users (learners). It purposed to get some feedback which revises the syllabus based on them. In this phase, the materials that had been designed and developed will be revised again as a final draft of the product.
4. Disseminating
The product that had been developed and revised based on the judgments previously would be disseminated in this phase. It would be published through seminar, social media, journal, etc for supporting disseminating.

Location and Time of the Research
This research was conducted at State Islamic Institute of Palopo, South Sulawesi especially for students of Islamic Education Study Program. It was conducted on June 2019- June 2020.

Subject and Object of the Research
The Population in this research was all the students at the first semester, Islamic Education Study Program, Tarbiyah and Teacher Training Faculty, they are five classes in the class of 2018 with amount of students is 181. The sample of this research was 70 students that had been conducted by using random sampling technique.

Technique and Data Collection Instrument
1. Interview, the researcher did some interviews with Islamic students and Islamic Education teachers. The interviews are used to collect the information about target need (goal in learning English).
2. Questionnaires, the questionnaires items consists of some target needs (necessity, wants, lacks) and target needs that was spreaded through google form.

Data Analysis Techniques
1. Interview, the result of interview had been analyzed by using descriptive qualitative method.
2. Questionnaire, the conducted data from the needs analysis questionnaire, which are distributed to the learners in need assessment phase, is described based on the answers that the learners choose to represent their needs. The result of this need assessment questionnaire will be calculated using the following formula.

\[ X = \frac{\sum x}{N} \times 100\% \]

\( X \) = the mean
\( \sum x \) = the number of the students who have the same answer
\( N \) = the total number of the students

After calculating the mean score of each material topic, the researcher would define them as an appropriate English syllabus for Islamic Education

Table 3.1: Classification Students’ Perception about the Syllabus Materials

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentage</th>
<th>Qualification</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,6 - 4</td>
<td>90% - 100%</td>
<td>Excellent</td>
<td>Can be used without revision</td>
</tr>
<tr>
<td>2,6 - 3,5</td>
<td>65% - 89%</td>
<td>Good</td>
<td>Can be used with a little bit revision</td>
</tr>
<tr>
<td>1,6 - 2,5</td>
<td>40% - 64%</td>
<td>Fairly</td>
<td>Can be used with much revision</td>
</tr>
</tbody>
</table>
RESULTS

1. The Result of Interview

There were two items of the questions used as interview guide: (1) in your opinion, how important is English for Islamic Education? and (2) Explain your reason of the answer of the first question. There were several statements about these questions as representative answered of Islamic students:

“I think English is very important to learn because it is an international language because if we want to continue our study abroad, we will need English for study and communication”

“English is very important to us because it will help us to delivered Islamic speech around the world. Without knowing English, it is impossible to do it considering English is a worldwide language”

2. The Result of Need Analysis Questionnaire

a. Target Need

1) Need

The first question of needs was about the Islamic students’ goal in learning English. The results were 25% of students chose to use English for teaching Islamic Education, 48% of students chose to use English for helping them to understand Islamic Education material references (oral and written) that served in English, 13% of students chose to use English for delivering Islamic speech, and 29% of students chose to use English for assisting them in further education.

![Figure 4.1: the Islamic students’ goal in learning English](image)

b. Lacks

For the question number 3, it was about Islamic students TOEFL scores. Based on the answer, 93% of students had not ever taken a test at all. The rest, 1% of students
obtained >500 of TOEFL scores; 1% of students again obtained 451-499 of TOEFL scores; and 4% students obtained < 424 of TOEFL scores.

![Figure 4.2: Islamic students TOEFL score](image)

c. Wants

The following question is about *Aqidah/Islamic belief* topic that is interesting for the students to study in the English for Islamic Education course. There were 80% of students chose *Ilahiah*, namely discussion of something related to ilah (God) such as the form of Allah, the names of Allah, and the attributes of Allah, and others; 38% of students chose *Nubuwah*, which is a discussion of everything related to prophets and messengers including talk about the books of Allah, miracles and so on; 20% of students chose *Ruhaniah*, namely the discussion of everything related to the metaphysical realm, such as angels, jinn, devils, demons and spirits; and 25% of students chose *Sam’iyah*, which is a discussion of everything that can only be known through sam’i namely the proof of naqli in the form of the Koran and as-Sunnah, such as the realms of barzakh, afterlife, grave doom, and so on.

![Figure 4.3: Students preferred Islamic topic](image)
b. Learning Needs

1) Activities

The next question was about the right sequence for learning English in students’ opinion. There were 48% of students chose the sequence of listening, speaking, reading, writing; 36% of students chose the sequence of listening, reading, speaking, writing; 9% of students chose the sequence of speaking, listening, reading, writing; and 10% of students chose the sequence of speaking, reading, writing, listening.

![Figure 4.3: Sequence English activities](image)

2) Setting

The next question was about preferred English task activities by the Islamic students. There were 29% of students chose individual task, 29% chose pairing task, and 62% chose grouping of 3-5 task.

![Figure 4.4: Students' preferred task activities](image)

3) Additional information

The last question again was not a multiple choice questions. It was about the required things by Islamic students in order to improve their English skills. Most of the students answered that they need more vocabulary and how to pronounce it.

c. The Result of Designed Syllabus

Based on the result of need analysis above and refers to Indonesian National Qualification Framework, the result of the designed syllabus as follows:
## RENCANA PEMBELAJARAN SEMESTER (RPS)
### PROGRAM STUDI PENDIDIKAN AGAMA ISLAM
#### INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO

<table>
<thead>
<tr>
<th>MATA KULIAH</th>
<th>KODE</th>
<th>RUMPUN</th>
<th>BOBOT (SKS)</th>
<th>SEMESTER</th>
<th>TANGGAL PENGESANAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAHASA INGGRIS UNTUK PENDIDIKAN ISLAM</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

**GURU/BASIS**
- Deny Pengembang RPS
- Koordinator RPS
- Ketua

**CAPAIAN PEMBERIAN**

<table>
<thead>
<tr>
<th>CP/Profil CPT</th>
<th>KETERLIAN</th>
<th>KETERAMPILAN</th>
<th>KETERBELAJARAN</th>
</tr>
</thead>
</table>
| (M1) Bertalawa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
| (P1) Menguatkan pengembalian dan langkah-langkah berkemajuan hidup insan masup tujuan dengan menggunakan bahasa Inggris dalam persastraan dunia akademik dan dunia kerja.
| (P5) Menguatkan perilaku diri dan kelakuan sebagai agama rabbatun fal alawin
| (KU.1) Mampu menunjukkan pemikiran kritis, sistematis, dan inovatif dalam konsep pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;
| (KU.2) Mampu menunjukkan kinerja mandiri, bermata dan teliti.
| (KU.3) Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja.
| (KU.4) Mampu berfikir kritis dalam tim, menunjukkan kemampuan kreatif (creativity skill), inovatif (innovation skill), kritis kritis (critical thinking) dan pemecahan masalah (problem solving skill) dalam pengembangan kritik dan pelaksanaan tugus di dunia kerja.
| (KU.5) Mampu menerapkan pengetahuan dan keterampilan teknologi informasi dalam konteks pengembangan keahlian dan implementasi bidang keahlian secara efektif dan berdaya guna. |

**Deskripsi Singkat MK**

Bab Kajian

1. Kosa kata yang berkaitan dengan Rukun Islam, Rukun Iman, shalat, sholat, aktivitas positif sebagai seorang muslim, tolok-telok Islam inspiratif, upaya membangun generasi Islami, kisah hidup rasul Ullul Azmi, Amr Ma’ruf Nabi Mangkur, hal-hal yang harum dan halal, dan pendidikan Islam di Indonesia.
2. The five pillars of Islam
3. The six pillars of faith
4. to do (do, did, does)
5. to be (am, is, are) + verb-ing
6. to be (am, is, are) + ANA (Adjective, Noun, Adverb)
7. to have.
8. sell + verb
9. active and passive voice
10. Question word (5W+1H)
11. asking and giving advice
12. showing prohibition
13. asking and giving opinion

Pustaka

Utama:
Website:
1. Wikishow.com

Pendukung:
Book:

Media Pembelajaran

Perangkat Lunak:
Slide Powerpoint, Internet, E-Learning, Video, Audio

Perangkat Keras:
Laptop, LCD

Tim Teaching

Mata Kuliah Syarat: Mata Kuliah Wajib

<table>
<thead>
<tr>
<th>Minggu Ke</th>
<th>Sub CP-MK</th>
<th>Indikator</th>
<th>Kriteria dan Bentuk Penilaian</th>
<th>Metode Pembelajaran (Estimasi Waktu)</th>
<th>Materi Pembelajaran (Pustaka)</th>
<th>Bobot Penilaian n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Mahasiswa mengetahui Mekanisme perpulihan, promosi pembelajaran, dan penilaian</td>
<td>-</td>
<td>Ceramah Tanya jawab (100 menit)</td>
<td>Kontrak Perkalian</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

II
1. Mahasiswa memahami konsep pronoun dan verb
2. Mahasiswa mengetahui kosa kata verb yang berkaitan dengan
1. Mampu mengidentifikasi pronoun dan verb dalam sebuah kalimat atau paragraf.
2. Mampu memahami 2. Ketepatan dalam
1. Ketepatan penggunaan pronoun dan verb dalam penggunaan dalam sebuah kalimat atau paragraf.
2. Mampu dalam
1. Ketepatan Learning
2. Pengamalan Rukun Islam (I) | Task-based Learning (100 menit) | Pengamalan Rukun Islam (I) | 5% |
<table>
<thead>
<tr>
<th>III</th>
<th>Mahasiswa memahami penggunaan to do</th>
<th>Mampu menggunakan to do dalam menjelaskan tata cara thaharah dan shalat.</th>
<th>Ketepatan dalam menggunakan to do dalam menjelaskan tata cara thaharah dan shalat.</th>
<th>Task-Based Learning</th>
<th>Pengamanan Rukan Islam (II)</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Mahasiswa mengetahui kosa kata verb yang berkaitan dengan aktivitas positif sebagai seorang muslim</td>
<td>Mampu memahami makna kosa kata verb yang berkaitan dengan aktivitas positif sebagai seorang muslim</td>
<td>Ketepatan dalam menerjemahkan dan menggunakan kosa kata verb yang berkaitan dengan aktivitas positif sebagai seorang muslim</td>
<td>Task-based Learning</td>
<td>(100 menit)</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>2. Mahasiswa memahami konsep verb-ing</td>
<td>Mampu menggunakan to be (am, is, are) + verb-ing dalam mengemukakan aktivitas positif</td>
<td>Ketepatan menggunakan to be (am, is, are) + verb-ing dalam mengemukakan aktivitas positif</td>
<td>Muslim</td>
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</tbody>
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<tbody>
<tr>
<td></td>
<td>1. Mahasiswa mengetahui kosa kata verb yang berkaitan dengan upaya membangun generasi Islami.</td>
<td>Mampu menggunakan will + verb/ in dalam mengemukakan hal-hal yang berkaitan dengan upaya membangun generasi Islami.</td>
<td>Ketepatan dalam menggunakan will + verb/ in dalam mengemukakan hal-hal yang berkaitan dengan upaya membangun generasi Islami.</td>
<td>(100 menit)</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Mahasiswa memahami konsep will + verb/ in</td>
<td>Mampu menggunakan will + verb/ in dalam mengemukakan hal-hal yang berkaitan dengan upaya membangun generasi Islami.</td>
<td>Ketepatan dalam menggunakan will + verb/ in dalam mengemukakan hal-hal yang berkaitan dengan upaya membangun generasi Islami.</td>
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<thead>
<tr>
<th>VI</th>
<th>Mahasiswa memahami konsep Adjective, Noun, dan Adverb</th>
<th>Mampu mengidentifikasi Adjective, Noun, dan Adverb dalam sebuah kalimat atau paragraf.</th>
<th>Ketepatan dalam mengidentifikasi Adjective, Noun, dan Adverb dalam sebuah kalimat atau paragraf.</th>
<th>Task-based Learning</th>
<th>Tokoh Islam Inspiratif (I)</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Mahasiswa memahami konsep Adjective, Noun, dan Adverb</td>
<td>Mampu mengidentifikasi Adjective, Noun, dan Adverb dalam sebuah kalimat atau paragraf.</td>
<td>Ketepatan dalam mengidentifikasi Adjective, Noun, dan Adverb dalam sebuah kalimat atau paragraf.</td>
<td>(100 menit)</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>
| VII | 1. Mahasiswa memahami penggunaan *to be* (am, is, are) + *ANA* (Adjective, Noun, Adverb)  
2. Mahasiswa memahami penggunaan *to be* (was, were) + *ANA* (Adjective, Noun, Adverb)  
1. Mampu menggunakan *to be* (am, is, are) + *ANA* (Adjective, Noun, Adverb) dalam mendeskripsikan tokoh-tokoh Islam inspiratif.  
2. Mampu menggunakan *to be* (was, were) + *ANA* (Adjective, Noun, Adverb) dalam menceritakan biografi singkat tokoh-tokoh Islam inspiratif.  
4. Ketepatan dalam menerjemahkan dan menggunakan kosa kata *ANA* (Adjective, Noun, Adverb) dalam menceritakan biografi singkat tokoh-tokoh Islam inspiratif. | Task-Based Learning  
(100 menit) | Tokoh Islam Inspiratif  
(II) |
| VIII | UTS |
| IX | 1. Mahasiswa memahami konsep *verb II* dan *verb III*  
1. Mampu mengidentifikasi *verb I*, *verb II*, dan *verb III* dalam sebuah kalimat atau paragraf.  
4. Ketepatan dalam menerjemahkan dan menggunakan kosa kata *verb I*, *verb II*, dan *verb III* yang berkaitan dengan tokoh-tokoh Islam inspiratif. | Task-Based Learning  
(100 menit) | Tokoh Islam Inspiratif  
(III) |
| X | 1. Mahasiswa memahami penggunaan *did*  
2. Mahasiswa memahami penggunaan *to have*  
1. Mampu menggunakan *did* dalam menceritakan biografi singkat tokoh-tokoh Islam inspiratif  
2. Mampu menggunakan *to have* dalam menceritakan biografi singkat tokoh-tokoh Islam inspiratif  
3. Ketepatan menggunakan *did* dalam menceritakan biografi singkat tokoh-tokoh Islam inspiratif  
4. Ketepatan menggunakan *to have* dalam menceritakan Tokoh Islam Inspiratif  
(IV) | Task-Based Learning  
(100 menit) | 10% |
<table>
<thead>
<tr>
<th></th>
<th>tokek-tokeh Islam inspiratif</th>
<th>biografi singkat tokek-tokeh Islam inspiratif</th>
<th></th>
</tr>
</thead>
</table>
| XI | 1. Mahasiswa mengetahui 6 Rukun Iman dalam Bahasa Inggris.  
2. Mampu menggunakan active and passive voice dalam mengemukakan hal-hal yang berkaitan dengan pengamalan Rukun Iman. | 1. Ketepatan dalam mengemukakan 6 Rukun Iman menggunakan Bahasa Inggris.  
2. Ketepatan menggunakan active and passive voice dalam mengemukakan hal-hal yang berkaitan dengan pengamalan Rukun Iman. | 5% |

Pengamalan Rukun Iman

<table>
<thead>
<tr>
<th></th>
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<th>Task-based Learning</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(100 menit)</td>
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</tbody>
</table>

| XII | 1. Mahasiswa mengetahui kosa kata yang berhubungan dengan Rasul ulul azmi  
2. Mahasiswa memahami penggunaan 5W+1H | 1. Mampu memahami ruaka kosa kata yang berhubungan dengan Rasul ulul azmi  
2. Mampu menggunakan 5W+1H menuisikan poin-poin penting dari kisah teladan | 1. Ketepatan menceritakan kosa kata yang berhubungan dengan Rasul ulul azmi  
2. Ketepatan menggunakan | 10% |

Rasmi Uul Azmi

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Task-based Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(100 menit)</td>
<td></td>
</tr>
</tbody>
</table>

|   | Rasul ulul azmi  
3. Mampu meceritakan kisah teladan Rasul ulul azmi | 5W+1H menuisikan poin-poin penting dari kisah teladan Rasul ulul azmi  
|---|---|---------------------|---|

| XIII | 1. Mahasiswa mengetahui kosa kata yang berhubungan dengan amar ma'ruf nahi mungkar  
2. Mahasiswa memahami penggunaan ungkapan asking and giving advice dalam pengamalan amar ma'ruf nahi mungkar | 1. Mampu memahami makna kosa kata yang berhubungan dengan amar ma'ruf nahi mungkar  
2. Mampu menggunakan ungkapan asking and giving advice dalam pengamalan amar ma'ruf nahi mungkar | 1. Ketepatan menceritakan kosa kata yang berhubungan dengan amar ma'ruf nahi mungkar  
2. Ketepatan menggunakan ungkapan asking and giving advice dalam pengamalan amar ma'ruf nahi mungkar | 5% |

Amar Ma'ruf Nahi Mungkar

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Task-based Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(100 menit)</td>
<td></td>
</tr>
</tbody>
</table>

| XIV | 1. Mahasiswa  
1. Mampu memahami  
1. Ketepatan | Task-based | Halal dan Haram | 5% |

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DISCUSSION

The designed syllabus as the product of this research was designed by using 4D (Defining, Designing, Developing, and Disseminating) models research method. It also utilized ESP (English for Specific Purposes) approach in designing the syllabus. The procedures in designing an ESP syllabus are related to 4D models procedures, it is conducting students’ needs before designing a syllabus. However, in designing syllabus, the researcher related needs’ analysis result with the valid curriculum in Islamic Education study program i.e. INQF (Indonesian National Qualification Framework). Finally, as the result of Experts’ Validation and students’ perception in try-out, the designed syllabus of English for Islamic Education are appropriate with the students.

CONCLUSION

The English syllabus that is appropriate with the students includes several components:

a. Learning goal of English for Islamic Education is to communicate both oral and written using English in as Islamic students and Islamic Education teacher,
b. Learning materials: English Material is basic English and vocabulary including part of speech, auxiliary verb (to be, to do, to have, and modals), question words, active and passive voice, asking and giving advice, showing prohibition, and asking and giving opinion. Islamic Material including the five pillars of Islam, the six pillars of faith, how to perform thaharah and Islamic prayer, inspirational Islamic figure, Ulul Azm prophet, Ammar ma’ruf nahi mungkar, haram and halal, and Islamic education in Indonesia.

c. Learning Methodology is task-based learning.

d. Learning Media are picture, video, and social media.

The expert validation for the designed syllabus and students’ perception about the material are excellent means can be used in learning English for Islamic Education for the first semester students.

REFERENCES


