

**THE EMBEDDING ISLAMIC VALUES INTO READING  
COMPREHENSION MATERIAL: STUDENTS'  
PERCEPTION AT SMP ISLAM TERPADU FATHONA  
BATURAJA**

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**Abstract**

This research analyses students' perception of the embedding Islamic values into reading comprehension material. This research uses the case study with descriptive qualitative. The objective of the research was to determine students' perceptions of embedding Islamic values into reading comprehension material at SMP Islam Terpadu Fathona Baturaja. The population of this research was 41 students of SMP Islam Terpadu Fathona Baturaja. The researcher took 41 students as the sample by applying total sampling. The data was collected through the questionnaire. It consists of 30 statements. The result of this research: 1. Stimulates students interest shows about 60,73% of students answered "often" and "always"; 2. Students participation and openness to ideas shows about 76,35% of students answered "often" and "always"; 3. Interpersonal relationship among the students and the teaching during the learning program shows about 84,14% of students answered "often" and "always" of the embedding Islamic values into reading comprehension material. It means that students assume that Islamic values contained in reading comprehension material and their application in the English classroom have stimulated student interest in learning, students will be able to actively participate in class and be able to open their minds logically and critically in creating self-creativity to read material that contains Islamic values and have a good relationship with the teacher if the teacher creates a comfortable atmosphere that will make students feel supported to express ideas with the topic related to embedding Islamic values.

**Keywords** : *Islamic Values, Reading Comprehension, Students' Perception*

## INTRODUCTION

Reading is one of important skill in English. The reader can getting information and knowledge by reading everything, especially reading material or reading text. According to Mikulecky (2011, p.5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. Woolley (2011) says that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Students who often or even enjoy reading can make their reading skills increase. When reading, students not only add the ability to read for themselves, or even students will be able to develop meaning in a text and share information with others.

In the context of EFL teaching, English is a compulsory subject and one subject is examined in a national examination. Idris (2014) states that English is only a special foreign language usually taught as a subject in schools. In Islamic schools, especially Islam Terpadu school, learning materials especially in reading comprehension material are often integrated with Islamic values themselves. Islam Terpadu school has the same curriculum as the education office is 2013 curriculum which has been used as a reference in schools in Indonesia. However, Islamic schools add their own curriculum, they are have Islamic character building and this curriculum will be teach to students

but it still suitable with 2013 curriculum. The material taught was in accordance with the curriculum and syllabus of the 2013 curriculum and combined with Islamic character building curriculum.

Every student has a different perception on the same thing. Jarvis (2015, p.108) stated to put in and to analyze information is called as perception. Students in various stages of learning up to read do your best to understand their instructions; However, they can develop perception about reading that impedes their progress or makes reading assignments rather mysterious activity. The inculcation of Islamic values in reading comprehension material is another potential that is embedded in Islamic schools.

The researcher did pre-observations to get preliminary data through interviews with the English teacher of SMP Islam Terpadu Fathona Baturaja, Mike Meiserly on June 5, 2020. From teacher information, the researcher found that there was an additional curriculum from Islam Terpadu school in addition to the curriculum used by the education department. Teaching procedures in class are also slightly different from schools in general because the lesson plans made by teachers were a combination of the curriculum of the education department and the curriculum from the Islam Terpadu school itself and make students learn more about Islamic values contained in it, especially in reading comprehension material.

Based on the explanation, the researcher was interested in knowing the students' opinions about Islamic values contained in the reading comprehension material. This research has investigated

students' perception in reading comprehension material so that the researcher has conducted a research entitled "*The Embedding Islamic Values into Reading Comprehension Material: Students' Perception at SMP Islam Terpadu Fathona Baturaja*".

## **METHODOLOGY**

This research used a case study with a descriptive qualitative research design. In this research dominated by a qualitative approach. A case study involves a deep understanding through several types of data sources, especially evaluation in which the researcher can develop analysis of case, program, event, activity, and process (Creswell, 2002).

### **a. Subject of Research**

Population is a group of individuals who have the same characteristic (Creswell, 2012 p.142). The population of subject were 41 students of SMP Islam Terpadu Fathona Baturaja in academic year 2020/2021. The researcher used a total sampling technique because the number of members of the population was less than 100 people. The researcher took the number of samples in this research were 41 students at SMP Islam Terpadu Fathona Baturaja as sample of subject the research.

### **b. Instrument**

In this research, the researcher used a questionnaire to collect data. According to Sugiyono (2012), questionnaire is data collection techniques that done by giving a set of questions or statements to the respondents to answer. Closed questions used in this research. This type was suitable with the topic of the research which asks

the students' perceptions of the embedding Islamic values into reading comprehension materials.

**c. Data Analysis Technique**

The researcher analyzed the data by calculating the percentage of students' perception questionnaires about the embedding Islamic values into reading comprehension material at SMP Islam Terpadu Fathona Baturaja that contained a LikertScale.

**d. Procedure of Research**

- The researcher did pre-observations to get primary data from research subjects.
- The researcher make a proposal entitled "The Embedding Islamic Values into Reading Comprehension Material : Students' Perception at SMP Islam TerpaduFathona Baturaja".
- The researcher distributed questionnaires to students who are the subject of this research to collect data. In this research, the questionnaire was adapted from Noortyanti (2018) and Rozaq (2012). All data of the questionnaire students' perception of the embedding Islamic values into reading culture material at SMP Islam Terpadu Fathona Baturaja collected and then become a transcript for analysis.
- The researcher calculated the scale frequency of the questionnaire items to beconverted into percentages.
- The researcher classified the scores interpretation.

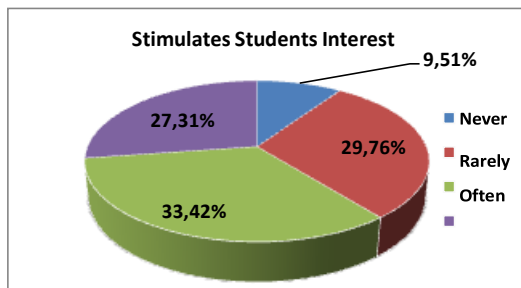
**FINDINGS AND INTERPRETATION**

**Stimulates Students Interest**

From the findings, it was found that the percentage of students 'perceptions about stimulating students' interest in statements 1 until 10. They were as follow: About 39,27% (9,51%

+ 29,76%) of students answered “never” and “rarely”, 60,73% (33,42% + 27,31%) of students answered “often” and “always”. It mean that the most of reading material still discuss general topic. Students will interested and motivated to the topic related the embedding Islamic values for their reading comprehension material.

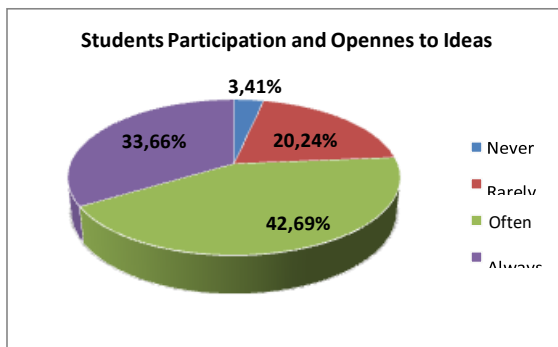
**Chart 1. The Result of Stimulates Students Interest**



**Students Participation and Oppenes to Idea**

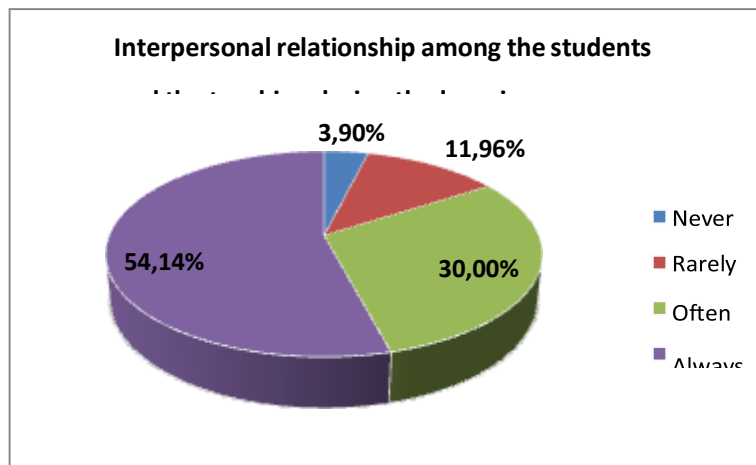
From the findings, it was found that the percentage of students participation and oppenes the ideas in statements 11 until 20. They were as follow: About 23,65% (3,41% + 20,24%) of students answered “never” and “rarely”, 76,35% (42,69% + 33,66%) of students answered “often” and “always”. It mean that the teaching and learning process in the classroom, however difficult the problem will still be faced. Students will actively participate and students will also be able to open their mind to reading material that contain Islamic values.

**Chart 2. The Result of Students Participation and Oppenes to Ideas**



**Interpersonal Relationship among Students and the Teaching during the Learning Program**

From these findings it was found that the percentage of interpersonal relationship among the students and the teaching during the learning program in statements 21 until 30. They were as follow: About 15,86% (3,90% + 11,96%) of students answered “never” and “rarely”, 84,14% (30,00% + 54,14%) of students answered “often” and “always”. It mean that students have good interpersonal relationship with the teaching during learning process can help students feel welcomed and supported in expressing their opinion and feedback on the opinion expressed with the topic related the embedding Islamic values.



**Chart 3. The Result of Interpersonal Relationship among the Students and the Teaching During the Learning Program**

**INTERPRETATION**

Firstly, stimulates students interest shows the data about 60,73% of students answered “often” and “always”, so the researcher interpreted that many students wanted to make Islamic values such as politeness, honesty, trustworthiness and even contain quotes from the verses of the Qur’an as one of the topics or vocabulary in the reading text that students needed in reading comprehension material that can broaden their knowledge and insight that were useful for education their

morals. It is related to research Madkur and Albantani (2017) found that The schools need to supply the textbooks with more Islamic values, especially, those related to faith, worship and morals to help building up and developing the Muslim youths' personality so that the teachers can have a kind of guidance in a classroom.

Secondly, students participation and openness to ideas shows the data about 76,35% of students answered "often" and "always", so the researcher interpreted that students will be more active in participating in learning which affects their mindset to stay enthusiastic and not give up on any problems faced by increasing English topics that relate to Islam which helps them to have good communication with their teacher and friends so that students can be more courageous, think logically and critically in creating self-creativity towards a view or idea. It is related to research Uswatun Hasanah & Mufidatunnisa (2018), found that most of students were in an agreement that integrated English and Islamic materials could sway the way of their mind thinking related to the current issue.

Thirdly, interpersonal relationship among the students and the teaching during the learning program shows the data about 84,14% of students answered "often" and "always", so the researcher interpreted that most students will be able to easily accept the material well if the teacher during teaching creates a pleasant learning atmosphere, gives good lectures and advice as implied Islamic values and conveys material clearly and enthusiastically so as to create a comfortable and conducive atmosphere in learning which will make students feel supported by the classroom environment in expressing their opinions during the learning program. It supports the statement by Clark (1995) in research Uswatun Hasanah & Mufidatunnisa (2018) mention that the purpose of good rapport is to create a congenial atmosphere in which students who are having difficulty will seek help from the instructors and in which students feel welcome to offer alternative explanations in class and to get feedback on their ideas.



## CONCLUSION

Based on the results of data analysis, the researcher concluded that students had a positive response if the reading comprehension material contained Islamic values. Based on the results of data analysis, it can be concluded that : 1) The embedding Islamic values into reading comprehension material will stimulate student interest and motivation in reading and not confuse or frustrate students; 2) Students will be able to actively participate in class and not give up on the problems they face and be able to dare to express their opinion about an idea and be able to open their minds logically and critically in creating self-creativity to read material that contains Islamic values; 3) Students will also have a good interpersonal relationship with the teacher if the teacher during teaching creates a pleasant learning atmosphere that creates a comfortable atmosphere that will make students feel supported in expressing their opinion with the topic related to embedding Islamic values.

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