

*Original Research*

# Integrated Islamic Values and Local Wisdom in English Textbook Design for Islamic Higher Education

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**Abstract**

The integration of Islamic values and local wisdom in English language education remains underexplored, particularly in the context of Islamic higher education. Many existing textbooks lack contextual relevance, leaving a gap in materials that can support both linguistic competence and cultural identity. This study seeks to address this gap by developing an English textbook specifically for students of the Islamic Family Law Study Program, incorporating both Islamic values and the local wisdom of Tana Luwu. Using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) Research and Development (R&D) model, the study engaged 50 undergraduate students and three expert validators. The findings suggest a meaningful improvement in students' English proficiency, as indicated by pre-test and post-test results, which showed a positive learning impact. The validation process also yielded encouraging results, with expert assessments averaging 3.6/4 for content and language, and 3.4/4 for design, suggesting the textbook's strong potential with minor refinements. Student perception surveys further reinforced its effectiveness, with 91% finding the textbook useful, 88% recognizing its cultural and religious relevance, and 80% highlighting its engaging and interactive features. Qualitative feedback highlights greater motivation and a stronger connection to English and Islamic legal principles. This study contributes to culturally responsive pedagogy by providing an empirical, data-driven framework for integrating religious and local cultural values into English language education. Its broader implication lies in offering a scalable model for similar curriculum developments in other disciplines, reinforcing education's role in preserving cultural identity while enhancing linguistic competencies in Islamic higher education.

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## 1. Introduction

The number of Islamic educational institutions in Indonesia is very large, covering various levels from basic education to higher education, with various types such as madrasah, Islamic boarding schools and Islamic colleges (Defnaldi et al., 2023). Each of these institutions has unique characteristics that are not only based on a religious teaching approach, but are also influenced by the cultural background of the region where they are located. For example, Islamic boarding schools in Java may have a stronger Javanese cultural nuance (Hakim, 2023), while Islamic educational institutions in Sumatra or Sulawesi adopt different local cultural elements (Sutarno et al., 2023). This diversity reflects how rich Indonesian culture is, which includes various ethnicities, languages and customs. This creates a more inclusive and contextual approach to Islamic education, where students are taught not only the teachings of the religion, but also how the religion can be applied in everyday life according to local cultural norms (Hifza et al., 2020).

The number of English textbooks, especially those used in Islamic higher education do not focus on fostering Islamic character development. Foreign culture is widely included in textbooks used in EFL classrooms, which is not appropriate given Islamic culture (Nafiah, 2020; Rohmana, 2020) and There is a

limited resources of reading materials with an Islamic integration (Cahyo et al., 2019) and the textbook's material is not grounded in Indonesian culture. In addition, the book's illustrations are out of place in Islamic society. In terms of costume usage, the learning materials commonly included images of women wearing short pants, which are inappropriate for Islamic culture (Ariyanto, 2018). The current situation demonstrates that many of the EFL learning resources utilized in Indonesian classrooms are devoid of regional culture (Sapoetra, 2020). Most students consequently learn little about local wisdom and Indonesian customs.

The best approach to develop religious character while maintaining local culture as a part of national identity is to combine these two ideals in an educational context (Hasyim & Puspita, 2019; Trisnowali et al., 2022). As part of the characteristics of Islamic schools, the Ministry of Religious Affairs provides students with additional or supplemental resources that include Islamic concepts and local wisdom. This decision is very justified because it helps create holistic and relevant education for students, as well as maintaining a balance between religious teachings and local culture (Laili, 2017). This approach strengthens students' cultural identity while instilling strong religious morality, making them individuals who are not only intelligent, but also have strong roots in spiritual and social values appropriate to the environment in which they live (Nafiah, 2020).

For educators to help students develop their religious and spiritual identities, it is crucial that Islamic principles be presented to or integrated into all academic disciplines taught in schools, including English (Wijayanto, 2020). Moreover, it is the way to enhance and fortify Indonesian native wisdom is to preserve culture as a reservoir for local wisdom. Integrating both Islamic values and local wisdom into English learning materials creates rich culture and interesting learning experience for students (Emelfa & Ramadhan, 2024). By ensuring that the material is relevant and considerate of the cultural and students religious backgrounds, this approach promotes an inclusive learning environment.

Based on the results of initial observations by researchers as part of English lecturers in the Islamic family law study program, researchers discovered the fact that the English books currently used are still general English. The content of these English books is not yet characterized by Islamic values which are the vision of Islamic universities. It was found that several texts or illustrations in the book displayed a lifestyle that showed freedom of association, clothing that was not in accordance with Islamic teachings, or activities that were not common in Islamic culture, such as dance parties or certain celebrations. This is very contradictory to the Islamic Family Law study program. Unfortunately, these themes and content do not uphold Tana Luwu's local wisdom or Islamic values, which are among the main attributes of the IAIN Palopo as an Islamic institution. Because of technological advancement and historical ruin, the younger generation sometimes disregards local wisdom, especially in Tana Luwu, a rich cultural area (Pajarianto, 2022). Tana Luwu has local wisdom principles such as humanizing (*sipakatau*), respecting (*sipakalebbi*), and remembering (*sipakaingge*) are part of Tana Luwu, a pluralistic culture (Zubair et al., 2022). This fact confirms that the books currently available are not able to fulfill the vision and mission of the IAIN Palopo institution which integrates Islamic values and local wisdom in every aspect of learning as the uniqueness of the institution.

To overcome this gap, the first effort that can be made is to include Islamic values and local wisdom in textbooks. This study builds on previous research in the field of educational material development. A number of researchers have previously integrated language teaching materials with local wisdom. One of them was carried out by Wulandari, Sundari and Ellysfani (Wulandari et al., 2020) in designing English books for secondary level. Furthermore, the development of ELT material by including local culture was carried out by Nafiah (Nafiah, 2020) with Jambi local culture. Other material developments include local culture in Kudus (Luthfa Nugraheni et al., 2024), Bali (Kertih & Sriartha, 2022), Rokan Tase (Wastuti et al., 2021), Jepara. There are also Laili (2017) and Darmayenti, Besral & Yustina (Darmayenti et al., 2021) who include character education in developing English materials. However, previous research frequently focused at religious integration or cultural integration independently, without using a holistic approach that incorporates both. So far there has not been a single English language textbook that integrates these values specifically for the Islamic Family Law study program and local wisdom of Tana Luwu.

The development of this teaching material is the first breakthrough to develop an English textbook specifically designed for Islamic Family Law students that integrates Islamic values and Tana Luwu's local wisdom. This innovation has never been done before for Islamic Family Law students. English textbooks used by Islamic Family Law study programs should be prepared with content that is relevant to Islamic values and the needs of family law studies. This book contains English material that addresses topics such

as the principles of Islamic law, the values of justice in the family, the rights and obligations of family members, as well as the concepts of marriage, divorce and inheritance according to sharia. In addition, learning materials can include vocabulary and terms that often appear in Islamic law, and situation-based reading texts or dialogues that are ethical and meaningful for learning Islamic law. Thus, the book not only develops students' English language skills, but also supports their understanding of the study of Islamic family law in a relevant global context.

These textbooks can influence student engagement, cultural understanding, religious identity formation, or even broader pedagogical practices in Islamic education. By integrating local religious and cultural values, teaching materials not only teach language skills, but also shape students' character, strengthen their identity, and help them appreciate culture and religion in a global context. Apart from that, this approach can be expanded or adapted to other subjects or regions in developing Islamic-based textbooks in accordance with the local wisdom of each region. For institutions, this book will fully support the achievement of the institution's vision to develop quality and professional scientific integration characterized by local wisdom. The broader impact is that the results of this research can shape future curriculum development that can be adopted by educators and curriculum makers in similar contexts.

Based on the background description above, the researcher developed the following research questions in light of the background: "How to design an English textbook that is integrated with Islamic values and local wisdom for the Islamic family law study program?"

## **2. Literature Review**

### **2.1 Integration of Islamic Values in Education**

Islamic values play an important role in education, emphasizing holistic individual development by integrating spiritual, moral, intellectual and social dimensions. These values, which originate from the teachings of the Koran and Hadith, serve as guidelines for students in cultivating virtues such as honesty, responsibility, compassion and justice. Educational approaches often include character education as a core component, where Islamic principles are not just taught but are realized by educators who become role models for their students (Alhamuddin et al., 2022). This integration fosters a learning environment that encourages students to internalize ethical behavior and develop a strong moral foundation, preparing them to face life's challenges with integrity and empathy (Anggraeni et al., 2023).

Islamic values can be integrated into various educational materials through relevant and contextual approaches in each scientific discipline. In language lessons, for example, texts can be presented that highlight the moral examples of the Prophets or inspirational Islamic figures (Laili, 2017). In the social sciences and humanities, Islamic values of justice, human rights, and compassion can be applied to understand social problems and ethical solutions (Defnaldi et al., 2023). Meanwhile, in the field of science, an understanding can be instilled that science is a gift from God that must be used for the good and welfare of humanity (Trisnowali et al., 2022). In this way, each subject not only conveys knowledge, but also shapes the character of students so that they become knowledgeable and moral people, in accordance with the goals of Islamic education.

### **2.2 Local Wisdom In Language Teaching**

Local wisdom in education plays an important role in strengthening students' cultural identity and providing a deeper understanding of social values, history and traditions passed down in society. Local wisdom contains knowledge and wisdom that is unique to society, which can be a source of value in education (Parhan & Dwiputra, 2023). The integration of local wisdom in education helps students not only understand science theoretically, but also relate it to their daily social and cultural context (Emelfa & Ramadhan, 2024). In the context of globalization, this approach is important to maintain a balance between technological progress and modernity with local values that underlie a nation's identity (Hasanah et al., 2023). Education based on local wisdom can help students become adaptive individuals in the global world, while still respecting and preserving their cultural heritage.

Integration of local culture into English teaching materials can be done through selecting texts and topics that are relevant to local culture. For example, reading material can be folk tales, legends, or local history translated into English, so that students can learn the language while getting to know their own culture (Hindun et al., 2024). Conversation practice and presentations in English can be directed at topics about

daily life or local cultural traditions, such as traditional ceremonies, typical culinary delights, or annual festivals. In addition, writing assignments can involve students in describing cultural objects, such as traditional houses or traditional clothing. In this way, learning English not only improves students' language skills, but also forms a deep cultural understanding, which in turn strengthens a sense of pride in local cultures (Nurhayani et al., 2020).

### **2.3 Integrating Islamic values and local wisdom into language learning material**

The integration of Islamic value and local wisdom into pedagogy is essential for shaping students' worldviews and enhancing their educational experiences. Islamic values, derived from the teachings of the Quran and Hadith, emphasize moral and ethical conduct, promoting virtues such as honesty, compassion, and social responsibility (Wijayanto, 2020). These values guide students in developing a strong moral compass, influencing their interactions with others and their understanding of societal roles. Simultaneously, local wisdom reflects the cultural heritage and practices unique to a community, providing context and relevance to education (Wati & Kuryani, 2024). By incorporating local wisdom, educators can help students connect their learning to their cultural identity, fostering a sense of belonging and pride.

Incorporating these elements into language learning materials significantly enhances student engagement and learning outcomes (Nurhayani et al., 2020). Using local stories or proverbs in English lessons makes the material more relatable while expanding vocabulary and comprehension. Discussions on local customs encourage critical thinking and help students express their ideas in English, enhancing their proficiency. Likewise, thematic lessons on Islamic values, such as justice or community service, encourage reflection on beliefs while developing language skills (Polii & Ahmadi, 2024). This holistic approach not only cultivates a deeper understanding of the content but also promotes active participation, leading to improved academic performance and character development. Ultimately, the synergy between Islamic values and local wisdom in education creates a more meaningful and engaging learning environment that prepares students to navigate both local and global contexts effectively (Y. Hidayat et al., 2024).

Previous research on the integration of Islamic values and local culture in learning generally shows that this approach can strengthen students' character and increase the relevance of learning for them. For example, integrating Islamic values and local wisdom into language learning materials can enhance character education by promoting positive traits such as friendliness and altruism, fostering a deeper cultural understanding, and encouraging students to embody these values in their communication and interactions (Baderiah & Munawir, 2024).

However, Lack of specific examples of local wisdom values integration and limited discussion on long-term effectiveness of character education which integrates Islamic values with local wisdom in learning in PAI learning modules (Nurhayani et al., 2020). However, it lacks explicit integration of local wisdom in existing modules. Another research by Hasanuddin & Rusydi (2024) which integrates Bugis local wisdom into Islamic education but it needs for detailed examples of enriched teaching materials. Asfar emphasizes integrating Bugis local wisdom, specifically Mattulu Tellue, into Al-Islam learning to enhance religious moderation and tolerance among students but limited studies on local wisdom and religious moderation integration. Previous research lacks focus on cultural sphere and local wisdom. These studies conclude that the integration of Islamic values and local culture has the potential to form a more comprehensive world view of students, where they are able to develop academic as well as spiritual and social competencies (Asfar et al., 2023).

One of the main shortcomings of previous research is the lack of a systematic framework for integrating Islamic values and local culture into all aspects of the curriculum. These studies often fail to offer comprehensive practical guidance on how these values can be applied across subjects in a structured manner. In addition, many studies have not explored appropriate evaluation strategies to measure students' understanding in internalizing these values. Thus, future research needs to develop a more complete integration model, including standardized learning methodology, curriculum and evaluation to support the internalization of Islamic values and local culture more effectively specifically in language teaching.

To overcome the gap above, this research will be a new finding that combines these two values in learning materials in a holistic manner. The strength of these studies lies in the holistic approach that is taken, namely by combining academic and moral dimensions in education. By emphasizing the value of Islam and local culture, this research offers a more relevant learning alternative for students in regions that are rich in local traditions and have strong Muslim communities.



## 2.4 Developing English for Specific Material for Islamic Family Law

In developing English material, it needs to follow the rules for developing English for Specific Purposes material. Ellis argued that to ensure that English for Specific Purposes (ESP) materials are engaging and interactive, teachers can employ some strategies for instance use authentic materials such as news articles, videos, and interviews to expose students to real-life language use and enhance their understanding of the content (Ellis et al., 2019). In addition, design activities like role-plays, simulations, information-gap tests, and problem-solving assignments that encourage students to use language in real-world contexts. Finally, ensure relevance and usefulness by selecting materials that are relevant to the specific topics and the learners' needs, making the materials perceived as relevant and useful. When students are interested in the materials, they are more likely to engage with them in an interactive manner (Marjanovikj-Apostolovski, 2019). By incorporating these strategies, teachers can create ESP materials that are not only tailored to the specific language needs of the learners but also engaging and interactive, thereby enhancing the learning experience. In line with that, the key considerations when developing materials for ESP include understanding learners' needs, using authentic materials, providing language use opportunities, giving feedback, and ensuring that the materials represent correct language use (Lapele, 2019; Tomlinson & Farajnezhad, 2022).

In the design of English language materials for Islamic Family Law students, the application of ESP principles is important to ensure learning is relevant to their academic and professional needs. The first step is to carry out a needs analysis, which includes an understanding of the communication situations faced by students in family law studies, such as reading legal literature in English, understanding Islamic legal terminology in English, as well as speaking skills for discussions or presentations on Islamic legal topics. The material prepared for this ESP must include specific legal vocabulary and phrases, such as marriage law, inheritance rights, or Islamic legal principles, which often appear in Islamic family law literature. Reading material can be in the form of legal articles, academic journals, or legal documents related to family law in Islam. Apart from that, the discussion or dialogue topics given in English classes can be adapted to relevant cases, such as marriage, divorce, or inheritance according to Islamic law. That way, students not only improve their English skills but also gain additional insights directly related to their studies.

The local wisdom that will be included in the development of this material is the local culture of Tana Luwu. Tana Luwu (Luwu Raya), also known as Bumi Sawerigading, locates in the province of South Sulawesi. The local wisdom of Tana Luwu, a region in Indonesia, encompasses various aspects of ecological, sociological, and ideological knowledge and practices. The integration of local wisdom into various domains, especially education, aims to strengthen students' character by instilling culturally rooted values and to preserve traditional knowledge. By embedding these principles into learning, students are encouraged to uphold ethical standards while maintaining a strong connection to their cultural identity, ensuring the continuity of their community's rich heritage. The local wisdom of Luwu society, particularly in the context of the bunga' lalang rice farming tradition, traditional clothing, traditional homes, and traditional cuisine is characterized by language use wisdom, ecological wisdom, sociological wisdom, and ideological wisdom (Thayyib, 2019).

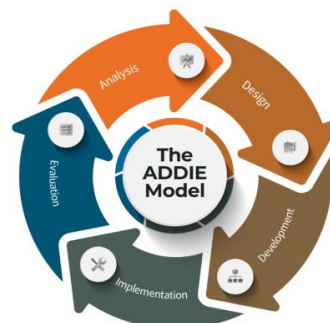
Furthermore, the inhabitants of Tana Luwu, being a cultured community, adhere to life principles such as humanize (sipakatau), respect (sipakalebbi), recall each other (sipakainge), and support each other (sipakatuo), which operate as standards for behavior and socialization (A. T. Hidayat et al., 2021; Nasriandi et al., 2023). The implications of integrating local wisdom values into the curriculum have been discussed, highlighting the potential for strengthening student character and the need for curriculum development concepts that incorporate local wisdom values (Thayyib, 2019). Therefore, the local wisdom of Tana Luwu represents a rich source of knowledge and practices that can contribute to various areas, including education, environmental sustainability, and societal values.

A study by Nafiah developed an English textbook based on local cultural and religious values using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. In the Analysis stage, they identify student needs and relevant local values. The Design and Development stage produced a textbook prototype containing folklore and Islamic values in English text. This book was tested at the Implementation stage and evaluated at the Evaluation stage to ensure its effectiveness in teaching language while conveying cultural and religious values, increasing student engagement significantly. The ADDIE model in this research ensures that cultural and religious values can be integrated effectively in teaching materials, which then increasing relevance and student engagement (Nafiah, 2020).

### 3. Method

#### 3.1 Design of Research

The aim of this research is to develop of English materials for the Islamic family law study program at IAIN Palopo's Shariah Faculty. The English textbook integrates both local wisdom of Tana Luwu and Islamic values. The five steps of the ADDIE model: Analysis, Design, Develop, Implement, and Evaluate were applied in the study.



**Figure 1:** Phases of ADDIE model.

Researchers chose the ADDIE Model because its structure is simple, systematic, and easy to adapt to various development contexts, including textbooks. ADDIE provides a structured approach through five interrelated stages (Analysis, Design, Development, Implementation, and Evaluation), thereby enabling developers to identify learning needs precisely, design solutions, develop materials, and evaluate their effectiveness on an ongoing basis. This model is also flexible, allowing iteration at each stage for improvement without having to go back to the beginning of the process. ADDIE offers a balance of clarity, flexibility, and efficiency, making it ideal for educational projects such as textbook development.

#### 3.2 Participants

Participants in this research were students, lecturers and curriculum design-maker. The students who participated were students of the Islamic Family Law Study Program, Sharia Faculty, IAIN Palopo. "Purposive sampling was used to select 50 students from the Islamic Family Law program, ensuring a representative sample across all academic levels (second to eighth semesters). This method was chosen to ensure that students with varying levels of exposure to English were included." Apart from that, all students as participants had studied English when they were in their first semester so they already had experience related to English teaching materials. They can measure their English language needs in line with their study program and future work. The age range of the students is between 18-22 years. Meanwhile, the participants for the product trial were 2nd semester students from 2 different classes consisting of 50 students. They were chosen to be participants because they were studying English during that semester. The purposive sampling of 50 students may limit the generalizability of findings.

Furthermore, the product validators are three English lecturers who provide content, language and layout who have more than 3 years of experience teaching and validating products. The last, the curriculum design maker is the head of the Islamic Family Law Study Program who designs the general curriculum for the study program. Curriculum design maker was chosen because she can analyze the suitability between the curriculum design and the material being taught. A limitation of the study is the relatively small sample size, which may affect the generalizability of the results. Additionally, self-reported data from questionnaires may introduce bias."

#### 3.3 Instrument of Research

This research uses questionnaires and interviews in data collection. Researchers chose questionnaires for needs analysis because it allows researchers to obtain data from a large number of respondents quickly, efficiently, and can be analyzed quantitatively. This instrument also gives respondents the opportunity to answer anonymously, which can increase their honesty. The questionnaire for needs analysis consists of 15 statements consisting of necessities, lacks and wants. The next questionnaire is used to validate the product given to content, language and layout experts.

Meanwhile, the questionnaire for the try out consists of 10 questions to determine students' perceptions of textbook products. To ensure the reliability of the questionnaire, a pilot test was conducted with 10 students, and Cronbach's alpha was calculated to measure internal consistency. Expert validation was also obtained to ensure content validity. Furthermore, to complete the information from need analysis and student perception, semi-structure interviews were conducted. Interviews allowed researchers to dig up more in-depth and detailed information about respondents' perceptions, opinions and needs. With direct interaction, researchers can deepen answers and clarify things that may not be clear. The combination of the two provides a balance between quantitative data from questionnaires and qualitative data from interviews, which together enrich the research data. In conducting the interview, 15 students were taken at random to be interviewed verbally after the try out session and recorded with an audio recorder.

### 3.4 Technique of collecting data

Data collection was conducted using a 15-item questionnaire designed to assess students' learning needs. The questionnaire included both Likert-scale items and open-ended questions. Semi-structured interviews were conducted with 15 randomly selected students to gather more in-depth insights. All interviews were audio-recorded and transcribed for qualitative analysis.

### 3.5 Procedure of Development

**Analysis:** In the first phase, a needs analysis was conducted to ascertain the students' learning needs and goal needs. During the Analysis phase, a needs analysis was conducted using both student questionnaires and curriculum review. Before the questionnaire was distributed, a validation process was carried out by experts to ensure the contents of the questionnaire were appropriate and relevant to the research objectives. The validators consist of an English lecturer with more than three years of experience in teaching and product validation processes. The criteria used for validation include aspects of content, language, and layout. Following the validation process, the evaluation results from the experts indicated that the questionnaire was suitable for use in research. The need analysis questionnaire was sent to Islamic Family Laws students via an online Google form. Fifty students, from various semesters, completed the questionnaire. The needs analysis's findings served as the foundation for the creation of the English module and syllabus. Next, curriculum analysis was carried out by examining the curriculum used in the Islamic Family Law study program and the syllabus used in the English course. This aims to determine the learning objectives and final results to be achieved

**Design:** The curriculum and material content were designed using the needs analysis outputs as the basic data. The syllabus and material content were constructed utilizing the findings of curriculum and need analyses. Task-Based Material Design is a component of Task-Based Language Teaching (TBLT), which was established and popularized by Willis and is frequently linked to the work of linguist N. S. Prabhu (Ellis et al., 2019; Tomlinson & Farajnezhad, 2022). It entails developing instructional materials with relevant task at their core to get students involved in authentic, real-world activities. These resources are set up with a pre-task phase for planning, a task cycle for students to complete and report on, and a post-task phase for practice and reflection. The material design is detailed in the course layout or prototype, which also contains data about the learning goals, activities, and evaluations.

**Develop:** In the Development phase, the textbook was created based on the identified learning needs, and it was subsequently validated by three content experts. "Experts in language, layout, and content—including English lecturers and practitioners of Islamic family law—evaluated the text. Furthermore, the results of product validation become a reference for improving the existing draft in accordance with the suggestions given by the validator.

**Implement:** To test the validity and realibility of the product, a tryout was carried out in 2 classes of the Islamic Family Laws Study Program. The textbook that has been developed is used as an English learning medium for 3 meetings. Furthermore, at the final meeting students were distributed a questionnaire to evaluate the product's validity and effectiveness. In addition, questionnaire and interview were given to tstudents to find out how this product was perceived by students.

**Evaluation:** The last phase was evaluating the product using the information from the interview and questionnaire responses. Revisions are made to improve the suitability of the product. After revisions, the output becomes the final draft. This product was then disseminated to users; lecturers and students of the Islamic Family Law Study Program.

To clarify the stages in the ADDIE model used in this research, the following is a summary of the stages:

**Table 3.1:** Stages of the ADDIE Model

| Stages         | Description                                                                                                                   |
|----------------|-------------------------------------------------------------------------------------------------------------------------------|
| Analysis       | Identifying learning needs through questionnaires and interviews with students as well as curriculum analysis.                |
| Design         | Designing curriculum and materials based on the results of needs analysis, including selecting topics and types of exercises. |
| Development    | Validating textbooks by involving experts in content validation, language, and design.                                        |
| Implementation | Conducting book trials in class during several learning sessions and collect feedback from students.                          |

### 3.6 Techniques of Data Analysis

To analyze the quantitative data, the researchers used descriptive statistics to determine the frequency of the participants' preferred options in questionnaire. The use of questionnaire is to collect the quantitative data, which allowed for the analysis of the target needs and learning needs of the participants as well as determining of the appropriate English material design for the Islamic Family Law study program. The following methods were applied in order to analyze the data from the questionnaire: (1) computing the students' response; (2) classifying the students' response percentage; and (3) determining the degree of the students' needs. Quantitative data from the questionnaires were analyzed using descriptive statistics in SPSS.

**Table 3.2:** Product Validation Assessment Rubric

| Scale | Percentage | Category  | Description                                   |
|-------|------------|-----------|-----------------------------------------------|
| 4     | 75.01-100  | Excellent | Very valid, can be used without revision      |
| 3     | 50.01-75   | Good      | Fairly valid, usable but needs minor revision |
| 2     | 25.01-50   | Poor      | Invalid, need major improvement               |
| 1     | 1.00-25    | Poor      | Invalid, cannot be used                       |

Source : Criteria of Practical And Validity (Dawson, 2017).

Next, data from interviews was transcribed and analyzed qualitatively to support quantitative data using thematic analysis. It is made use of the Miles, Huberman, and Saldana (2014) technique, which consists of gathering data, condensing data, displaying data, generating conclusions, and verifying. Then it was analyzed using thematic analysis, with key themes coded and categorized manually following Braun and Clarke's framework. These themes were generated qualitatively data analysis is generated based on research questions (Braun & Clarke, 2019).

Ethical approval for the study was obtained from the institutional review board at IAIN Palopo. All participants provided informed consent before participating in the study, and confidentiality was maintained by anonymizing the data.

## 4. Results

### 4.1 Analysing the Needs

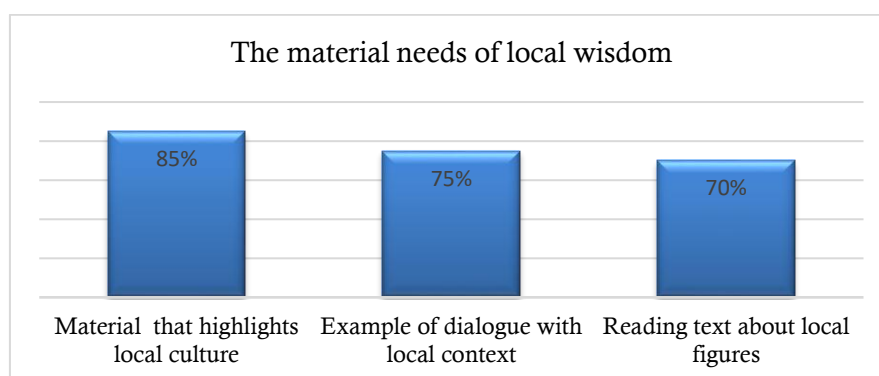
The first step was validating the questionnaire to the expert. The material expert and the language expert evaluated the questionnaire before it was distributed. The following table displays the validation results for the questionnaire:



**Table 4.1** The result of questionnaire validation

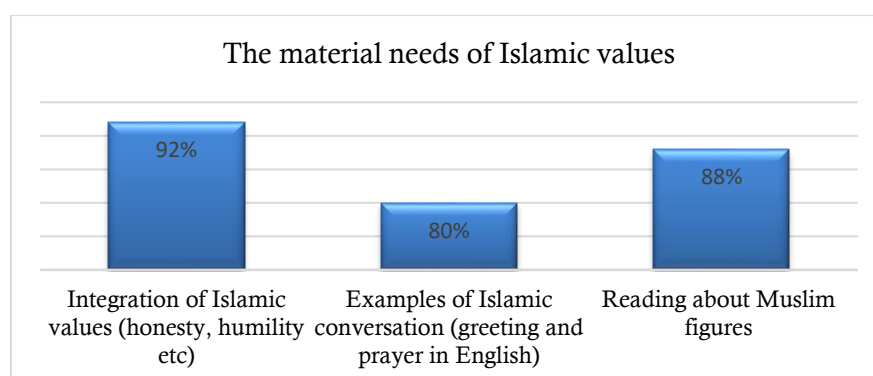
| Expert            | Assessment aspect | Score       | Implication  |
|-------------------|-------------------|-------------|--------------|
| Material          | Content           | 3.78        | Valid        |
| Language          | Language use      | 3.66        | Valid        |
| <b>Mean score</b> |                   | <b>3.72</b> | <b>Valid</b> |

The results of questionnaire validation as seen in table 4.1 by material and language experts obtained a mean score of 3.72 which indicates that this questionnaire is suitable for use. Then, the researcher gave the questionnaires to the students once they had been validated. There were 50 English students enrolled in the Islamic Family Laws Study Program filled in the questionnaire. The result of need analysis questionnaire are presented as follows:



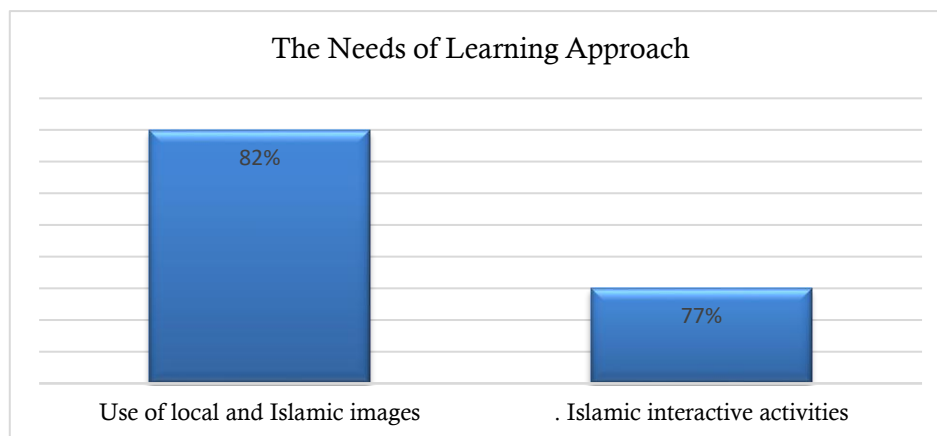
**Chart 4.1:** The Material Needs of Local wisdom

Related to the needs of local wisdom material, It is clearly seen in chart 4.1 most students (85%) want material that highlights local culture, such as customs, regional languages and traditions. This shows that the introduction of local culture in English learning can increase student engagement, because the material provided is more relevant to their daily experiences. The use of dialogue examples and reading texts related to local contexts (75% and 70% respectively) shows that students feel they need examples of dialogue that are relevant to daily life in the local environment and texts containing stories of local figures are considered interesting and can enrich students' insight.



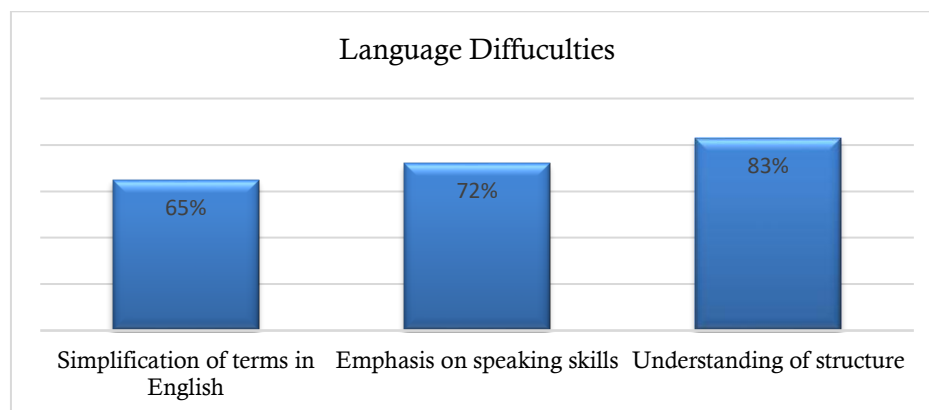
**Chart 4.2** The Material Needs of Islamic Values

The other result related to integrating Islamic Values in the text book. More than 90% of students stated the importance of integrating Islamic values in textbooks. This indicates that learning materials that are in line with students' religious beliefs can increase learning motivation. For example, conversations with an Islamic context (80%) and reading about Muslim figures (88%) are tools for not only learning the language, but also for internalizing religious values. Values such as honesty, politeness, and caring, taught through material, can help shape students' character.



**Chart 4.3** The Needs of Learning Approach

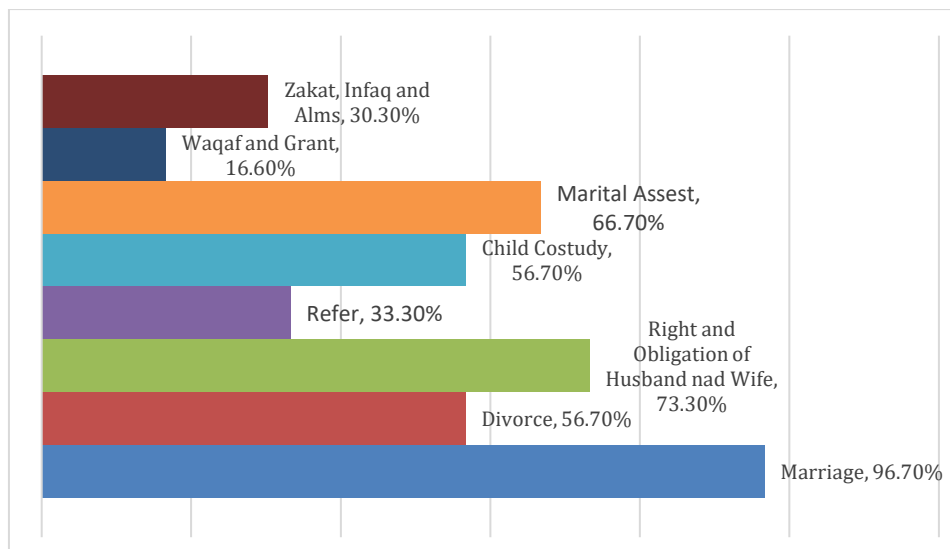
The need analysis also determined the learning approach in Chart 4.3 The use of images and visuals that reflect local wisdom and Islamic symbols (82%) is considered important in supporting student involvement in learning. Visualizations that are appropriate to students' cultural environment can help them understand the material more easily, because they present something familiar. Apart from that, interactive activities such as games and discussions that strengthen Islamic values (77%) are also desired by students as an effective way to learn languages while applying religious values in real contexts.



**Chart 4.4** Language Difficulties

The language difficulties in the next aspect to assess. As seen in chart 4.4, around 65% of students stated that they needed to simplify terms in English, especially terms that were unfamiliar or foreign to them. This indicates a need for language adjustments to suit students' level of understanding. In addition, 72% of students feel that speaking skills need to be emphasized more in learning, especially in contexts that are appropriate to their cultural and religious environment. Furthermore, around 83% of them need more explanation on English structure.

Scientifically, these results show that the integration of local wisdom and Islamic values in English textbooks can increase student engagement and the relevance of learning material. This contextual and integrative approach supports constructivist learning theory, where students more easily learn something that is close to their experience and background. By linking language learning to students' cultural and religious identities, teaching materials can become more meaningful and encourage better learning outcomes.



**Chart 4.5:** The topic of English material

The information regarding the subject that students require is provided in bar chart 4.5. The top seven subjects selected out of eight that were presented are marriage, co-studying with children, marital assets, rights and obligations of husband and wife, and reconciliation. As a result, the textbook's material was created around five of these subjects.

The researcher's interviews with second-semester students and an English lecturer revealed the following findings:

*1) English language competency of students*

Interviews were conducted to obtain additional data for the need analysis on the English language competency requirements of students studying Islamic Family Law. The researcher quizzed ten students on their proficiency in the English language. It was found that students could not participate in active English speaking, had a restricted vocabulary, and were mostly unchanged in their English skills. Moreover, they are not familiar with legal terms. Currently, they have been studying general English.

*2) Interview with English lecturer*

It was discovered during the English lecturer's interview that there was no need analysis had been done prior to that. There isn't a specific English book on Islamic family law at the moment. English lecturers only utilize worksheets in ordinary English that are printed or available online. The English lecturer considers that providing English-language resources for Islamic Family Law will be very beneficial. It is recommended that the book's design take learners' requirements into consideration, as all of the content is pertinent to family law. Exercises and lists of terms related to family law should be included in the book.

## 4.2 Designing

The following stage is to create a product taking into account the current curriculum and the outcomes of the need analysis. The following is a description of the design steps:

*a) Input*

The results of the needs analysis then become the basis for developing teaching materials. Several things to consider are the choice of topic, material, types of exercises, design and layout as well as font type and size. The researcher selected "Times New Roman" as the font type and ten subjects for the book's content based on a need analysis. Each unit's task varied according to the material's level of difficulty. The seven topics chosen were 1) Islamic Marriage; 2) Husband and Wife: Right and Obligation; 3) Divorce; 4) Marriage Reconciliation; 5) Marital Assets; 6) Child Custody; 7) Islamic Inheritance Law. Each unit has been integrated with Islamic values and the local wisdom of Tana Luwu. The learning objectives for each topic are outlined below.

**Table 4.6** The Learning goals of each topic

| No | Topics                              | Learning Objectives                                                                                                                                                                                                                 |
|----|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Islamic Marriage                    | Students are able to:<br>Introducing their self, Greetings; Using Pronoun; Talking about marriage in Islam;                                                                                                                         |
| 2. | Husband and Wife:<br>Right and Duty | Students are able to:<br>Using the basic present tense (do/does), Asking and offering opinions; Recognizing the rights and responsibilities of husband and wife; Recognizing the terms of the duties and rights of husband and wife |
| 3. | Divorce                             | Students are able to :<br>Recognizing divorce under Islamic law ; defining the primary idea and any supporting details; and using the simple past tense, Utilizing the expression of likes and dislikes.                            |
| 4. | Marriage<br>Reconciliation          | Students are able to :<br>Asking for and offering advice; Comprehending degrees of comparison; Comprehending Islamic law about marriage reconciliation.                                                                             |
| 5  | Marital assets                      | Students are able to:<br>Asking for and providing clarification; using the simple future tense; comprehending Islamic marriage assets; and recognizing the terms using in Islamic marriage assets                                   |
| 6  | Child Costudy                       | Students are able to :<br>Recognizing the definition and forms of child costudy in Islamic law; Using countable and uncountable noun, Expressing the hopes and wishes;                                                              |
| 7. | Inheritance in Islamic<br>Law       | Students are able to:<br>Using the expression of polite requestUsing the present continuous tense, grasping the division of inheritance in Islamic law and among the Bugis tribe, and understanding inheritance in Islamic law.     |

### 4.3 Develop

The results of the initial book design produced a book product with the following specifications:

- 1) The book is divided into seven units.
- 2) Every unit includes a list of the learning objectives.
- 3) A minimum of ten tasks are included in every unit.
- 4) There is a set of grammar rules for each unit.
- 5) Each lesson includes a list of vocabulary words.
- 6) Every unit integrates the skills of speaking, writing, listening, and reading.
- 7) The book has vibrant pictures.

After the first draft of the book is completed, the product validation stage is then continued. Three experts; content, language and design and layout are provided to the product to validate and provide suggestions for improvement. The following are the results from expert materials. The following is displayed the material expert validation result:



**Table 4.7** The result material experts' validation

| Assessment Aspect                    | Score | Explanation                                                                                     |
|--------------------------------------|-------|-------------------------------------------------------------------------------------------------|
| Compatibility with the curriculum    | 4     | The material has followed the latest curriculum standards                                       |
| Material Development                 | 4     | The preparation of the material is systematic and tiered                                        |
| Completeness of Materials            | 4     | All important topics have been well covered                                                     |
| Sample Accuracy and Practice         | 3     | Exercises are quite varied, but more real-life situation-based exercises are needed             |
| Ability to Encourage Active Students | 3     | There are some activities that encourage participation, but need to be added to speaking skills |
| Mean score                           | 3.6   | <b>Fairly valid, usable but needs minor revision</b>                                            |

Based on the results of the validation carried out by material experts on English book products in Table 4.7, in general the material presented is quite good and in accordance with the applicable curriculum. This product is considered to have met several important aspects, such as compliance with curriculum standards, the development of structured materials, and the completeness and relevance of the topics discussed. However, there are several points that need improvement. For example, some of the examples presented are considered less relevant to the student's current daily situation, so it is recommended to replace them with more contextual examples. In terms of information, the material is considered up-to-date, but there needs to be additional group activities and discussions to better support the development of collaboration and critical thinking skills. Overall, the book is rated worthy with a few minor tweaks to increase its effectiveness and appeal

**Table 4.8** The result language expert validation

| Assessment Aspect                   | Score | Explanation                                                                                                                                             |
|-------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Clarity                    | 4     | The language used is in accordance with the level of understanding of students, both for beginners and advanced                                         |
| Grammatical consistency             | 3     | There are some inconsistencies in the use of punctuation and spelling in some parts of the material                                                     |
| Accuracy of Vocabulary Use          | 4     | The vocabulary used is appropriate to the student's level and is not too complicated to understand                                                      |
| Compliance with Grammar Rules       | 4     | The material follows the correct grammar rules and follows the standard guidelines                                                                      |
| Compatibility with Language Culture | 3     | The use of language is in accordance with the cultural norms of native however it needs explanation of some terms especially the term in local language |
| Mean score                          | 3.6   | Fairly valid, usable but needs minor revision                                                                                                           |

Based on the results of validation carried out by language expert, this English book product is generally suitable for use with some minor improvements. The language used is assessed clearly and easily understood by students according to their level of ability. Vocabulary selection is appropriate and not too complicated, so that it is in accordance with the level of understanding of students. The use of grammar is also considered good, although there are some inconsistencies in the use of punctuation and spelling that need to be corrected. The choice of vocabulary is appropriate and not too complicated, so that it is in accordance with the level of understanding of the student. The example sentences used in the material are in accordance with everyday conversations, and this material also adheres to standard grammar rules. However, it needs explanation of some terms especially the term in local language. Overall, the language used is already in line with the cultural norms of native speakers, which suggests that the product can be maintained with some adjustments to improve text variety and consistency in the use of grammar.

**Table 4.9** The result of design and layout expert validation

| Assessment Aspect               | Score      | Explanation                                                                                         |
|---------------------------------|------------|-----------------------------------------------------------------------------------------------------|
| Typography                      | 4          | The font used is clear and easy for students to read                                                |
| Use of Colors                   | 3          | The background color and text are pretty good, but some parts of the contrast are too lacy          |
| Layout                          | 3          | The layout is pretty neat, but there are some pages that feel too crowded with text                 |
| Use of Images and Illustrations | 4          | Images and illustrations already support the material and are relevant to the context of the lesson |
| Design Consistency              | 3          | Some pages are inconsistent in the use of colors and layouts                                        |
| <b>Mean Score</b>               | <b>3.4</b> | <b>Fairly valid, usable but needs minor revision</b>                                                |

Based on the validation results presented in Table 4.9, which were conducted by design and layout experts, this English book is generally well-designed, though certain aspects still require improvement. The typography is clear and easy to read, and the chosen colors largely enhance legibility. However, some sections would benefit from increased contrast to improve readability further. The book's layout is fairly well-structured, yet certain pages appear overly crowded, necessitating additional white space to create a more balanced and visually appealing arrangement.

The incorporation of images and illustrations plays a crucial role in reinforcing the material, enhancing comprehension, and maintaining relevance to the content. However, the balance between textual and visual elements could be further optimized, particularly on pages where dense text dominates, making the content appear overwhelming. A more strategic distribution of visuals would help break up large text sections, improving both readability and engagement.

Furthermore, while the overall design is well-suited to the intended student demographic, certain inconsistencies in color schemes and layout require attention. Ensuring uniformity in these aspects would not only create a more cohesive aesthetic but also contribute to a smoother reading experience. By refining these elements, the book can become more visually appealing and user-friendly, fostering better engagement and comprehension among students.

**Table 4.10** The result of product validation

| Assessment aspect | Score | Explanation                                   |
|-------------------|-------|-----------------------------------------------|
| Material/content  | 3.6   | Fairly valid, usable but needs minor revision |
| Language          | 3.6   |                                               |
| Layout and Design | 3.4   |                                               |

The score of each expert can be seen in Table 4.10 It is evident that the expertly presented material, language, layout, and design with score over 3 points qualifying as "Fairly valid" It indicates that the book can be utilized with a little bit revision.

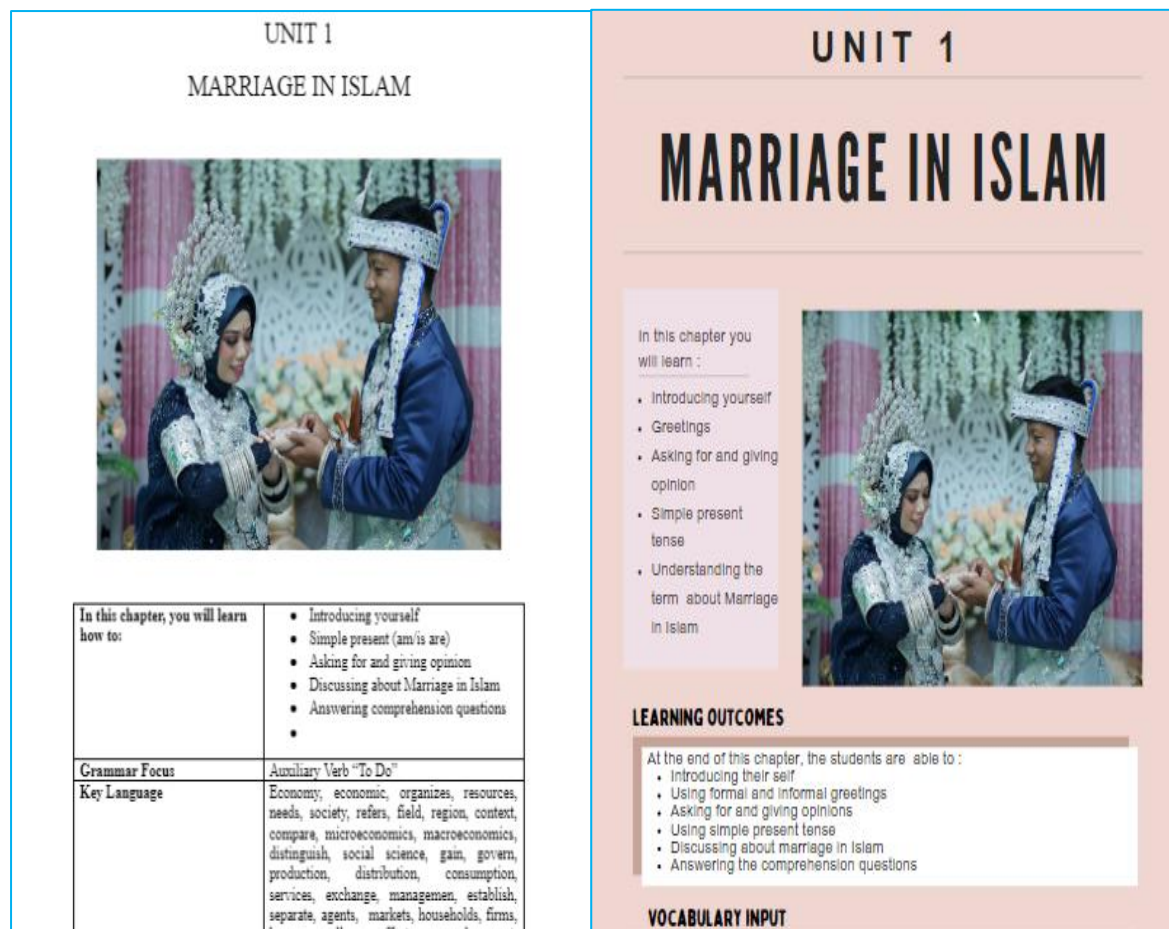


Figure 1: The draft before and after revision

#### 4.4 Implementation

Following revisions, the researcher tested the book on the 20 students in class 3A of Islamic Family Laws. Several printed books were sent by the researcher, who also exchanged files within the WA group. The researcher used the book to teach at 6 meetings. Before teaching is carried out, a pre-test is given and afterward a post-test is carried out to measure the effectiveness of the book as a teaching medium. The results of implementing the book are as follows

Table 4.11 The Paired Sample Test of Pre-test and Post-test

|        |                    | Paired Differences |                |                 | t                                         |         | df      | Sig. (2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|---------|-----------------|
|        |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |         |                 |
|        |                    |                    |                |                 | Lower                                     | Upper   |         |                 |
| Pair 1 | Pretest - Posttest | -20.600            | 5.205          | 1.164           | -23.036                                   | -18.164 | -17.699 | 19 .000         |

Based on the Paired Sample Test results shown in Table 3.6, the calculated t-value of 17,699 is greater than the t-table at a significance level of 0.05 (t-table = 2,093 at df = 19). In addition, the significance value (2-tailed) of 0.000 is smaller than 0.05, which means that there is a significant difference between the pre-test and post-test results.

Interpretation of these results shows that the use of the developed textbook significantly increases students' English language competence. A higher post-test score shows that after using this textbook in learning, students experienced an increase in their understanding and English language skills. This strengthens the validity of the book as an effective learning medium in integrating Islamic values and local wisdom with English language material.

After doing the test, the students next completed a number of the book's exercises. Students were given questionnaires by the researcher at the conclusion of the class to learn about their opinions of the book. The following represents the outcome of the students' perception:

**Table 4.12** The students' views related to the book design

| No | Aspect                               | Percentage | Description                                   |
|----|--------------------------------------|------------|-----------------------------------------------|
| 1  | Content quality and relevance        | 74.69 %    | Fairly valid, usable but needs minor revision |
| 2  | Usefulness and Practical Application | 91.23 %    | Very valid, can be used without revision      |
| 3  | Interactivity and Engagement         | 80,62 %    | Very valid, can be used without revision      |
| 4  | Cultural and Contextual Relevance    | 88,45 %    | Very valid, can be used without revision      |
| 5  | Visual Appeal and Layout             | 73,29%     | Fairly valid, usable but needs minor revision |

As seen in table 4.12, The book is perceived as highly useful, practical (91.23%), interactive (80.62%), and culturally relevant (88.45%). These aspects are considered very valid, suggesting that the book is well-designed in terms of practical value and engagement. However, the content quality and visual appeal needed minor revision. Content quality (74.69%) and visual appeal (73.29%) scored lower, indicating room for improvement. Enhancements to content clarity, depth, or presentation might make these areas more effective and appealing. Overall, the book is viewed favorably but could benefit from minor revisions to improve content quality and visual appeal.

The following are student responses to trials of English textbooks based on local wisdom and Islamic values:

**Helps Understand English in Local Cultural Context**

*"This book really helped me learn English with examples related to my regional culture. It became easier for me to understand foreign languages because they relate to everyday life here."* (Excerpt 1)

**Integrating Islamic Values Well**

*"I like how this book combines English lessons with Islamic values. I can learn the language while deepening my religious knowledge through inspirational stories and stories of Islamic figures."* (Excerpt 2)

**Material Relevant to Everyday Life**

*"This book is interesting because it raises many topics that are relevant to my environment, such as local customs and culture. This makes learning English more meaningful and feels close to life."* (Excerpt 3)

#### Increasing Love for Local Culture

*"Apart from learning English, I also got to know and appreciate local culture better. This book includes a lot of information about local traditions and wisdom which makes me feel proud of the area I come from."* (Excerpt 4)

#### Building Islamic Character and Language Skills

*"This book not only teaches English language skills, but also instills Islamic characters such as honesty, hard work and tolerance. This really helped me in becoming a better person while developing language skills."* (Excerpt 5)

Furthermore, some suggestions related to the product were delivered by the students as follows:

*"At the conclusion of each chapter, include a list of new vocabulary words with translations."* (Excerpt 1)

*"Include the translation into Indonesian"* (Excerpt 2)

*"Replace a few overly vivid colors"* (Excerpt 3)

The results of students' positive responses to the trial of an English textbook based on local wisdom and Islamic values show that this book is successful in combining language learning with cultural and religious contexts that are relevant for students. They feel the material is easier to understand because it is connected to daily life and local customs, so learning becomes more meaningful. In addition, the integration of Islamic values in this book not only helps students deepen their English language skills, but also encourages strengthening Islamic character, such as honesty and tolerance. This book also succeeds in increasing students' appreciation for local culture, while building better language skills. Students' suggestions and feedback serve as the foundation for researchers' work to enhance book products.

Finally, this textbook contains seven units and a glossary. The seven topics chosen was 1) Islamic Marriage; 2) Husband and Wife: Right and Obligation; 3) Divorce; 4) Marriage Reconciliation; 5) Marital Assets; 6) Child Custody; 7) Islamic Inheritance Law, Four activities using integrated skills (writing, speaking, reading, and listening), practice with pronunciation, grammar, and vocabulary are included in each lesson. Practice in grammar includes countable and uncountable nouns, degrees of comparison, and tenses (simple present, simple past, simple future, and present continuous).

## 4.5 Evaluation

The product is then revised once again using the findings of the students' perceptions. After a number of processes, the researcher assesses the final English material produced for students enrolled in the Islamic Family Law Study Program at IAIN Palopo in the FGD forum. This is done after the results of the second revision have been reevaluated. The researcher demonstrated the English book that suited their demands and socialized the finished result to the small group of 20 students who represented Islamic family law. Friendly and enthusiastic, both the lecturer and the students wanted to use the product as a learning tool in their class and greatly increase their English proficiency.

Based on the qualitative and quantitative data above, it can be ascertained that this book product has had a positive impact on improving the English language skills of students in the Islamic Family Law study program. This is needed from the try out results which show a significant improvement in English before and after using this book. These results are reinforced by the results of interviews which show that students have new knowledge regarding local wisdom terms and values in English and can apply these values in real life.

## 5. Discussion

### 5.1 The Design of English Textbook Integrated with Islamic Values and Local Wisdom

This research is motivated by the demands of students for relevant teaching materials and a curriculum that is in accordance with the institutional and national education vision. Analyzing and assessing textbooks that comply with KKNI and SN Dikti is very necessary to guarantee the quality of education. Based on the results of initial observations at one of the Islamic universities in Indonesia, it was found that the English teaching materials in the Islamic Family Law Study Program were not yet relevant to the institution's vision and mission. Organizing higher education and developing quality and professional scientific integration characterized by local wisdom has not yet been realized in the English syllabus and textbooks in this department. The textbooks used are still general and have not been integrated with local wisdom and Islamic values.



Researchers used the ADDIE model- analyze, design, develop, implement, and evaluate in developing this book. Questionnaires were used to gather data for the need analysis. In order to learn more about the target need for additional data, the researcher also conducted student interviews. The results of the needs analysis show that the teaching materials desired by students are based on English for Specific Purposes. The selected topics are related to the Islamic family law department, including marriage, obligations of husband and wife, divorce, reconciliation, marital assets, child custody and inheritance law. Meanwhile, local wisdom material is included in the selection of reading texts which originate from local phenomena and traditions of Tana Luwu, for example Bugis marriage, household habits, child rearing, distribution of inheritance in Tana Luwu, as well as customs in the area. This material is compared with Islamic family values and laws. These topics and materials then become the basic materials for compiling listening, reading, speaking and writing materials. In this integrated skill there is self-introduction, English expression, vocabulary building and structure. This material is combined into a textbook which becomes the medium for teaching English in the study program.

After the design stage, the initial draft then enters the development stage by carrying out validation with three experts. Several suggestions from content, language and layout experts were used to revise the initial draft. After being revised, the textbook is revalidated by experts. The result of validation from experts got the score around 3.5 which is indicated that this book can be used with minor revision. In addition, the result of product try-out showed the value of the significant (2-tailed) = 0,000 < 0,05 (the value for the standard of significant level is smaller than 0,05). The result confirms that the use of books is able to enhance the students' English competence.

Next, students were given questionnaires and interviews to find out their experiences and opinions using the book. The average score for the students' perception was more than 80% of the proportion, making them qualify as "Good." Moreover, the outcomes of the interviews with the students revealed that the content in the book was relevant to their requirements. Based on the qualitative and quantitative data above, it can be ascertained that this book product has had a positive impact on improving the English language skills of students in the Islamic Family Law study program. This is needed from the try out results which show a significant improvement in English before and after using this book. These results are reinforced by the results of interviews which show that students have new knowledge regarding local wisdom terms and values in English and can apply these values in real life. The final stage is followed by mass producing the product and distributing it to lecturers and students as users and handing it over to institutions for dissemination. This book product is expected to be one of the references that can be used by and students and lecturer in ESP-based English learning.

The final results of this research have answered the needs of students and lecturer. The current textbook development for this course included seven units covering four of English language skills. These units were 1) Islamic Marriage; 2) Islamic Husband and Wife: Right and Duty; 3) Islamic Divorce; 4) Marital Reconciliation; 5) Marriage Assets; 6) Child Custody; 7) Inheritance in Islamic Law. Every unit was divided into four sections: writing, grammatical focus, conversation practice, and reading comprehension. The purpose of the conversation practice portion was to improve speaking abilities through short conversations that were modified from unit subjects and popular religion and local terminology that was utilized in informal as well as formal situations. Additionally, this area included group activities, pair activities, and simple explanations. There were religious characters in the reading themes. Students truly benefit from the exercises given in order to learn reading. In addition, the language skills covered in this book include reorganization basic tenses, modals, demonstrating the topic, expressing the primary concept, and key ideas.

The language instructional material incorporates diverse exercises, including reading comprehension questions, translation tasks, and summarization exercises, reinforcing the role of translation in language learning by consolidating knowledge and promoting practical application (Chen, 2022). To develop speaking and writing skills, the book covers essential grammatical concepts such as the simple present, past, present continuous, present perfect, and future tenses, which are foundational for effective communication and cater to various learning styles, fostering personalized and engaging educational experiences. The writing section further strengthens language proficiency by guiding students in expanding simple sentences into coherent paragraphs, enhancing their understanding of text structure and coherence, a crucial step in developing advanced writing skills (Ekmekçi, 2022).

Additionally, vocabulary lists, an index, and an answer key support learner autonomy by reducing dependence on explicit instruction, aligning with modern individualized learning approaches (Xing, 2023; Cao et al., 2023). The material also incorporates collaborative learning methods, including group work, paired activities, and conversational exercises, emphasizing the role of social interaction in enhancing motivation and engagement, thereby enriching the language learning process (Kumar & Akbar, 2024; Manipol et al., 2024). By integrating both individualized and collaborative tasks, the book creates a multilingual learning environment that accommodates diverse learner needs, improving overall efficiency (Xing, 2023). Ultimately, this instructional resource not only imparts essential grammar and vocabulary but also integrates various learning methodologies, ensuring a comprehensive approach that acknowledges individual differences and cognitive styles, which are crucial for successful language acquisition (Tan, 2023; Febrina et al., 2022).

The students' views on the design of English books that are integrated with Islamic values and local wisdom can be found in interview result. The interview results show that students are greatly helped by English textbooks that combine local wisdom and Islamic values, because the material presented not only makes English easier to understand, but is also relevant to their lives. By using examples from local culture and topics that are close to everyday customs, students feel more connected to the material, so the learning process feels more meaningful. The integration of Islamic values is also considered positive, because students can deepen their religion while honing their English language skills. Apart from that, this book is able to increase love for local culture and build Islamic character, such as honesty, hard work and tolerance. These results indicate that a book approach that combines cultural and religious contexts is effective in increasing students' understanding, motivation and involvement in learning.

Previous research conducted by Baderiah & Munawir (2024) which was not equipped with specific examples of local wisdom has been clearly exemplified in this book which uses direct examples from Tana Luwu Culture as reading material and example questions in this book. Likewise with Hasanuddin (2024) who lacks detailed examples of enriched teaching materials (Hasanuddin & Rusydi, 2024). In this book, it has been explained in detail how one topic is broken down into integrated skills by inserting Islamic values and local wisdom into it. The presence of this book is able to cover the shortcomings of previous research by Laili and Darmayenti, Besral & Yustina which focused on religious integration or cultural integration independently, without using a holistic approach that incorporates both (Darmayenti et al., 2021; Laili, 2017). This book offers a comprehensive practical guide on how these values can be applied in English subjects.

The findings from this research are the latest breakthrough, especially the development of teaching materials that integrate two aspects, namely Islamic values and local wisdom in one textbook in a holistic manner. Apart from this, this is the development of the first English textbook for the Islamic Family Law study program which combines these two aspects. These findings answer several gaps in previous research which has not been able to integrate Islamic values and local wisdom as a whole in one textbook product. This integration helps students link science with their spiritual beliefs, so that education does not only focus on intellectual aspects, but also forms a complete and harmonious personality (Alfian et al., 2021). In this way, students can become individuals who are academically competent and have good morals in social and professional life.

## **5.2 The Importance of Integrating Islamic Values and Local Wisdom in Curriculum**

Inserting Luwu local wisdom and Islamic values into English textbook obtains the positive responds among the user such as students, lecturer and curriculum developer. The local wisdom of Tana Luwu represents a rich source of knowledge and practices that can contribute to various areas, including education, environmental sustainability, and societal values. The living values such as humanize (sipakatau), respect (sipakalebbi), remind each other (sipakainge), support each other (sipakatu), Siri' na pacce which means a spirit of self-sacrifice, hard work, and never giving up need to be maintained (A. T. Hidayat et al., 2021; Nasriandi et al., 2023). Moreover, Islamic values can be inserted into English textbooks by portraying them through an Islamic lens, focusing on Islamic habitus, presenting an ideal life, and representing Islamic values through critical discourse analysis (Khokhar, 2021; Wijayanto, 2020). These approaches can help students understand and appreciate the values and teachings of Islam while promoting a more inclusive and respectful environment.

Local wisdom and Islamic values often emphasize moral values and principles that can guide students' behavior and decision-making (Laila et al., 2021). By incorporating these values into English textbooks, students can develop a strong moral compass and contribute positively to their communities (Darmayenti et al., 2021). It can inspire students to think creatively and innovatively about how to apply these values in their own lives and communities (Nafiah, 2020; Khokhar, 2021). In conclusion, English textbooks that integrate local wisdom and Islamic values can help students develop critical thinking skills by exposing them to diverse perspectives, encouraging problem-solving through real-life examples, enhancing language skills, cultivating moral values, and inspiring creativity and innovation (Nurhayani et al., 2020).

The development of English books that are integrated with Islamic values and local wisdom will have positive implications for students, teachers, curriculum developers, researchers and institutions. For students, this book will be a learning medium that can strengthen cultural and religious identity, shape character in accordance with local values, and make learning more relevant and meaningful. For teachers and curriculum developers, this integration can be a basis for developing curriculum and teaching materials by adapting the expected concepts. Meanwhile, for institutions, this textbook strengthens the vision of education based on moral and cultural values, and helps create an educational environment that is characterful, relevant and contextual. The development of this model can be adapted be a model for other disciplines based on the local wisdom of each region and the religious values adhered to as well as the institution's vision and mission. Several shortcomings of this research that need to be improved for further research include not exploring appropriate evaluation strategies to measure students' understanding in internalizing these values. Thus, future research needs to develop a more complete integration model, including standardized learning methodology, curriculum and evaluation to support the internalization of Islamic values and local culture more effectively specifically in language teaching.

## 6. Conclusion

The integration of Islamic values and local wisdom into English language education for Islamic higher education institutions, as demonstrated in this study, represents a significant advancement in curriculum design. The findings confirm that the developed textbook, designed for the Islamic Family Law Study Program, effectively enhances students' English proficiency while reinforcing their cultural and religious identity. Structured into seven thematic units, covering topics such as Islamic marriage, marital rights and duties, divorce, reconciliation, marital assets, child custody, and inheritance law, the textbook provides a comprehensive approach to English language learning through contextualized materials, practical grammar exercises, and culturally relevant discourse. The novelty of this study lies in its holistic integration of religious and local cultural values into English language education, a dimension that has been largely overlooked in conventional English for Specific Purposes materials. By embedding the local wisdom of Tana Luwu alongside Islamic teachings, this textbook functions not only as a language learning tool but also as a means for character development, fostering values such as honesty, mutual respect, and social responsibility. The pedagogical implications extend beyond language proficiency since this integration model can be adapted for other disciplines and regional contexts, ensuring a culturally responsive and inclusive educational framework. Furthermore, this study contributes to curriculum innovation by providing a validated model for embedding indigenous knowledge and faith-based perspectives into language education. Future research should explore the long-term impact of such integrated materials on students' linguistic competency, cultural identity, and ethical reasoning while also investigating its applicability in broader academic fields. Further refinement of evaluation metrics and comparative studies across different educational settings would provide deeper insights into optimizing culturally and religiously integrated learning models.

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