



Needs Analysis of E-Student English Worksheets with Islamic Values Integration at Islamic Senior High School

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Abstract

E-student English worksheets with Islamic values integration give many advantages to the students and teachers in Islamic senior high school. However, based on the observation, there is no E-student English worksheet with Islamic values integration. Therefore, to know the needs of students on E-student English worksheets with Islamic values integration, it is important to do a study about needs analysis of E-student English worksheets with Islamic values integration. This study aims to find out what are the needs of E-student English worksheets with Islamic values integration at MAN 1 AGAM. This research was quantitative descriptive with the data collection technique using an online close-ended questionnaire. The respondents in this study were 75 students of XI MAN I AGAM. They were given 24 close-ended questions. The result showed that all the aspect of students' need on E-student English worksheets with Islamic values integration shows 88% in the criteria 'most need'. Thus, almost all the students need E-student English worksheets with Islamic values integration at MAN 1 AGAM. In addition, further research related to E-student English worksheets with Islamic values integration is suggested to do

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INTRODUCTION

According to Ngafifi (2014) technology is a crucial aspect. Mastery of technology becomes prestige and indicator progress of a country. Country will be said advanced if it has a high level of mastery of technology (high technology), meanwhile countries that cannot adapt to technological advances are often referred to

as failed countries. Indonesia has followed the advanced of technology. There many innovations that use the technology especially an electronic technology. The examples are E-money and E-banking. Moreover, technology also has developed in the school because teacher can provide E-learning media for students such as E-module, E-book and E-student worksheet.

Teachers are required to use media in English learning process. There are several media in teaching English at school, one of which is student worksheets. A student worksheet is a printed teaching media in form of sheets. The sheets must contain the topic of the lesson, the summary of the topic, the assignments and the guides about how to do the assignments that have to be finished by the students based on the achievement that has written on the core competence (Prastowo, 2015: 204).

The first value of Pelajar Pancasila is related to the first statement of Pancasila that is *Ketuhanan Yang Maha Esa*. This means that the students of Indonesia are students who have a faith in God. The faith is proven by the students attitude for themselves, human, natural and Indonesia. They think and behave based on God values. If the students are moslem, they must think and behave according Islamic values as a guidance in their lifes.

According to Ali in Lastri & Arizah (2020) Islamic values mean following what Allah has commanded and evading what Allah SWT has forbidden in Al-Qur'an. Furthermore, following of Hadith Rasulullah SAW is also an Islamic value that must be obeyed by all of Moslem. Islamic values have a big impact to the students. Lasti i& Arizah (2020) described that student who do not follow and students who follow the Islamic values that come from Al-Qur'an and Hadith are going to be different in their characters or attitude. It is because Islamic values very influential in building character and attitude of students.

Since 2017, the Education Authorities in West Sumatera has launched a guidance of integration the Qur'an education and Minangkabau culture to the English lesson in senior high school. Drs. H Burhasman, MM as a leader of Education Authorities said "the development of science and technology, the globalization flows and modernization era can reduce the religious and cultures values of young generation. Therefore, the guidance of integration the Qur'an education and Minangkabau culture to the English lesson in senior high school is a way in order to West Sumatra's young generation does not lost their identity (Adat Basandi Syara'. Syara' Basandi Kitabullah, Syara' Mangato Adat Mamakai, Alam Takambang Jadi Guru)".

Sari (2019) described that need analysis is a term in English learning which means to study what the students know, what the students should know and make sure that the English learning contains things that are relevant to learning. A main purpose of need analysis is to get any information to be studied in order to make the better learning.

Several studies about the integration of Islamic values in English teaching media have been conducted. The first one is conducted by Suhud (2018) entitled "An Analysis of the Integration of the Islamic Values into the English Language Curriculum". This study was focused by the researcher into the integration of Islamic values with the English curriculum. Another study also has conducted by Mega &

Sari (2021) entitled “Need Assessment of English E-Module Integrated to Islamic Value Development for the Eighth Grade Student at Islamic School”. This study focused into need assessment and the integration of Islamic values in E-module.

RESEARCH METHOD

This study uses a quantitative descriptive method using a questionnaire. According to Sugiyono (2013) questionnaire is a technique of collecting data with giving several written questions to the respondent to be answered. The questionnaire is in a form of online questionnaire that contains 24 questions. The question is related with the students’ necessities and wants on E-student English worksheets with Islamic values integration at MAN 1 AGAM.

RESULT AND DISCUSSION

Research Finding

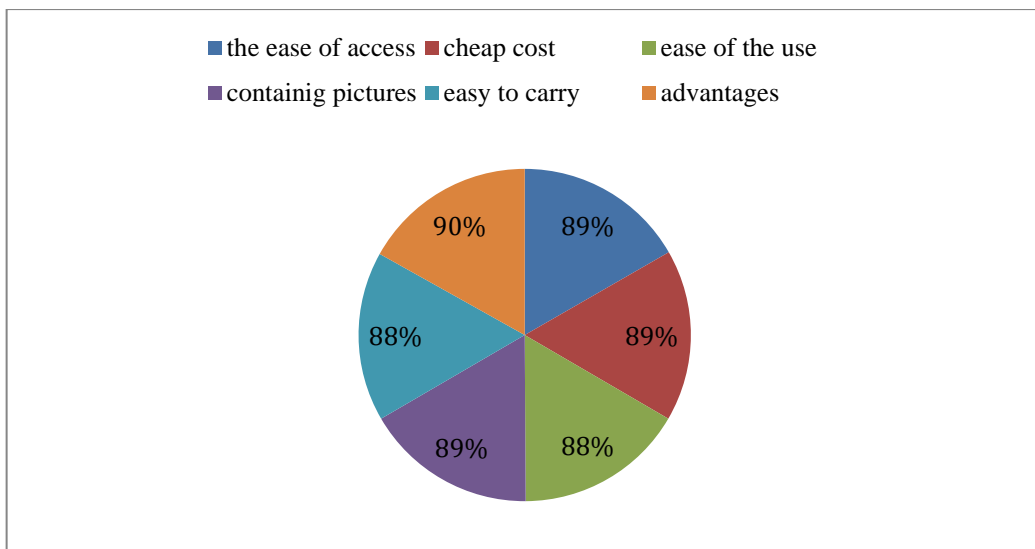
The questionnaire distributed to 75 students of second years at MAN 1 AGAM with the following explanations.

1. Students’ necessities on E-student English worksheet with Islamic values integration towards the material of second grade

To know the necessities of students, the researcher provided one aspect which involved eleven sub-aspects. The total percentage of each sub-aspect is 86% in the criteria of most need. Therefore, E-student English worksheet with Islamic values integration is most needed by the students of second year student at MAN 1 AGAM.

2. Students’ wants on E-student English Worksheets with Islamic Values Integration

The pie chart below shows the total percentage of each aspects of students’ want on E-student English worksheet with Islamic values integration.

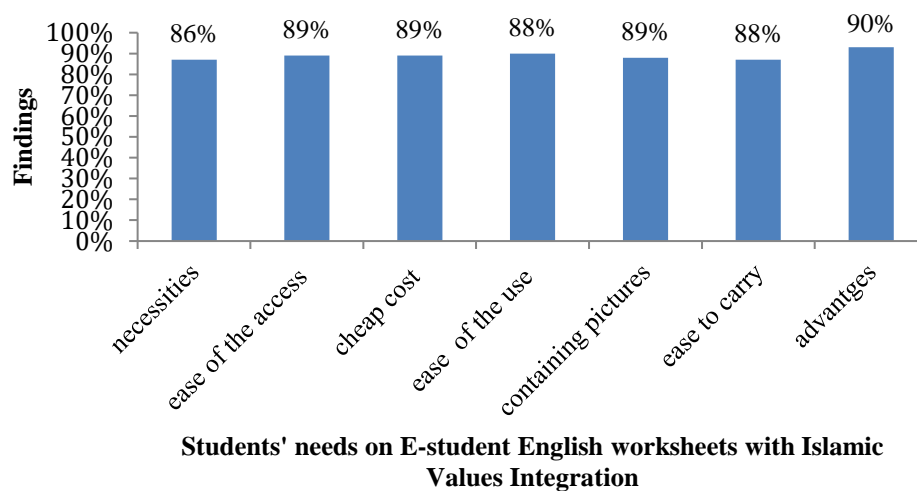


The percentage represents the total percentage of each aspect. All the percentages enter to the most need category. This aspect has the highest percentage among all the aspect. It shows that 90% students believed that they need E-student English worksheet with Islamic values integration because of the

advantages of E-student English worksheet integrated to Islamic values itself. There were 89% students believed that they need E-student English worksheet with Islamic values integration which is ease to access, cheap cost and containing picture. Next, 88 % students' need E-student English worksheet with Islamic values integration which is ease to use and easy to carry. Lastly, 86% students need E-student English worksheet with Islamic values integration on the second year student's English material.

From the explanations, the researcher summarized it with the following chart below:

Chart of the summary students' needs on E-student worksheet integrated to Islamic values



The percentage of the aspect of student students' necessities on E-student English worksheet with Islamic values integration is 86% in the criteria most need. Students' need towards the ease of the access of E-student English worksheet with Islamic values integration shows the number percentage of 89% in the criteria most need. They want E-student English worksheet with Islamic values integration which can be accessed anywhere and anytime. This is related with Supriadi (2015) and Apriliyani, S. W., & Mulyatna, F. (2021), they concluded that E-student worksheet can be used and accessed easily at school or home in no limitation of time. Students' needs towards the cheap cost of E-student English worksheet with Islamic values integration is 89 % in the criteria of most need. It means almost all the students believed that they wanted E-student English worksheet with Islamic values integration. This aspect's finding corresponds with Lokar (2015) and Widiyanti (2021), they stated that E-student worksheets can save money. The aspect of easy to use shows 88% in the criteria most need. Therefore, many of the students wanted E-student English worksheet with Islamic values integration that a user-friendly. This is related with Rowlands (2007) and Widiyanti (2021) who stated the electronic learning media is a user-friendly and eco-friendly. Almost all of the students of MAN 1 AGAM wanted E-student English worksheet with Islamic values integration that contain several pictures, the percentage of this aspect is 89% in the criteria most need. This finding also corresponds with Wulandari & Ashadi (2021), they stated that several pictures in a learning media make students more active, creative,

independent and more confident. The aspect of the ease of the carrying is 88% in the criteria of most need. This means almost the students of MAN 1 AGAM wanted E-student English worksheet with Islamic values integration which is easy to carry and saves space consuming. This aspects' finding is related with Rowlands (2007) and Syafitri & Tressyalina who stated that E-student worksheet is easy to bring at school and saves space consuming. The aspect of the advantages shows 90% in the criteria of most need. This means most all of the students wanted E-student English worksheet with Islamic values integration which can improve student's character. The students also wanted that E-student English worksheet with Islamic values integration should motivate them in learning, add their faith to Allah SWT, improve Islamic knowledge, and lead the students to have noble character. This last finding corresponds with Suryana (1996) and Anshori (2016) who stated that Islamic values lead people to do everything that Allah has commanded, afraid to do a sin, lead people to be honest and kind, lead people to be honest, optimism, disciplined, self-esteem, confidence and keep people away from bad attitude.

CONCLUSION

Based on the result of the study, the researcher concluded that E-student English worksheet with Islamic values integration is most needed by the students of second year in MAN 1 AGAM. The students believed E-student English worksheet with Islamic values integration are necessity to the material of second year student of MAN 1 AGAM, easy to access, cheap, easy to use, interested, easy to carry and give many advantages to the students such as improve their Islamic knowledge and improve their motivation in learning.

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