

# Integration of Islamic Values in Designing English Material by the Teachers through Video

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**Abstract.** SMAN 1 Kampar Timur is a national standard model school which applies the 2013 curriculum in teaching. However, the use of technology in the classroom is not optimized since teachers use conventional approaches. There is a need for teachers to use a strategy which focuses on improving students' performance and shaping their characters. For this reason, a Community Service Program (PKM) is designed to hold workshops for teachers at SMAN 1 Kampar Timur, Kampar Regency - Riau, Indonesia. It focuses on the use of learning videos based on Islamic values in high school 1 (SMAN 1) East Kampar. Teachers obtain materials on learning videos from the PKM team which helps them produce teaching aids which are useful in the learning process.

**Keywords:** Video, Islamic Values, Character.

## 1. Introduction

SMAN 1 Kampar Timur has been essential in children's education, providing quality education which improves the lives of citizens in a country [1]. Quality education is carried out based on national education standards [2]. For years, SMAN 1 Kampar Timur has been a model school, organizing workshops, training, and technical guidance to improve the quality of education offered. This supports the implementation of classroom learning activities and as a result, the school performs better.

Based on the observation in SMAN 1 Kampar Timur, the researchers found that most teachers still use traditional learning approaches, such as giving assignments, teacher-centered, and direct learning full of instructions [3]. The teachers seem to convey the material through doing the exercises every meeting. Also, some cannot use technology, such as videos in teaching. That is why the students feel bored.

From recapitulation of data, the school has 13 and 46 male and female teachers respectively. The implication showed that the school lacks enough teachers to implement alternative learning approaches, such as the use of videos, and the ones available need a supporting device to optimize learning [4][5][6][7].

Additionally, teachers are not familiar with the use of technology such as video. Also, there is a weak mental development in students, implying they cannot take charge of their lives. Moreover, their characters have been contaminated due to globalization. To redeem them, it is necessary for teachers to use English language learning videos based on Islamic values [8][9][10][11]. Furthermore, teachers and students are not effective in using technology. For instance, teachers mainly use books or Student Worksheets (LKS) to teach

basic concepts [12]. Furthermore, the learning process is still results-oriented, focusing only on questions related to the National Examination. For this reason, the use of video should be adopted [13][14][15].

The purpose of learning videos in PKM activities is 1) to provide convenience in the learning process for teachers, 2) to increase efficiency in the process of learning English, 3) to maintain the linkages between subject matter and learning competencies, both core and basic competencies. It would support creating the innovative teachers in designing the materials. This is one of the factors why students interest in learning English [16][17].

The use of media has a very significant influence on language learning since teachers still use traditional methods such as giving assignments and passive training, failing to deliver the language skills required in the curriculum, including listening, speaking, reading and writing [18]. For this reason, innovation and development of language learning through media (audiovisual/video) might improve students' language skills [19]. The following are some of the steps that should be followed in using English learning videos [20] namely 1) the teacher reviews what was previously covered, also called the opening activity, for student apperception, 2) the teacher conveys the material to be covered, 3) the teacher asks and invites students to download some of the available Islamic Values-based English learning videos. If there are still some students who are unable to download, colleagues should actively help, 4) Students practice the dialogue in the video while the teacher acts as a model, 5) the teacher assess of all student performances, 6) Finally, after students understand the pronunciation model of the English word correctly, they should begin practicing in front of the class.

By applying these learning steps, the learning process creates a good atmosphere and shape the character of students according to the motto of Kampar district, which is "to become an Islamic person with the nickname of the Mecca porch of Riau." The objective of this community service is to develop the ability to produce teaching materials aired using powerpoint. The material should cover the content from learning videos based on Islamic values in high school.

## **2. Methods**

It is descriptive analysis method. It described the implementation and the activities of this community service program during several meetings in SMAN 1 Kampar Timur. The sample is English teacher who have capability in operating computer. They trained how to design the English material by using media, video and power point. The video contents the Islam story, especially, prophet stories. In the end of this training, the teachers hope this media can build hat the character building of students.

## **3. Implementation and Result of Activities**

### **3.1 Implementation**

PKM activities were carried out on Sunday to Tuesday, June 16-18 2019 which starting from 07.00 WIB to 17.00 WIB at the SMAN 1 Kampar Timur, which is located on the State KM road 40 Pekanbaru-Bangkinang, and was attended by several English teachers.

The activities carried out included delivery of materials using lecture and practice methods or peer teaching through class discussion, presentations and question and answers. This started with the introduction of concepts about learning using Information Communication and Technology or Information Technology and Communication (ICT/TIK), Learning uses a scientific approach and the integration of Islamic values in learning using

learning videos to develop Islamic values in students. In the next activity was the preparation of ICT-based learning tools, including material processing, preparation of materials, searching them through the internet or youtube. All teachers brought equipment such as Laptops and Modems or Hotspots to look for teaching materials from the youtube. Afterward, teachers present learning videos in powerpoint for assessment of the development made in using videos with Islamic values. Upon completion of the evaluation, the instructors provide conclusions and suggestions, indicating the areas they need to improve on to attain the desired goals.

### 3.2 The Result of the Activities

High school students contextualize the material, especially in written form are very few. Nevertheless, where the material is presented in an audio and visual form they many students easily contextualize the intended message . For this reason, teaching methods and the use of media are very influential and interrelate aspects in the learning process. Multimedia should be used in the classes, and students should be involved in applying the material provided [21][22][23].

Students often like lessons with motivations and encouragements in material and video learning is effective in this regard. It helps students understand the lesson, apart from being easy to practice. This approach affects children's thoughts and emotions and makes learning more interesting and interactive. Moreover, teachers easily deliver the material and which might be repeated any time [24][25][26].

Teachers at SMAN 1 Kampar Timur obtain materials on the use of media files such as videos from the PKM team.



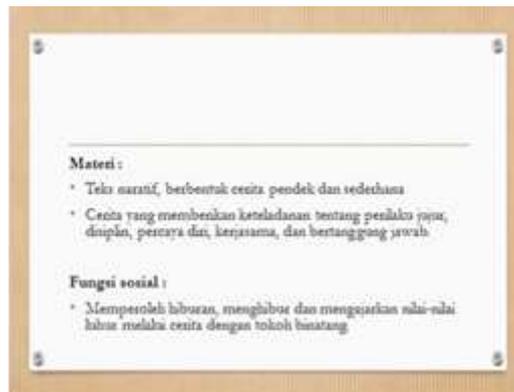
**Fig 1.** The Teachers Activities in Conducting the PkM about The Use of Learning Video-based on Islamic Values

The stages in the preparation of the learning videos are 1) The first stage involves the selection of teaching materials(sources). Teachers sort the existing textbooks as references by considering the material content, difficulty level, method learning and integration of their respective knowledge, 2) The second stage is preparation, starting from arrangement of propositions from basic text, which is switched to online form to obtain a model of text representation or impressions from several slides in the power point (see figure 2, for example shows on the power point slide), 3). The third stage is the selection of material that fits the needs of students, not all material on the topic or material is needed

by students. Therefore, it is necessary to re-select material which is in line with the demands of the curriculum. In this PkM activity the material is based on Islamic values, such as stories of the English-speaking Prophet (see figures 3 material containing Islamic values), 4) Stage 4, is a reduction, which is a way of simplifying language, visualization, and the use of historical techniques in presentations. (see figures 4 visualizing learning videos).



**Fig 2.** The Basic Text View in Slide



**Fig 3.** Content Material based on Islamic Values



**Fig 4.** Learning Video Visualization based on Islamic values

In this activity, some teachers have limitations in processing and compiling learning videos. This is due to lack of ability in the mastery and use of technology to ensure the speaker is conveying the material effectively [27], and produce quality learning videos.

During the video presentation sessions, the teachers had extraordinary abilities with pedagogical and professional competence in the learning process. Moreover, they manage classes and learning process runs effectively and efficiently. As a result, students understand correctly the material covered and improve their performance.

The presentation of several learning videos shown the integration of Islamic values in learning English shapes the character of students. Although they learn English, the contents in the material are Islamic in nature, for example, the stories of the Prophets. Therefore, the learning process runs effectively and efficiently and shapes the character of students according to educational goals.



**Fig. 5.** Learning Video Material Presentation

The use of teaching media in the learning process increases desires and interests, arouse motivation and stimulant learning activities, bringing psychological influences to students. The selection of one particular learning method influences the type of learning media which is appropriate, although there is still something to be considered in choosing media. For

instance, students improve their performance in a subject in case they understand correctly the subject matter learned.

Furthermore, the advantages and disadvantages of using video in English learning and teaching process is as follows (Munir, 2012):

- 1) The Learning System is more innovative and interactive
- 2) The teachers will be creative in designing the materials
- 3) Students can grasp the meaning of vocabulary through watching video
- 4) Increase the motivation of learners during the learning process

While the weakness of using video, namely:

- 1) The lack of the ability of teachers in designing materials through video devices
- 2) Requiring large amounts, and
- 3) Lack of facilities in schools

#### 4. Conclusion

PKM has trained English teachers in designing and compiling Islamic value-based learning videos that are presented using the powerpoint application. It is designed to shape the characters of Islamic students of SMAN 1 Kampar Timur. This is achieved through English learning videos based on Islamic Values successfully designed.

A video is a tool that helps in the process of learning English. The listening, speaking, reading and writing language skills is presented using classroom learning videos, though teachers remain the main instructors and should never be replaced. Students should receive care and affection from teachers. The media only play a role if the teacher explains what is in the text but needs an indirect explanation. Teachers need to pay attention to the use of videos and ensure learning is relevant to the curriculum and as required by the goals of education.

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