Developing Islamic-Based Instructional Materials for Teaching Reading at Islamic Higher Education

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Abstract

This educational research and development aim to create Islamic-based reading materials for Islamic Education Department students. The study has three phases: exploration, model development, and model testing. The exploration phase evaluates the quality of the existing reading materials. During the model development phase, a draft of Islamic-based reading instructional materials was designed and revised based on the inputs from FGD and expert evaluators. The draft model was tested in the exploration phase, while the model testing phase involved an experimental evaluation of its effectiveness in improving students' reading comprehension. This research found that existing reading materials for Islamic Education Department students did not meet their needs for learning English using Islamic materials. Thus, the study developed and tested new Islamic-based reading materials, which were found to be more effective in improving students' reading comprehension. The test results showed that the experimental group's average scores were more significant than the control groups. A t-test has been used to examine this difference's significance. The analysis indicated that the Sig. (2-tailed) was .021, less than the significance level of .05 /05 (.021 < .05). This suggests that the different mean scores between the experimental and control groups were likely due to the different treatments administered to the two groups. The study shows that using Islamic-based reading materials effectively improved reading comprehension among IED students at UIN Mataram.

Keywords: Islamic-based reading instructional materials, Research and Development, reading comprehension

INTRODUCTION

As an Islamic tertiary education, UIN Mataram can teach English as a specific subject in the form of ESP because it fulfills the criteria of ESP developed by Streven (1988) that is, ESP may be related to or designed for specific disciplines". The specificity here is in the forms of specific discipline (Islamic studies) and skill (reading). Islamic studies as the main content of the courses at UIN Mataram especially for the Islamic Education Department can be the topic of English language learning. This can be developed into English for Islamic Studies (EIS) as a new area of ESP. Muhyiddin (2013), Abudhahir et al., (2015), Abudhahir & Ali

(2018). Since the objective of learning English at UIN Mataram is to develop students' reading comprehension skill, ESP for students of IED also focuses on reading skill. The contents of the reading materials are about Islamic studies The incorporation of subjects such as Islamic law (Shariah), Islamic jurisprudence (fiqh), Islamic beliefs (aqidah), Islamic history, and Islamic education in the curriculum allows students to enhance their knowledge about Islam while also learning the English language. Learning English as a foreign language through reading is an effective way to develop students' linguistic knowledge. Nuttal (1982) claims that in this way, vocabulary, structures, and other skills can be learned through reading in a foreign language. This means that reading can be used by teachers to develop other language skills and knowledge. Burns, & Siegel (2018), Li (2014).

Asraf (1997), Rohmah (2012), and Mclennan (2013) as English Language Teaching (ELT) educators have proposed the importance of using Islamic teaching materials to teach English to Muslim students. They claimed that, to a certain extent, cultural resistance arises in Muslim students regarding the use of English teaching materials that contain Western culture, values, and norms. This can decrease students' motivation which consequently hinders the development of their language skills. Al-Khairy (2013) found out from his research that inappropriate learning materials was the cause of decreasing motivation of Saudi undergraduates' English learners. Hirvonen, (2010) also revealed from his study that the teaching materials was one of the demotivating factors for the students to learn English. For this reason, as an Islamic Education Institution (IEI), UIN Mataram should avoid teaching English that uses materials that are detrimental to Islamic teachings and values. English must be taught using material from an Islamic perspective so that the content is relevant to the needs of students, especially for IED students. For this purpose, Islamic-based reading instructional materials which serves as a guidance for teaching reading is urgently needed.

However, the concept of integrating Islamic content into English language teaching at IEI is not a recent one. It originated from the notion of Islamization of knowledge, which was introduced after the first global conference on Muslim education held in Mecca in 1977. ELT experts from different Islamic countries have been working on this topic since then, including Anwarudin (2011) from Bangladesh, Shah et.al (2012) from Pakistan, Al-Haq and Al-Maseid (2009) from Jordan et al., (2022), Wijayanto, (2020), Abudhahir & Ali (2018) and Rohmah et al., (2019) from Indonesia. From 2008 – 2010, in Indonesia, there was LAPIS ELTIS project which was funded by the Australian government aimed at improving the English skills of Islamic high school students (Madrasah Tsanawiyah). One of the main programs is to design Islamic resource kits that enable students to learn English using Islamic materials.

As for the researcher, the reasons to develop Islamic-based reading instructional materials for students of IED, UIN Mataram was because this topic was interesting, challenging, and urgently needed by the institution. This topic is challenging because this requires the English lecturers to have sufficient knowledge about Islam to be able to teach English using this product. It is necessary for them to acquire knowledge about various aspects of Islam, including Islamic law (Shariah), Islamic jurisprudence (fiqh), Islamic beliefs (aqidah), Islamic education, and Islamic history, based on the topic of the reading materials. This is in line with the idea proposed by Derakhshan & Shirmohammadli (2015), Baser et al., (2016), and Wu & Wang (2015) that English teacher should also have good content knowledge apart from the linguistic knowledge. Most importantly, as an English lecturer at

IED, UIN Mataram, the researcher felt that the Islamic-based reading instructional materials are urgently needed to enable the students learn English and at the same time learn Islamic knowledge. Creating Islamic-based reading materials for teaching at Islamic higher education can improve students' reading skills and infuse Islamic values and teachings into the curriculum. It requires thoughtful planning and consideration of learning objectives and Islamic principles. These materials can be effective in enhancing students' reading abilities while promoting Islamic values for IED students.

From the literature review, the need to develop Islamic-based reading instructional materials for students of IED is based on the following theories: Philipson (1992) and Pennycook (1995) According to the statement, ELT is seen as a form of linguistic imperialism due to the economic and political dominance of wealthy nations. English is considered a symbol of Western culture, and learning the language implies embracing Western values. This could cause resistance from learners who come from different cultural backgrounds, especially students from Islamic countries. From pedagogical perspective, the resistance can create affective filter (Krashen, 1982) It is argued that the success of language learners is influenced by a factor known as affective filter. Learners can only acquire a second language when their emotional barriers are not hindering them from receiving sufficient input. Cognitive psychology suggests that effective learning occurs when attention, perception, and memory are all engaged. (Uso-Juan and Martinez-Flor, 2006). Due to the learners' unfavorable attitude towards English, it becomes challenging to anticipate their high motivation levels in the learning process. Chow et al., (2021).

English language teaching has a historical association with Christianity, which can be traced back to the beginning of missionary efforts. (Anwarudin, 2011). This is admitted by Snow (2001) in his book "English Teaching as a Christian Mission: An Applied Theology" that teaching English is an act of Christian service and should be seen as a mission itself. English then plays a role as a missionary language (Pennycook & Coutand-Marin, 2003) and Varghese & Johnston, (2007) claimed that among those who involved in missionary work, they believe that there is a relationship between religious faith and ELT. Based on the facts, it is imperative to address the affective filters that arise from the English language's perceived imperialism, promote a positive perception of English that aligns with Islamic values, and mitigate the potential negative impact of missionary efforts through English language teaching. Therefore, it is essential to incorporate Islamic materials in the teaching of English, especially in an Islamic institution like UIN Mataram for IED students.

The rationale or theoretical framework of this research was synthesized from the literature review and previous research and can be visualized in the following figures. This research's motivation or theoretical framework was synthesized from the literature review and previous research. English text consists of various topics which can be too broad for non-English department students to learn. To make it more specific and contain a certain aspect of language needed by the students, the text should be specified into the field of study of the students. As for the students of IED, Islamic texts become the choice. Hence, the selected texts are developed into Islamic-based reading instructional materials. This text enables the students of IED to learn specific aspect of English language related to Islamic terms and topics such as Islamic law (Shariah), Islamic jurisprudence (fiqh), Islamic beliefs (aqidah), Islamic education (tarbiyah), and Islamic history into the English language curriculum.

Some studies have been conducted on this area, one of which is the one carried out by Al-Haq & Al-Masaeid (2009) in Yarmuk University Jordan in 2009 about Islam and language planning in the Arab World. The research aimed at identifying the status and the use of Arabic and English in Jordan reveals some facts that some participants believe that the use of English in some life affairs may threaten Jordanian culture. However, they also admit that English is needed to preach Islam through carefully prepared materials since English is no longer the language of non-Muslims, but is necessary for the development of individuals, religion, and nation.

Shah et al. (2012) performed study on the design, formulation, and implementation of an English language curriculum from an Islamic viewpoint at the International Islamic University Malaysia (IIUM) in 2012. The findings of this study indicate that designing, implementing, and executing an English language curriculum from an Islamic perspective is extremely likely and feasible. The adaption of a suitable Western curriculum development model, such as Kerr's, demonstrates that secular methods may be Islamized and help to establish an Islamic English language curriculum.

In 2012, Shah et al. (2012) conducted research in Pakistan on the course contents of English language textbooks and their relevance to learners' culture in an Islamic environment. They study various components of a popular ELT textbook used in high school, such as the subjects, the graphical content, the location, and the language employed. Their findings indicate that the book was written without taking into account the learners' needs, goals, and attitudes. Furthermore, some of the materials are overly focused on Western culture, which contradicts Islamic values and may create a schism between students and English language teaching materials.

The researchers' main objective is to evaluate the effectiveness of Islamic-based instructional materials in teaching reading to students in the Islamic Education Department at UIN Mataram. Reading is an essential skill that allows individuals to comprehend written text and communicate proficiently using written language. The teaching process includes imparting various skills such as phonemic awareness, vocabulary development, comprehension, and fluency, and nurturing a love for reading as a lifelong habit. The primary goal is to equip learners with the necessary skills to become confident, independent readers who can apply their knowledge to diverse texts and contexts. Using Islamic-based materials, the researchers plan to integrate Islamic values and teachings into the reading curriculum, which will promote students' spiritual development and enhance their reading abilities.

One factor that can help readers to comprehend the text better is familiarity with the text. It can definitely help readers comprehend better. (Safaie, 2020) When readers are familiar with a text, they are more likely to understand the context, recognize important details, and make connections between different parts of the text. This familiarity can come from repeated readings of a text or from prior knowledge and experience related to the topic or genre. For example, if a student has read a particular book before, they may have a better understanding of the characters, setting, and plot, and this can make it easier for them to comprehend the text on subsequent readings. Similarly, if a student has prior knowledge about a particular topic or genre, such as science fiction or historical events, they may be able to comprehend texts related to that topic more easily. For this reason, the researchers intend to reveal the effect of familiarity of the reading content (Islamic-based instructional materials) to reading comprehension of the students of Islamic Education Department.

The research questions need to be answered in this research are, whether IED students at UIN Mataram require Islamic-based instructional materials for reading instruction or not and how the effectiveness of the Islamic-based instructional materials development for improving reading comprehension among IED students at UIN Mataram are.

METHOD

The approach used in this research was a Research and Development (R&D) approach that applied the Borg & Gall model. However, due to research length issues, the ten stages of the Borg & Gall model were simplified into three phases: exploration, model development, and model testing. The three phases of the Borg & Gall model applied in this research are: Exploration phase, Model Development Phase, and Model Testing Phase.

These stages of research are then formulated in a more operational research activities as figured out in the following chart.
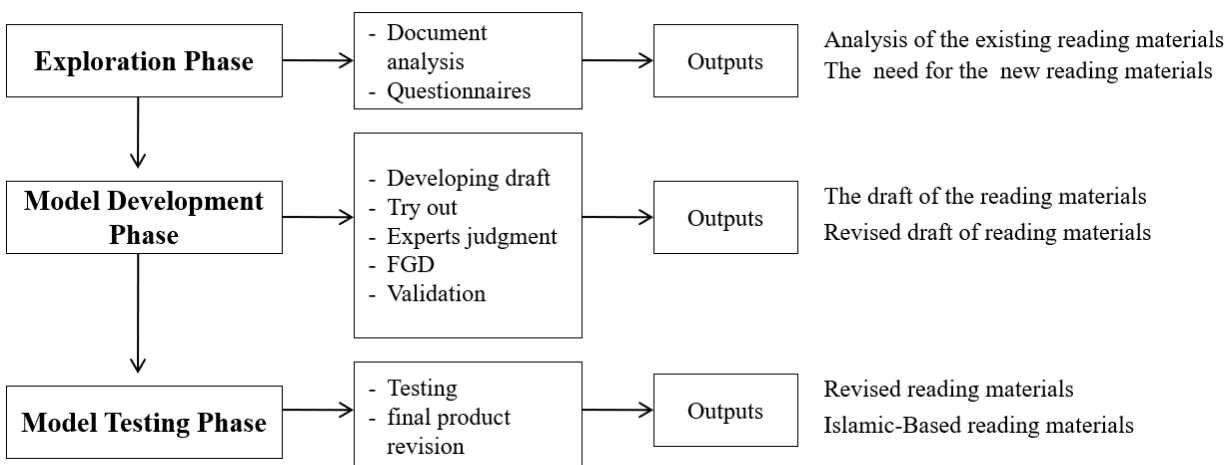

Figure 1. The stages of research

During the various phases of educational R&D research, including the Exploration, Model Development, and Model Testing phases, different research strategies were utilized to achieve their distinct objectives. As a result, the use of methods and strategies in R&D research was more complex compared to other types of research.

The Exploration Phase

The research strategies used in this phase were explanative descriptive and evaluative research where the researcher collected complete, in-depth, and accurate information about the existing Reading materials for students of IED of UIN Mataram. Based on this finding, the researcher then decided to develop needs analysis questionnaire to find out whether or not new reading materials were needed.

Technique of Data Collection

Several techniques were used to collect data for this study, including document analysis, questionnaires, and other relevant methods. To learn more about the profile and contents of the current reading materials, document analysis was used. Meanwhile, questionnaires were distributed to collect information on a variety of topics, including

students' language skills, literacy skills in both English and their native language, academic reading strategies, reading experiences, habits, and attitudes, genre and content preferences, and classroom work styles. The questionnaires used were adapted from Hedgcock and Ferris's (2009) assessment form for a reading course. A checklist based on Moreillon's (2007) comprehension techniques was created to evaluate the reading comprehension strategies utilized in the teaching reading materials.

Technique of Data Analysis

Several data analysis techniques were used to analyze the data, including descriptive statistics, bivariate correlation, and the Cronbach's Alpha Reliability Test. To assess the qualitative data gained from the examination of existing reading materials, descriptive statistics were used. Bivariate Correlation was used to analyze the validity of the questionnaire questions, and Cronbach's Alpha Reliability Test was performed to verify the questionnaire's reliability. SPSS version 22 was used to analyze the data.

The Model Development Phase

Model development phase was the next phase after the evaluation of the existing Reading materials for students of IED of UIN Mataram. Here, the researcher developed a draft model of Reading materials based on the results of the literature reviews, the analysis of the existing Reading materials, and most importantly the result of the needs analysis questionnaire. The main research activities conducted in this phase were 1) Developing a draft of Reading materials for students of IED of UIN Mataram; 2) Revising the Reading materials draft through FGD and expert judgment; 3) Try out of the Reading materials draft; and 4) Revising the draft for the second time. The activities are figured out in the following chart.

The Model Testing Phase

Model testing phase was the last phase in this research. In this phase, the draft model of the designed Islamic-based reading materials as the output of the model development phase was tested experimentally. This was done to see the effectiveness of the product. The final revision, meanwhile, was aimed at refining the product before it became the final product of the research. This activity, hopefully, would guarantee that the final product was a good intended product that worth producing.

Testing Strategy

Experimental research was conducted to see the effect of the teaching materials developed on the reading achievement of the students. For this reason, the draft of the Islamic-based reading materials was experimentally tested among the students of IED as the subject of research. This was done by choosing two classes from among the four classes of the third semester students of IED as the experimental group and the other two classes as the control group. From the process, class III A and III B was treated as the experimental group and class III C and III D as the control group. The experimental group was taught using the materials developed while the control group was taught using the present materials.

Technique of Data Collection

The data collection method used in this phase involved administering a reading comprehension test consisting of 25 questions. The test included five short reading passages, each followed by five questions. Two passages were in multiple-choice format, while the other three were true/false, completion, and essay. The test aimed to determine the reading scores of both the experimental and control groups. To ensure the validity and reliability of

the test, a tryout was conducted on 15 students from the Faculty of Education and Teacher Training at UIN Mataram. The tryout results indicated that the test was valid, as the value of each r-item was higher than that of the r-table. The reliability of the test was also confirmed, as the Alpha Cronbach's Reliability Test result indicated that the test was reliable, with a higher value of Cronbach's Alpha than the value of the r-table. Thus, the test was statistically valid and reliable and consequently can be used to collect data.

Technique of Data Analysis

The data collected as test scores were analyzed using a t-test to determine the impact of different learning materials on the students' learning outcomes. However, before applying the t-test, it was necessary to ensure that the score distribution was normal and homogeneous. To check the homogeneity of the score distribution, a One-Way Anova analysis was conducted. Meanwhile, the Shapiro-Wilk Normality Test was used to determine the normality of the score distribution. After conducting these tests, the Bivariate Correlation Test was used to analyze the test results.

FINDING AND DISCUSSION

The Exploration Phase

Based on the evaluation of present reading materials, the reading strategies applied are listed as follows: 1) The lecturer reads the text for the students to model the pronunciation of the words. 2) The students are asked to read the text. 3) The students are asked to do reading exercises. These strategies did not lead the students to develop their reading comprehension skills. The results of the evaluation of the appropriateness of the reading strategies used in the present reading materials proved that the present reading materials did not provide appropriate strategies for the students. Its inappropriateness was clearly indicated by the low score it gained (1.1 out of 4).

As for the preference of the students of IED to use English reading lesson containing Islamic teaching materials, from 145 respondents, almost all of them (97.9%) agreed to have Islamic teaching materials as the content of their English reading lesson and only 2.1% of the respondents disagreed. This clearly indicated that the students of IED of UIN Mataram strongly had intention to use Islamic-based materials to learn English.

Table 1. Students Perception

Question	N	Yes		No	
		f	%	f	%
As a student of Islamic Education Department, do you agree to have an English reading lesson containing Islamic teaching materials?	145	142	97.9%	3	2.1%

Based on the topics selected by the respondents, the four most interesting topics were Islamic jurisprudence (fiqh), Islamic belief (aqidah), Islamic laws (syari'ah), and Islamic education (tarbiyah). They were selected as the first choice successively by 31.7%, 28.3%, 23.4%, and 8.3%. Islamic history was also chosen as the first choice by 7.6% of the respondents. Islamic culture and Islamic arts were not chosen by any respondents for the first choice while Islamic economy was only chosen by one respondent (.7%) as the first choice. Islamic art was chosen by more than half of the respondents (60%) as the last choice which indicated that it was the least interesting topic for the respondents.

The Model Development Phase Results

The topics of the reading materials are about Islamic teaching based on the result of the questionnaire that the students prefer to learn English using Islamic teaching materials. The topics include Islamic belief (aqidah), Islamic jurisprudence (fiqh), Islamic laws (syari'ah), Islamic education (tarbiyah), and Islamic history. As an ESP subject, the materials were taken from authentic materials. Blagojević (2013); Cañado & Esteban (2015); Nădrag, & Buzarna-Tihenea (2017). Therefore, the materials were taken from Islamic writing such as books, journal, etc. This is very important for the students because the main aim of English subject for students of IED is they are able to read Islamic literature.

Table 2. The topics of the reading materials

No	Topics	Reading Titles
1.	Islamic Jurisprudence (*Fiqh*)	1. The Qur'an 2. The Importance of Islamic Jurisprudence 3. Reflections on Islamic Renewal
2	Islamic Laws (*Syari'ah*)	4. Systemization and Administration of Islamic Law 5. Islam and Society
3	Islamic Belief (*Aqidah*)	6. The Categories of Tawheed 7. Wahhabism 8. Angels
4	Islamic Education (*tarbiyah*)	9. History of Madrassas 10. The Aims of Islamic Education 11. Seeking Knowledge for the Sake of Knowledge
5	Islamic History	12. Mecca Under the Quraysh Clans 13. Birth of a Prophet 14. Prophetic Call

As a reading lesson, the teaching and learning process is divided into three stages of activities: before reading activity, while reading activity, and after reading activity. Each activity is designed to help the students in comprehending the reading text. To make the students active in the teaching and learning process, the activities are designed in a learner-centered approach. This enables the students to actively involved in the lesson by answering questions, doing exercises, etc. The students work on activities related to vocabulary, grammar and writing.

The Model Testing Phase Results

The last step of this R and D research was the testing phase of the draft of the designed product. Experimental research was carried out to test the effectiveness of Islamic-based reading materials on two groups of students: an experimental group and a control group. The research subjects were four third-semester classes from the Islamic education department, with classes III A and III B designated as the experimental group and classes III C and III D as the control group. The students in each group were assumed to have the same level of English proficiency, as their placement into different classes was based on their identification numbers.

Before the data was analyzed using t-test to see the significant difference between the means, test of homogeneity of variances and test of normality of the distribution must be done first as a precondition for the t-test analysis. The outcome of the homogeneity test indicated that the experimental group had a value of .179, which exceeded the significance level score of .05 (.179 > .05). Similarly, the control group had a score of .203, which was also above the significance level score of .05 (.203 > .05). Consequently, this implies that the distribution of scores was uniform.

Furthermore, the normality test demonstrated that the distribution of scores was normal as the scores for groups A and B exceeded the significance level score of .05 (.312 > .05, .203 > .05). Therefore, with a homogenous and normal distribution of scores, the t-test analysis was conducted. The statistical analysis results using SPSS 22 are presented in table 4.25.

Table 3. Result of t-test analysis

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Scores	Equal variances assumed	1.821	.179	7.341	152	.021
	Equal variances not assumed			6.582	148.676	.011

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Final Product

The final product of this research is a set of reading instruction materials with an Islamic focus for students in the Islamic Education Department at the Mataram State Islamic University (UIN Mataram) Faculty of Education and Teacher Training. This finished item was the result of the last revision made to the product's design during the development stage. The following instructional activities include the reading materials:

No	Reading Activities	Objectives
1.		**Get Ready to read**
		The exercises presented in this phase are intended to equip the learners prior to reading. The objective of these exercises is to ready the students by enhancing their prior knowledge, lexicon, and grammatical skills.
	a. Connect the reading	This exercise aims to connect the pupils with the subject matter of the reading
	b. Build background knowledge	This exercise aims to connect the pupils with the subject matter of the reading.
	c. Set purposes for reading	The questions asked in this stage are expected to be able to build background knowledge needed to understand the reading text. Having the

		capacity to anticipate the writer's intention(s) when composing the reading material can prove extremely advantageous in aiding the students' comprehension of the text. Also, this exercise will empower the pupils to become efficient readers who consistently read with an intention.
	d. Vocabulary Preview	This task aids pupils in comprehending challenging terms they come across in the passage by identifying the equivalent words and their translation in Bahasa Indonesia. Each session presents ten chosen words extracted from the text.
	e. Writing the sentences	To ensure that the pupils comprehend the vocabulary, they are prompted to compose sentences utilizing the words they are dealing with.
2.	**While reading**	
	To enhance the concentration of students towards reading, they are instructed to go through the text thrice with distinct objectives.	
	1st Reading	In this initial activity, students are instructed to rapidly scan the text and identify the word or phrase highlighted in the vocabulary preview, as well as any Islamic terminology utilized in the passage. The objective is to enhance their scanning skills
	2nd Reading	The subsequent perusal serves as a quick scan to identify the primary concept conveyed in each section.
	3rd reading	The third round of reading is intended for understanding, in which the pupils read with greater attention to identify the solutions to the comprehension queries given.
3	**After reading**	
	The purpose of this phase is to consolidate all the undertakings carried out by the students in the preceding stages. At this juncture, the students can retrospect on the tasks they accomplished prior to delving into the vocabulary and anticipations they had formulated concerning the reading goals.	
	a. Checking purposes of reading	The students verify their hypotheses regarding the intentions of the author in composing the text and the purpose of the students perusing the text.
	b. Author's objective	The readers verify if their anticipation regarding the author's aim is accurate or incorrect. The instructor must concentrate on the procedure of equipping the learners to become proficient readers, rather than correctness or incorrectness.
	c. Vocabulary	The objective of this task is to assist the pupils in retaining the lexicon that they acquired during the preceding phase.
	d. Grammar	The purpose of this activity is to teach the students the chosen structure or grammatical construction from the reading text.
	e. Write the reading text	The students' final opportunity to write about the subject of the reading text is in this exercise. To assist the students, the writing is done in the form of guided writing, in which they are only allowed to write in response to instructions like filling out tables or answering questions.

Product Specification

There are several important characteristics that define the creation of Islamic-based reading instructional materials for students of the Islamic Education Department. First, since Western culture is ingrained in ELT course materials, using Islamic materials as the content for the reading texts filters out the detrimental cultural effects of English. Additionally, it enables them to read Islamic literature written in English, which boosts their motivation

because they are already familiar with the subjects. Secondly, in order to expose students to natural language as much as possible, using authentic materials when teaching reading is essential. The reading materials in this product were culled from reliable Islamic sources, including English-language books and journal articles.Thirdly, by emphasizing student-centered learning, the activities in the teaching materials were created to encourage student participation in teaching and learning., focusing on student-centered learning. The teacher acts as a facilitator, and the activities are designed as tasks that the students can complete individually, in pairs, and groups.

Finally, the material integrates various language skills during teaching and learning. Although the focus is on developing reading comprehension skills, other related skills, such as speaking, vocabulary knowledge, grammar knowledge, and writing, are also developed through different activities. Since language skills cannot be learned and developed in isolation, they must be integrated during the teaching and learning process to achieve the best possible results for language development.

CONCLUSION

This educational Research and Development had specific objectives for each phase. The conclusions were drawn based on the research questions posed in the exploration, model development, and model testing phases. An assessment of the current reading materials used to teach reading at the Islamic higher education institution was done during the investigation portion of the study. The final evaluation results, which were 1.0 and 1.1 out of 4, showed that the materials at hand were insufficient for effectively enhancing the students' reading abilities. It should be noted that additional explanation is needed for both the evaluation criteria and the specific factors that contributed to the low scores. Future research may thus offer more in-depth information on the evaluation standards and the precise flaws found in the materials at hand. The results of the need analysis questionnaire revealed that students urgently needed new reading material, and the majority (97.9%) agreed that Islamic-based materials for reading texts should be developed. These findings highlight the need for high-quality reading materials that cater to the specific needs of students in the Islamic Education Department of UIN Mataram.

In the Model Development Phase, the need analysis questionnaire results showed that Islamic-based reading materials should be developed for students of IED of UIN Mataram. The materials should cover Islamic law, jurisprudence, belief, history, and education to cater to the specific needs of the learners. The Model Testing Phase showed that the developed materials were effective in improving the students' reading comprehension skills. The experimental group, taught using Islamic-based reading instructional materials, had significantly higher mean scores than the control group. The t-test analysis confirmed that the difference in learning outcomes was due to the different treatments given to the two groups. Therefore, the developed Islamic-based reading instructional materials were found to be effective in enhancing the students' reading skills. By catering to the specific needs of the learners, the materials helped to improve the quality of English language education in the institution.

To sum up, this study emphasizes the potential of instructional materials with Islamic themes for teaching reading in Islamic higher education institutions. However, since the study only looked at one course and relied on student feedback that they self-reported, there

are some limitations. Future studies should examine how well Islamic-based materials work in various courses, how technology can be used to deliver these materials, and what stakeholders think. The long-term effects of using instructional materials with an Islamic focus on student learning outcomes could also be evaluated through longitudinal studies. By addressing these issues, it will be possible to confirm the value of Islamic-based educational materials in improving student learning outcomes.

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