# Developing a Model of Reading Materials Based on the 10-*Muwashafat* and Pancasila Student Profile

**Seful Bahri[1], Rudi Hartono[2], Yusnita Sylvia Ningrum[3]**

[1]Universitas Negeri Semarang, Indonesia
[2]Universitas Negeri Semarang, Indonesia
[3]Universitas Negeri Semarang, Indonesia

## Abstract

This study addresses the critical need for character-based English reading materials tailored to the unique educational context of Integrated Islamic Junior High Schools (SMPIT). SMPIT's distinct curriculum incorporates the 10-*Muwashafat* character foundation, which aligns with broader national values encapsulated in the *Pancasila* student profile. Despite the importance of these character values, existing English reading materials often fail to adequately integrate them, posing a challenge for effective character education. This research employs a mixed-methods approach, combining Research and Development (R&D) methodology to develop a model of reading materials that integrates the 10 Muwashafat characters and the Pancasila student profile, aimed at supporting character formation in English language learning at SMPIT. Additionally, an experimental method is utilized to assess the model's effectiveness. Through the mixed-methods design, the study conducted an in-depth analysis of current learning materials to identify gaps in the integration of character values. Data were collected using interviews, observations, tests, and questionnaires, involving teachers, students, and education experts. Based on these findings, a new model of reading materials was designed, integrating both 10 Muwashafat and Pancasila values. The model underwent expert validation and field testing at SMPIT, followed by revisions to enhance its effectiveness based on the results. The results demonstrate that the developed reading materials significantly improve the integration of character education in English learning, aligning with the school's values and supporting students' holistic development. This study contributes to the field of educational material development by providing a framework for incorporating character education into language learning, addressing both religious and national educational goals.

**Keywords**: reading; materials development; 10-Muwashafat; Pancasila student profile; character education

## INTRODUCTION

In the contemporary era of globalization, English has solidified its position as a vital tool for international communication and engagement. It transcends geographical boundaries, allowing individuals to share information, ideas, and experiences across diverse cultures (Niyozova, 2020; Rao, 2019; Nishanthi, 2018). Additionally, proficiency in English has become essential in various sectors, including business, education, and technology, as it is often the primary language used in academic research, international conferences, and online communication. For instance, individuals in Indonesia can readily access global news through online media and English-language television channels. Similarly, stockbrokers and business professionals must navigate international markets effectively, highlighting the necessity for English proficiency in today's competitive landscape. Furthermore, the acquisition of English language skills fosters cross-cultural understanding, which is crucial for promoting harmonious relationships among individuals from different backgrounds.

In the context of Asia, where linguistic diversity is a hallmark, English serves as a key driver of economic growth and collaboration. The establishment of the ASEAN Economic Community (AEC) in 2015 further underscored the region's need for a common language to facilitate interactions among member states (Zao, 2019). As businesses increasingly operate on a global scale, English proficiency has become a prerequisite for employment in many national and multinational companies, as emphasized by Li (2020). This circumstantial evidence emphasizes the direct correlation between English language proficiency and successful engagement in both academic and professional arenas.

In Indonesia, English is the only foreign language mandated to be taught as a compulsory subject from junior high school through senior high school, following the guidelines set by Kurikulum Merdeka

(The Emancipated Curriculum) established by the Ministry of National Education. Higher education institutions also require students to study English as a core component of their curriculum, typically for a minimum of one semester. The objectives outlined in the Kurikulum Merdeka aim to equip students with essential communication skills, enabling them to engage in basic spoken and written English proficiently. Junior high school students, in particular, are expected to comprehend a range of text genres and apply basic language expressions in practical scenarios.

Language skills are broadly categorized into productive skills, encompassing speaking and writing, and receptive skills, which include listening and reading. Although receptive skills are often perceived as less challenging to develop, research by Sharma (2015) illustrates that students frequently encounter greater difficulties in mastering listening and reading compared to their productive counterparts. Given the growing significance of reading in everyday life, academic achievement, and personal development, it is imperative for students to cultivate strong reading skills.

However, a significant issue lies in the lack of reading materials that are tailored to suit the unique characteristics of schools, such as Integrated Islamic Junior High Schools (SMPIT), which combine both national and Islamic curricula. This issue is not limited to SMPIT; schools across Indonesia, whether private or public, religious-based or secular, tend to use relatively the same English textbooks. These materials do not take into account the unique educational environments or values of each institution. This gap highlights the pressing need for reading materials that not only teach language skills but also incorporate values relevant to the students' specific educational settings, ensuring a more holistic and character-based learning experience.

A crucial aspect of developing effective reading skills within such schools, specifically in SMPIT, is the integration of school characteristics and the current government curriculum. This is where the concept of the 10 Muwashafat of SMPIT and the Pancasila Student Profile comes into play. The 10 Muwashafat embody key character traits essential for students' development, providing a foundation for instilling values and moral principles within the learning process. These traits are as follows

1. Salimul Aqidah (sincere belief) emphasizes the importance of having a strong and correct belief in Islamic principles and faith.
2. Shahihul Ibadah (righteous worship) refers to the proper and sincere performance of all religious obligations, reflecting a deep commitment to one's faith.
3. Matinul Khuluq (mature, strong character) focuses on good manners, integrity, and morality.
4. Qawiyyul Jism (good health) underscores the need for maintaining physical health and strength.
5. Mutsaqqafal Fikr (intelligence and knowledgeable) highlights the importance of broad and deep knowledge.
6. Qadiran 'ala Kasbi (independent) emphasizes being economically independent.
7. Mujahadatun li Nafsihi (Striving against the Self) encourages self-discipline and spiritual growth.
8. Haritsun 'ala Waqtihi (Time Management) emphasizes effective use of time.
9. Munazhzhamun fi Syu'unihi (Organized in Affairs) highlights the importance of being organized.
10. Nafi'un li Ghairihi (Beneficial to Others) encourages contributing positively to society.

Complementing the 10 Muwashafat, the Pancasila Student Profile (Profil Pelajar Pancasila) is a framework that guides students in embodying values central to Indonesia's national philosophy. It emphasizes traits such as being faithful and fearful of God Almighty, global diversity awareness, critical thinking and problem-solving skills, cooperative spirit, responsible citizenship, environmental awareness, and a healthy lifestyle.

The integration of the 10 Muwashafat and Pancasila values into reading materials aligns with the goals of character education, ensuring that students not only develop their language skills but also embody essential moral and ethical principles. However, current English reading materials in Integrated Islamic Junior High Schools (SMPIT) often fail to incorporate these values, leading to a disconnect between language learning and character education. Despite SMPIT's distinctive feature of integrating both the national curriculum and the SMPIT curriculum, the English reading materials used are no different from those used in other schools. This oversight means that existing textbooks do not consider the specific characteristics and needs of SMPIT students, resulting in materials that are not fully aligned with the school's character education goals.

Given these issues, the present study focuses on developing an innovative model for English reading materials that seamlessly integrates both the 10 Muwashafat and the Pancasila Student Profile. This study aims to provide a comprehensive framework that not only enhances students' reading skills but also aligns with the unique values and educational goals of integrated Islamic junior high schools.

Furthermore, the study draws on principles of language learning material development outlined by Brian Tomlinson, which emphasize the need for authentic input, communicative competence, learner

engagement, meaningful interaction, learner autonomy, and flexibility in materials. By aligning these principles with the character traits from the 10 Muwashafat and Pancasila Student Profile, the developed reading materials aim to address both language proficiency and character development in a holistic manner.


**METHODOLOGY**

This research employs a mixed-methods approach, combining Research and Development (R&D) methodology to develop a model of reading materials that integrates the 10 Muwashafat characters and the Pancasila student profile, aimed at supporting character formation in English language learning at SMPIT. Additionally, an experimental method is utilized to assess the model's effectiveness.

The ADDIE development model (Branch, 2009) guides the process of developing a model of English reading materials based on the 10-muwashafat and Pancasila students profile for Integrated Islamic Junior High Schools (SMPIT). The ADDIE model, which stands for Analyse, Design, Develop, Implement, and Evaluate, provided a structured framework to ensure the systematic creation and refinement of the materials. The methodology was divided into three major phases: the preliminary stage, the prototype development stage, and the examining stage, each incorporating specific actions based on the ADDIE principles.

**1. Preliminary Stage**

The first phase of the methodology focused on understanding the current challenges in English language instruction at SMPIT, particularly in integrating character education. This stage involved a comprehensive literature review, empirical study, and a thorough needs analysis. The literature review examined existing research on junior high school English learning, genre-based approaches, text and context considerations, and the specific educational characteristics of SMPIT. This included studies on the 10-Muwashafat values, the Pancasila student profile, and general principles of materials development.

The empirical aspect of this stage involved collecting data from various stakeholders within the SMPIT educational community. This was accomplished through interviews with English teachers, as well as questionnaires distributed to both teachers and students. The goal was to understand how well current English reading materials aligned with the *Kurikulum Merdeka* and whether they effectively addressed character formation goals. The needs analysis identified two key areas: target needs (the objectives students are expected to meet) and learning needs (the skills and competencies students must acquire to meet these objectives). Expert-evaluated questionnaires and interviews further refined this analysis, ensuring the data collected was comprehensive and relevant.

**2. Development Stage**

The second phase involved using the data from the preliminary stage to design and develop a prototype of the reading materials. In alignment with the ADDIE model, this stage focused on the "Design" and "Develop" components. Initially, a prototype of the reading materials was created, informed by the insights gathered during the needs analysis. The prototype was designed to incorporate both the 10-Muwashafat character values and the Pancasila student profile, ensuring the materials were culturally and contextually appropriate for SMPIT students.

In this stage, instructional tools such as syllabi, lesson plans, and supplementary materials were also developed. These tools were crafted to support teachers in delivering the newly developed content. To ensure the materials were pedagogically sound, they were subjected to expert validation. This process involved a checklist evaluation using a four-point Likert scale, which allowed for detailed feedback on various aspects of the materials, including content accuracy, pedagogical relevance, and the integration of character education. Revisions were made to the prototype based on this expert feedback before it was implemented in a classroom setting.

**3. Examining Stage**

The third and final phase was dedicated to implementing and evaluating the effectiveness of the developed reading materials. This phase employed an experimental method, utilizing a pre-test and post-test two-group design to assess the model's impact on student outcomes.

Data were collected through pre-tests and post-tests administered to both the experimental group, which utilized the newly developed reading materials, and a control group that used traditional school-book materials. The pre-test was designed to assess students' baseline reading proficiency and character integration, while the post-test aimed to evaluate improvements after the intervention.

Instruments used in this study included standardized reading comprehension tests and questionnaires measuring students' attitudes toward character education. Content validity of these instruments was established through expert reviews and feedback, ensuring that the items effectively measured the intended constructs. Reliability was assessed using Cronbach's alpha, with a target threshold of 0.70 or higher, indicating acceptable internal consistency of the test items.

Statistical analysis was performed using a t-test to compare the mean scores of the two groups before and after the intervention. This analysis helped determine whether the differences in reading proficiency and character development were statistically significant. The findings from this phase provided valuable insights into the effectiveness of the reading materials in enhancing both English language skills and character education, contributing to the overall goal of fostering holistic development in students.

All data for the research were collected from students and teachers at an Islamic integrated school in Semarang. The quality of the developed model was assessed through questionnaires and observations, while needs analysis data were obtained from questionnaires, and students' learning outcomes were evaluated through tests. The research instruments included questionnaires, four observation sheets, interview guides, and multiple-choice tests. To ensure the credibility of the data, expert judgment was applied alongside statistical tests for validity, reliability, normality, and t-tests, followed by descriptive statistical analysis.

**FINDINS AND DISCUSSION**
This study aimed to achieve two key objectives: (1) to design a comprehensive English reading material model that aligns with the ten Muwashafat and the Profil Pelajar Pancasila, and (2) to assess the effectiveness of the developed model in reading proficiency alongside promoting character education. Below are the findings and discussions related to both objectives.

**1. Designing a Comprehensive English Reading Material Model**
The development of the reading material model based on the 10 Muwashafat and the Pancasila student profile for Integrated Islamic Junior High Schools followed a detailed research and development process. This began with a need's analysis, identifying the specific requirements of students and teachers, which informed the creation of a prototype model

Key insights from the needs analysis highlighted the importance of diverse reading materials that include Islamic themes and align with SMPIT's character development goals, based on the 10 Muwashafat principles. A significant portion of students (95%) expressed that reading materials should support character formation, specifically through Islamic values. Additionally, 93% of students preferred engaging activities and materials that reflect both the Merdeka Curriculum (Emancipated Curriculum) and the specific objectives of SMPIT, which in this case, refer to the 10-muwashafat.

However, challenges emerged, with 83% of students noting the need for improved reading materials that better support their character formation as well as the language mastery. Their learning goals included mastering text types, expanding vocabulary, improving grammar, and enhancing pronunciation, with 90% agreement. Collaborative learning environments were also preferred, particularly in group and pair work settings.

The resulting prototype model integrated both Islamic content based on the 10 Muwashafat and national values drawn from the Pancasila student profile. The content emphasizes character development alongside English language learning, offering students holistic materials that reflect both religious and national principles. Islamic texts sourced from the Qur'an, Sunnah, and Sahabah stories are adapted to meet the genre-based structure required by the curriculum. The texts emphasize traits such as honesty, discipline, and teamwork while aligning with Pancasila values like tolerance and faith in God.

The activities in the instructional materials also support this integration, combining language comprehension tasks with moral reflections on character traits. Collaborative activities emphasize mutual respect and teamwork, central to both the 10-Muwashafat and Pancasila profiles, while also enhancing students' linguistic competence. The following table is the structure of the intended reading materials model:

| No | SECTIONS / COMPONENTS | WHAT TO CREATE / EXPLANATION |
|---|---|---|
| 1 | **Introduction** | - A unit number, title, learning goals of the unit, and an engaging, relevant picture or illustration that reflects both Islamic and national themes.<br>- No need to include the word "Introduction." This section should set the stage for integrating Islamic values (10 Muwashafat) with the Pancasila student profile. |
| 2 | **Reading Passage** | - **Text 1:** Provide an Islamic reading text that integrates the mandates of the curriculum and SIT-specific objectives, particularly emphasizing the 10 Muwashafat (traits such as *salimul aqidah, sahihul ibadah, matinulkhulq*). The text should also reflect these values while also linking to the broader Pancasila student profile (e.g., faith in God, tolerance, and teamwork). |

| | | |
|---|---|---|
| | | - Texts can be adapted from the Qur'an, Sunnah, stories of Sahabah, Islamic history, or other relevant sources, but they should follow the genre structure required by the curriculum.<br>- The text should be between 150-200 words.<br>- **Activity 1:** Have students read the text both silently and aloud, focusing on understanding content, learning new vocabulary, and practicing correct pronunciation, while reflecting on character traits emphasized in the text. |
| 3 | **Reading Comprehension Tasks** | - These tasks should combine language comprehension with reflection on Islamic and Pancasila values, offering both individual and group activities.<br>- **Activity 2:** Create multiple-choice comprehension questions based on Text 1 that not only test understanding of the text but also highlight the character values presented.<br>- **Activity 3:** Provide a second Islamic-themed text (Text 2), which should showcase different 10-Muwashafat traits from Text 1. Make the text incomplete to create a "fill-in-the-blank" task, with options that require students to apply both linguistic skills and value-based thinking.<br>- **Activity 4:** Present a brief explanation of the genre, its social function, generic structure, and linguistic features, connecting these to values such as cooperation and mutual respect (aligned with both Muwashafat and Pancasila). Follow up with a group discussion on how these values are embedded in the genre.<br>- **Activity 5:** Introduce a third text (Text 3) that also represents Islamic values and Pancasila principles, but with a new set of character traits. Students should analyze the purpose, generic structure, and linguistic features of this text in relation to both religious and national values. |
| 4 | **Linguistic Features** | - **Activity 6 (Grammar Talk):** Provide a clear explanation of grammar elements that are integral to the genre being studied. Use examples that reflect 10-muwashafat (e.g., *Mujahadatun li Nafsihi, Nafi'un li Ghairihi*) and Pancasila values (e.g., unity, faith in God). Students should read and discuss these examples in groups, emphasizing both grammar and value-based language use.<br>- **Activity 7:** Create dialogue questions related to the grammar lesson. These questions should incorporate vocabulary and sentence structures that reflect both Islamic values and Pancasila principles, encouraging students to engage in meaningful, value-oriented communication. |
| 5 | **Written and Oral Practice** | - **Activity 8 (Composing Time):** Provide instructions for students to write their own text in the same genre, integrating both the 10 Muwashafat (e.g., *Mutsaqqafal Fikr, qowiyyul jism*) and Pancasila student profile values (e.g., teamwork, religious harmony). Offer a template or outline to guide their writing process.<br>- **Activity 9 (Speaking Time):** Have students present their written text orally in a group or before the class, focusing on clear communication and the representation of the values integrated into their texts. |
| 6 | **Reflection** | - Create activities or questions that encourage students to reflect on the moral and ethical lessons learned through the reading materials, and how these lessons relate to both Islamic values (Muwashafat) and Pancasila values. Students should be asked to write their opinions or impressions about how these values can be applied in their daily lives, reinforcing the connection between learning and character development. |

*Table 1 Organization of reading materials*

This model of reading material promotes character development by integrating the 10 Muwashafat and the Pancasila student profile within the framework of the Merdeka Curriculum. Through reading passages and activities, students not only enhance their language skills but also cultivate Islamic and national values, fostering their academic, moral, and social growth. By blending religious and national principles, the program encourages students to become well-rounded individuals, proficient in English and instilled with a strong sense of ethics, responsibility, and cooperation.

The structure of this model has also been reviewed by instructional materials experts, who provided positive feedback and comments, awarding it a score of 3.53 out of 4, shown in the following table:

| No | Aspects validated | Score (Max 4) |
|----|-------------------|---------------|
| 1 | Content: Quality and meaningfulness of the content in Instructional materials | 3.5 |
| 2 | Alignment of the content with the curriculum, syllabus, and learning objectives | 3.5 |
| 3 | Content Presentation: How the content is presented and explained | 3.5 |
| 4 | Completeness of the Content: Availability and adequacy of all necessary content components | 3.5 |
| 5 | Suitability of the Content to the Grade Level | 4 |
| 6 | Suitability of Exercise Questions to the Content | 3.5 |
| 7 | Level of Difficulty of the Questions: Difficulty level and complexity of the presented exercise questions | 3.5 |
| 8 | Clarity of Instruction in the Questions: Readability and clarity of instructions in the exercise questions | 4 |
| 9 | Variety of Tasks and Activities | 3.5 |
| 10 | Tasks and activities that facilitate students' understanding of the content | 3.5 |
| 11 | Use of Illustrations and Images in the Content | 4 |
| 12 | Suitability of Colors, Appearance, and Font Size | 4 |
| 13 | Readability, structure, and organization of the Instructional materials | 3.5 |
| 14 | Language Use: Spelling and punctuation accuracy, effectiveness of sentences, clarity of message in sentences | 4 |
| 15 | Completeness of References: Availability and adequacy of references used in the Instructional Materials | 3.5 |
| **Total average score** | | **3,53** |

*Table 2. Expert validation result of the model*

The validation process covered several key aspects, including the quality and meaningfulness of the content, its alignment with the curriculum, syllabus, and learning objectives, and the way the content is presented and explained. Experts also assessed the completeness of the content, ensuring that all necessary components were included and appropriate for the grade level.

The exercise questions were evaluated for their suitability to the content, the level of difficulty and complexity, and the clarity of the instructions. Additionally, variety in tasks and activities was considered, focusing on how well they facilitated students' understanding. The use of illustrations, images, and the overall design—such as colors, appearance, and font size—was also examined for readability and effectiveness. The language used in the materials was reviewed for spelling and punctuation accuracy, sentence clarity, and message effectiveness. Finally, the completeness and adequacy of references were validated to ensure they fully supported the instructional materials.

**2. Assessing the effectiveness of the developed model**
To assess the learning outcomes in terms of scores, both pre-tests and post-tests were administered to the students. The pre-test was administered before the students received instruction using the developed model, while the post-test was conducted after the treatment. These tests aimed to evaluate the students' reading comprehension skills in a specific genre, focusing on their understanding of the reading comprehension, generic structure and linguistic aspects such as grammar and vocabulary.
Before being administered in class 8C, the test instrument was tried out to an equivalent group, namely class

8D. The selection of class 8D was based on its similarity to class 8C, as both classes consisted of 22 female students, while classes A and B were male-only. After the try-out test, validity and reliability tests were conducted.

The results indicated that out of 35 items, 30 were deemed valid and 5 were deemed invalid. Therefore, only the 30 valid items were used for the pre-test and post-test. The reliability test, using the Cronbach's alpha formula, yielded a score of 0.9, indicating high reliability. Here is the SPSS result for reliability of the try out.

### Case Processing Summary

|  |  | N | % |
|---|---|---|---|
| Case | Valid | 22 | 100.0 |
|  | Excluded | 0 | 0.0 |
|  | Total | 22 | 100.0 |

### Reliability Statistics

| Cronbach's Alpha | N of items |
|---|---|
| .936 | 35 |

*Table 3.    Reliability of the test instrument*

To establish a clear timeline, the students in class 8C took the pre-test on August 1, 2004. Subsequently, they participated in classroom learning activities using the developed model. These activities, including learning steps and materials, were part of an examining stage of an R&D, using an experimental method. Afterwards, on August 22, 2024, they undertook the post-test, which mirrored the pre-test in terms of question quantity, test structure, and level of difficulty.

The results of the pre-test and post-test are then compared to evaluate the effectiveness of the intervention or, in this study, the reading instructional model that we have developed. To analyze the difference between the pre-test and post-test scores, a T-test is conducted. The T-test is used to measure the statistical significance of the difference and determine whether there is a significant change in students' knowledge after the intervention.

Here is a summary of the pre-test and post-test results for class 8C, which serves as the basis for the following statistical calculation:

**Paired Samples Correlations**

|  | N | Correlation | Sig. |
|---|---|---|---|
| Pair 1    pre_test & post_test | 22 | .814 | .000 |

**Paired Samples Test**

|  | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|
|  | Mean | Std. Deviation | Std. Error Mean | 6 Confidence Intervalof the Difference | | | | |
|  |  |  |  | Lower | Upper | | | |
| Pair 1  pre_test - post_test | -9.045 | 4.942 | 1.054 | -11.237 | -6.854 | -8.584 | 21 | .000 |

**1)   Normality test-pre-test and post test**
**One-Sample Kolmogorov-Smirnov Test**

|  |  | Unstandardized residual |
|---|---|---|
| N |  | 22 |
| Normal Parameters[a,b] | Mean | 0E-7 |
|  | Std. Deviation | 4.59375405 |
| Most Extreme Differences | Absolute | .137 |
|  | Positive | .137 |
|  | Negative | -.099 |
| Kolmogorov-Smirnov Z |  | .641 |
| Asymp. Sig. (2-tailed) |  | .805 |

a. Test distribution is Normal.
b. Calculated from data.

**Descriptive Statistics**

|  | N | Range | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| Pre test | 22 | 26 | 50 | 76 | 1511 | 68.68 | 8.272 | 68.418 |
| Post test | 22 | 30 | 66 | 96 | 1710 | 77.73 | 7.917 | 62.684 |
| Valid N (listwise) | 22 |  |  |  |  |  |  |  |

The explanation of the tables presented is as follows:
T-test pre-test and post-test:
Correlation:
In the correlation analysis between the pre-test and post-test, a strong positive correlation of 0.814 was found with a significance level (Sig.) of 0.000. This indicates a significant relationship between the pre-test and post-test scores.
Paired difference test:
In this analysis, the mean difference between the pre-test and post-test scores was calculated as -9.045, with a standard deviation of 4.942. The standard error mean was 1.054. The 95% confidence interval for the difference ranged from -11.237 to -6.854. The calculated t-value was -8.584 with degrees of freedom (df) of 21 and a significance level (Sig.) of 0.000. With a significant t-value, it can be concluded that there is a significant difference between the pre-test and post- test scores. These results indicate that the intervention had a significant effect in improving the participants' scores.

Normality test for pre-test and post-test:
*Kolmogorov-Smirnov test*:
This test was used to evaluate the normality of the distribution of pre-test and post-test data. The test result showed a Kolmogorov- Smirnov Z-value of 0.641 with a significance level (Sig.) of 0.805. Since Sig. > 0.05, it can be concluded that the pre-test and post-test data follow a normal distribution.

Descriptive statistics:
Pre-test:
There were 22 pre-test samples with scores ranging from 50 to 76. The mean pre-test score was 68.68 with a standard deviation of 8.272.
Post-test:
There were 22 post-test samples with scores ranging from 66 to 96. The mean post-test score was 77.73 with a standard deviation of 7.917.
Based on these analysis results, it can be concluded that there is a significant difference between the pre-test and post-test scores after the intervention. The strong correlation between the pre-test and post-test also indicates a significant relationship. Additionally, the pre-test and post-test data follow a normal distribution. These findings provide strong evidence of the effectiveness of the intervention in improving students' reading comprehension abilities.

## CONCLUSION

This study successfully developed and evaluated a model of reading materials that integrates the ten *Muwashafat* and *Profil Pelajar Pancasila* with the *Kurikulum Merdeka* (the emancipated curriculum) for Integrated Islamic Junior High Schools (SMPIT). The materials were designed to align with the educational objectives of SMPIT, focusing on both instructional outcomes and character development.

The development process followed a structured approach, including needs analysis, prototype creation, and a pre-test post-test two-group experimental design. Expert evaluations, along with practical implementation, revealed high effectiveness and practicality, as evidenced by improved student reading comprehension scores and positive feedback from both students and teachers. The reading materials not only enhance English reading skills but also instill Islamic and Pancasila values, making them a valuable tool for integrated Islamic junior high schools.

It is recommended that this model be further developed on a broader scale by involving more teachers and students from a wider range of Integrated Islamic Schools. Engaging a larger participant base would yield more comprehensive data, offering a broader perspective and enhancing the validity of the findings. This expansion would contribute to a more robust model that could be adapted to various educational contexts.

For future research, it is highly suggested to expand product testing through classroom action research. This approach would allow for ongoing refinement of the materials based on real-time feedback and the evolving needs of students, ensuring the model's effectiveness in practical classroom settings.

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