

The Development of Integrated Islamic Values E-book as Learning Media in Writing Class

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Abstract: Students in writing class frequently encounter obstacles in grasping learning materials due to the unattractive learning media used by the lecturers. Lecturers also struggle to identify instructional media that can cover the dense learning materials to stimulate students' engagement and enhance learning outcomes. The e-book was developed to address these issues by integrating Islamic values and multimodal elements. This study aims to develop integrated Islamic values e-books as learning media in writing classes, particularly in genre-based writing subjects, through design and development research (DDR). There were three types of questionnaires distributed to the respondents throughout the study: need analysis (54 English Education department students), design and development (4 expert panels), and evaluation (23 English Education students). Descriptive and thematic analysis were employed to analyze data. The need analysis shows that students need learning media that can overcome problems in comprehending learning materials related to the process of writing essays and essay structures and in having sufficient time to learn genre-based writing subjects. During the design and development phase, it was found that the integrated Islamic values e-book is very feasible for both content and media aspects, with average scores of 4,25 (85%) and 4,61 (92,10%). After the results were validated, the integrated e-book was revised as suggested by both content and media experts. For the evaluation phase, it displays that the integrated e-book is very feasible to be utilized as learning media in genre-based writing subjects with an average score of 4,03 (80,66%).

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INTRODUCTION

In the digital era, lecturers should be knowledgeable and skilled in using new technologies to increase teaching effectiveness. Lecturers have to transform themselves into digitally literate lecturers. It means lecturers who can identify, select, and apply appropriate technologies to their teaching and learning process in the classroom. By integrating technologies, lecturers can facilitate learning (Mashfufah et al., 2019) and improve the quality of learning (Siregar et al., 2021). Technology integration can be applied to design learning resources, including learning media. It is used to convey messages and stimulate the learning process. It can clarify the meaning conveyed to students in gaining knowledge, skills, and attitudes. Lecturers are expected to be capable of providing, developing, and using learning media tailored to students' needs and opportunities that correspond to students' learning styles (Pradana et al., 2022).

However, designing attractive and interesting learning media has become a crucial issue in the process of teaching and learning English, particularly in genre-based writing subjects. Lecturers need to develop a learning media that accommodates students' various learning styles, arouses students' active participation as well as learning motivation, enhances students' autonomy in learning, and improves students' learning outcomes. These ideal goals seem difficult to accomplish because lecturers have to deal with dense learning materials that should be delivered in a very limited time. As a prerequisite subject matter taken by students in the even semester, genre-based writing has three major objectives: (1) to comprehend and analyze multiple types of essays such as descriptive, narrative, exemplification, comparison/contrast, cause-effect, process, definition, and argumentative essay, (2) to apply and evaluate

the process of writing genre types, and (3) to produce an essay of various genre types. These dense learning materials should be acquired by students within two credit hours per week in one semester. Lecturers' teaching behavior: using monomodal learning media, becomes a hindrance to effective learning outcomes. Consequently, it lowers students' motivation and active participation in genre-based writing classes. Although lecturers have tried to use multimodal learning media, which combines two or more, the media is far from interactive and students' learning autonomy. Monotonous learning activities embedded in learning media also do not contribute well to students' understanding of genre-based writing subjects.

Referring to these problems, lecturers need effective teaching aids to arouse students' interest and understanding of the subject matter, to cover dense learning materials in sufficient time allocation for students to learn in and outside the class, to activate students' participation, and to accommodate various students' learning styles. Hence, digital books or e-books are considered suitable since they can increase the quantity of educational content as well as its various activities (Asrowi et al., 2019), and increases access to information quickly and easily in obtaining educational materials (Yaya, 2015). E-books also enhance learning by providing interactive content, customizable reading experiences, and immediate access, catering to students' diverse learning styles and needs in genre-based writing subjects. Generally, e-books simply mean printed books that appear in electronic format. It is defined as an electronic version of printed books (Thomas, 1999). Similarly, Sargeant (2015) argues that an e-book is an electronic representation of a book. However, it also can be published in digital form without a printed version (Imansari et al., 2019). Generally, e-book comprises the same general components as printed books, such as text, pictures, or graphs (Mashfufah et al., 2019). However, e-books are published in digital form that can be read on computers or other electronic devices such as Android or tablets with audio, animation, video, and hyperlinks (Imansari et al., 2019). In addition, there are various forms of e-books, ranging from very basic text files to well-structured ones (Yaya, 2015) namely design, content, and treatment of the educational material, for instance, text e-books, picture text e-books, and multimedia e-books. It also includes a set of digital systems and tools, including digital images of scanned book pages, compressed HTML Help (CHM) system, PDF, TXT, and RTF system (Ibrahim & Alqahtani, 2018). Yaya (2015) opines that e-book formats can also appear as over-drive reads, kindle books, and media-do readers.

There are multiple benefits of using digital books for both students and teachers, such as improving students' high-order thinking skills (Mashfufah et al., 2019; Siregar et al., 2021), stimulating students to learn (Mashfufah et al., 2019), increasing learning motivation (Siregar et al., 2021; Tuah et al., 2019) and enhancing students' understanding (Tuah et al., 2019), enhancing learning independence (Rini & Yuhelman, 2023; Siregar et al., 2021), improving students' communication in learning activities (Rini & Yuhelman, 2023), increasing student's learning outcomes (Ibrahim & Alqahtani, 2018; Situmorang et al., 2020), improving teaching methods in the classroom (Asrowi et al., 2019), and enhancing the process of teaching and learning (Ibrahim & Alqahtani, 2018). Moreover, e-books are widely used as learning media concerning their storage capacity and rapid retrieval of information when it is needed (Ibrahim & Alqahtani, 2018). E-books also have a good level of flexibility, as they can be accessed easily anywhere and anytime. Situmorang et al. (2020) think that e-books are practical, lightweight, and economical. While Yaya (2015) The advantages of using e-books include easy access, flexible delivery, portability, and flexibility.

This study is intended to develop an e-book as a learning media in writing class. It provides students with integrated learning media to assist them in comprehending genre-based writing subjects and helping lecturers in the teaching and learning process. It provides learning materials about the writing process, which starts with writing processes (i.e., choosing and selecting topics to be written, brainstorming ideas, drafting, editing, and publishing), and genre writing types with examples, activities, and assignments. Islamic values and multimodal elements are also fused in the development of e-book. The fusion aims to create a learning environment that fosters spiritual and moral enhancement among students, and opportunities for students to engage in the subject matter.

In general, values are defined as something valuable, qualified, and useful to human beings (Irawan, 2020). It is beliefs about right and wrong, and what is important in life. Values also mean a belief that makes someone do something based on their choices (Zaitun & Wardani, 2019). Islamic values refer to what is taught by the Islamic religion that impacts how someone behaves in their life (Alfian et al., 2021). Islamic values are also defined as the values covered in the Qur'an and Hadith that have become the ideal

ways of life as a human being (Sadiq, 2024). Since it stems from the holy Qur'an and the Hadiths, Islamic values guide people to lead lives filled with kindness, humility, and respect. The foundation of Islamic values can be grouped into two categories: primary (Al Qur'an and Hadith), and additional Islamic foundation (words, actions, attitudes of Prophet's companions or *khulafaul rashidin*; *ijtihad*; and *maslah mursalah*). Moreover, *Aqidah*, *ibadah*, and *akhlaq* are three essential Islamic values in everyday life (Sadiq, 2024; Zaitun & Wardani, 2019). *Aqidah* is the value of basic knowledge that should be taught, learned, and acted upon to accept actions by God, Allah SWT. It is founded on the principles of beliefs and righteous conduct. *Ibadah* means worship to Allah SWT: obedience, submission, and devotion to God. *Akhlaq* refers to values that have been advocated profoundly in the Qur'an and fulfilled by Prophet Muhammad (PUBH) during his lifetime. To elaborate, *akhlaq* can be classified into six groups: *akhlaq* relating to self, *akhlaq* relating to family, *akhlaq* relating to society, *akhlaq* relating to the animal world, *akhlaq* relating to the physical environment, *akhlaq* relating to the creator.

Halstead (2007) further adds some lists of Islamic virtues based on the life of the Prophet: sincerity, responsibility, integrity, honesty, truthfulness, keeping of commitments, fair dealing, discipline, self-control, humility, patience, endurance, courage, thankfulness, dignity, honor, self-respect, purity, modesty, chastity, kindness, helpfulness, co-operation, charitableness, generosity, hospitality, consideration, good manners, brotherliness, warmth, lovingness, striving, hard work, and love of knowledge. Similar ideas proposed by Ishak & Osman (2016) that states kinds of Islamic values such as knowledge, honesty, sincerity, good intention, responsibility, openness, justice, brotherhood, cooperation, accountability, thankfulness, compliance, innovativeness, value of time, and appropriate infrastructure. Irawan (2020) also justifies that character values in the Indonesian Curriculum (K-13) are relevant to the Islamic values: religiosity, honesty, tolerance, self-discipline, hard work, creativity, independence, democracy, curiosity, patriotism, nationalism, respect for others, friendliness, peace-loving, love to read, environmental sensitivity, social awareness, and responsibility. In different ways, Haron et al.(2022) urge several dimensions of Islamic values: trustworthiness (*Amanah*), honesty (*Siddiq*), Communication (*Tabligh*), *Fathanah*, *Istaqamah*, *Qana'ah*, Bravery, Consideration, and Experience (Refer to Table 1).

Table 1. Islamic Values Dimensions

No	Islamic Values	Indicators
1	Honesty (<i>Siddiq</i>)	Honest, fair, High Integrity, Justice, Truth
2	Trustworthiness (<i>Amanah</i>)	Trusted, Obey to Law, Bowing to Deal Righteous/Intention
3	Communicative (<i>Tabligh</i>)	Informative, Open, Polite, Highly Motivated, Transparent
4	<i>Fathonah</i>	Intelligent, Emotional intelligence, Spiritual, Intelligence
5	<i>Qanaah</i>	Efficient, Effective
6	<i>Istiqamah</i>	Consistent, Unyielding
7	Bravery	Courageous, Willing to Take Risks
8	Consideration for Others	Good Manners, Treating Others Fairly
9	Experience	Years of experience, Consultation with others

In addition, integrating Islamic values refers to infusing Islamic values to form and develop good characters while teaching and learning genre-based writing subjects. There are several ways of integrating Islamic values into the process of teaching and learning English, particularly in writing classes. First, Islamic values can be reflected in organizing learning materials and learning activities used for teaching (Astuti et al., 2024; Ekowijayanto, 2020; Irawan, 2020; Saud et al., 2023). The learning materials need to reflect the amalgam of the Islamic messages in English language teaching such as (1) providing Islamic themes or topics to be written, (2) instilling the Islamic messages in the materials indirectly through pictures, names, things, and language activities; (3) providing texts and exercises that mirrored Islamic values, (4) adding exercises that reflect Islamic values into the topic being taught, (4) giving quotations from Al Qur'an verses and hadith as concrete details of writing, (5) interweaving Islamic expressions with corresponding English expressions in relevant with the core learning material, and (6) adapting popular persons, places, or events in Islamic context within added exercises. Meanwhile, in learning activities, the

process of integration can be utilized by giving assignments related to Islamic values according to the topic being taught, assigning tasks related to Islamic values, and doing assessment activities on students' attitudes, knowledge, and skills, such as via daily tests, oral questions, and teacher observation.

Second, a similar view is also given by Alfian (2021) and Astuti et al., (2024) who acknowledge two areas of Islamic value integration: the lesson plan, and the process of teaching English. Lecturers should design an integrated lesson plan by directly mentioning it in learning objectives or organizing it during the learning activities. Lecturers may also embed Islamic values throughout the teaching and learning process of all phases, such as pre-, whilst, and post-teaching activities. Lecturers start the class with the Islamic greeting "*Assalamu'alaikum*" and Al Qur'an recitation or praying (*Doa*). Lecturers internalize Islamic values in teaching materials. For example, Islamic character names should be provided in the learning materials, students should be asked to do zikir, or they should say "*Astagfirullah*" when they make mistakes. Lecturers end the class by saying "*Alhamdulillah*", and Islamic greeting. Astuti et al. (2024) Furthermore, Islamic values can be fused into teaching material: using authentic material, text or story, and Islamic picture media integrated with character values.

Third, Hidayat et al. (2020) assert that lesson study can portray Islamic values integration in the teaching and learning process such as set induction activities (saying Islamic greetings, reciting *Asmaul Husnah* and *kalimah thoyyibah*, Qur'an and prayer recitation, extending gratitude to Allah SWT, and presenting and fixing intention in learning), learning motivation activities (describing the benefits of learning lessons in everyday life which comes from Islamic teaching), learning core activities (content substance, learning methods, learning evaluation, and learning culture), conclusion activities (raising awareness of grace and compassion, greatness and power, gratitude to Allah SWT), and closing activities (reciting prayers and Islamic greetings). Zaitun & Wardani (2019) have observed the integration of Islamic values into the teaching and learning process. The Islamic integration is embedded in the teacher's pre-, Whilst, and Post-teaching (PWP) teaching activities. At Pre-teaching activities, the teacher prepares the lesson plan with Islamic words or terminology, opens the class by saying Islamic greetings, starts the class by asking students to recite "*basmallah*", and asks students to pray recitation before starting the class. During teaching activities, the teacher informs students about the objectives of the lesson, lets students know about the benefits of the lesson from an Islamic perspective, discusses the lesson by giving examples in Islamic contexts, and uses several Islamic words/terminology. At the same time, teachers employ appropriate and interesting media and use audio as their teaching aids. At Post teaching activities, the teacher summarises the lesson before ending the class, lets students thank Allah SWT for their blessing day, and dismisses the class by asking students to recite "*Hamdallah*".

Unlike previous studies that primarily focus on developing e-books that integrate Islamic values into science learning or Islamic education context, this study aims to develop an integrated e-book to teach writing to English education department students in a university context. This study uses Kvisoft Flipbook Maker as an open-source software to create e-books. It is software to display a book or teaching material in flip-shaped published books (Rini & Yuhelman, 2023). It is a software designed to convert PDF files to digital publication turning pages (Lubis et al., 2021). They further explain that it also can be used to convert PDF files into flipbooks, digital catalogs, digital magazines, and e-modules. Kvisoft Flipbook maker application can be accessed at URL <http://www.kvisoft.com/flipbook-maker-pro/>. It has a template design and features such as a background, control button, hyperlink, bar navigation, and back sounds. The product of e-books in the form of FLV or MP4 can be saved into HTML, EXE, ZIP, and APP. The reason for selecting this software is because it is understandable and relatively easy to use since it does not require any sophisticated programming language (Situmorang et al., 2020). Kvisoft Flipbook Maker can also be added with various multimodal elements such as audio, images, video, and animation to create an attractive learning media.

The integrated Islamic values e-book is developed as a learning media to teach genre-based writing subjects. To develop integrated Islamic values as learning media in genre-based writing class, the researcher formulates three research questions: (1) What are the students' needs in developing the integrated Islamic values e-book? (2) How is the integrated Islamic values e-book developed? and (3) To what extent is the integrated Islamic values e-book usable?

METHOD

The present study employed design and development research (DDR) as proposed by Richey and Klein (2007). It is a systematic study of design, development, and evaluation process to establish tools or products, and a model or framework. There are two categories of developmental studies: type 1 focuses on a given instructional product, program, process, or tool, and type 2 highlights a given design, development, or evaluation model or process. This study is categorized as type 1, intended to develop an integrated Islamic values e-book as learning media in writing class. It was conducted in three phases: need analysis, design and development, and evaluation (refer to Figure 1).

The need analysis phase aimed to find the need for developing e-books by identifying the existing conditions of students in genre-based writing classes. It was gathered through surveys using a semi-structured questionnaire of 54 English education department students of the Faculty of Tarbiyah and Teacher Training UIN Mahmud Yunus Batusangkar. A semi-structured questionnaire was selected as a research instrument for two reasons: it includes structured close-ended and open-ended questions to gather detailed information from participants and allows respondents to answer more freely without any restrictions on their responses. The questionnaire comprises five main parts: students' identities (i.e., names, gender, and contact number), student's goals and expectations, students' problems, students' needs on learning media, and Islamic values integration. To see the face and content validity of the questionnaire, three experts helped the researcher determine the indicators and items of students' needs in developing an integrated Islamic values e-book. Before distributing it through Google Forms, the questionnaire is refined as suggested by validators. Data were analyzed qualitatively using thematic analysis.

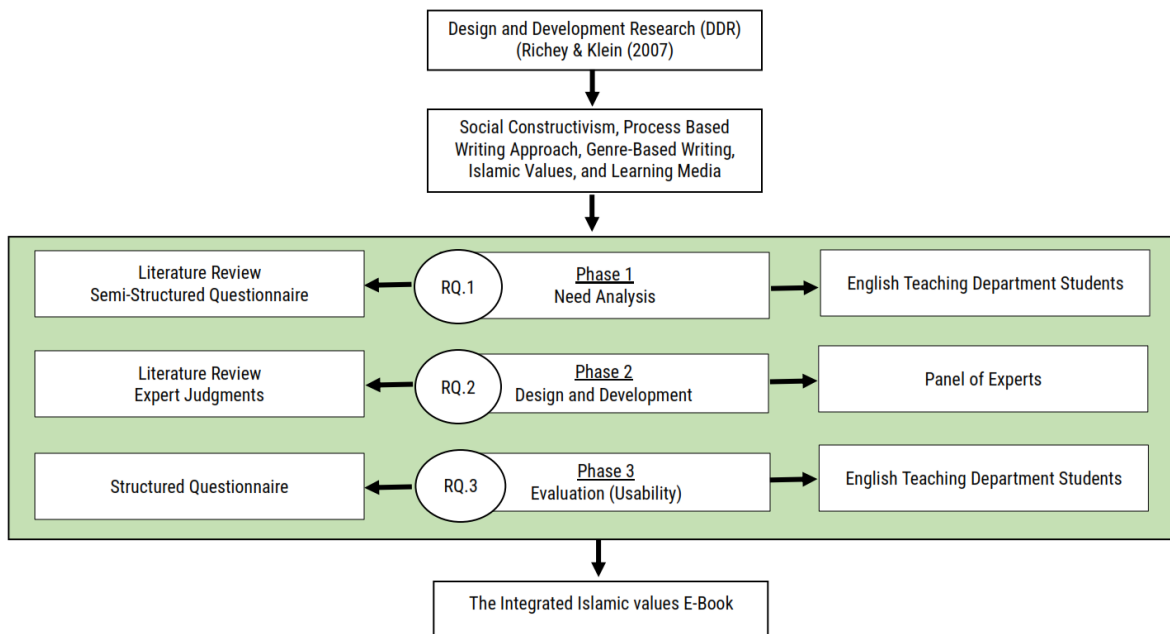


Figure 1. Design and Development Research Stages

The design and development phases were done by synchronizing the results of the need analysis phase and literature review regarding the aspects of writing (the nature of essay writing, approaches in teaching essay writing, the process of writing, the structure of essay writing, and genres of writing along with its models), the aspects of Islamic values integration (the concepts of Islamic values, types of Islamic values, and the integration of Islamic values in teaching and learning process), and the aspects of designing learning media (media performances, multimedia principles, and media programming). All information was used to construct the prototype of an integrated Islamic values e-book. The prototype was designed through three main processes: designing the printed version, converting the printed book to an e-book, and adding related features such as video, animation, audio, and images. After the prototype had been designed, expert judgment was performed to assess the applicability of the proposed integrated

Islamic values E-book. The predetermined characteristics of choosing the experts were (1) experts should at least possess a master degree in education with a minimum 5 years of teaching experience, (2) experts should have knowledge and experience in the subject field either because of their academic background, work experiences, or recognition in the community, (3) experts who have willingness to participate in the study by providing feedback on the content and media of integrated Islamic values of E-book. The validation process was done using experts' judgment form in a five-likert scale questionnaire. All constructive comments and suggestions from validators were the basis for revising and producing a better-designed prototype. Quantitative analysis was employed by using a formula suggested by Sudjana (2005). Table 2 was a reference table for assessing the data generated from learning materials and media experts. The prototype can be forwarded to the evaluation phase whenever it has been revised and recognized for its feasibility.

Table 2. Validation Results Interpretation

Average Scores	Value	Criteria	Interpretation
$4,20 < X < 5,00$	A	Strongly Agree	Very Feasible with No Revision
$3,40 < X < 4,20$	B	Agree	Feasible with Minor Revision
$2,60 < X < 3,40$	C	Moderately Agree	Feasible Enough with Moderate Revision
$1,80 < X < 2,60$	D	Disagree	Not Feasible with Major Revision
$1,00 < X < 1,80$	E	Strongly Disagree	Very Unfeasible

Finally, the evaluation phase assessed the usability of an integrated Islamic values e-book as a learning media in writing class. It employed a questionnaire to determine students' points of view regarding their understanding of using e-book as learning media in the process of teaching and learning writing. The questionnaire was also delivered online using Google Forms to 23 students who were registered in genre-based writing classes. The data was analyzed quantitatively using descriptive statistical analysis. The summary of research methods in designing the integration of Islamic values e-book was visualized in Table 3.

Table 3. Research Methods Summary

	Phase 1	Phase 2	Phase 3
Purpose	To assess students' needs in developing the integrated Islamic Values E-book	To develop the integrated Islamic Values E-book	To evaluate the usability of the integrated Islamic Values E-book usable
Respondents	54 EFL students	4 Experts (Expert Judgments)	23 EFL students
Research Instrument	Semi-structured Questionnaire	Expert Feedback Form	Structured Questionnaire
Data Analysis	Thematic Analysis	Descriptive Statistics Analysis	

RESULTS

Students' Needs in Developing Integrated Islamic Values E-Book

The need analysis phase aims to determine the need to develop an integrated e-book as learning media in genre-based writing subjects. From an online survey questionnaire distributed to students, it was found that students have six problems such as in generating ideas (35,19%), comprehending the writing process (20,37%), having sufficient time to learn genre-based writing subjects (14,81%), writing appropriate attention getters (14,81%), and writing convincing concrete supports (11,11%), and using proper grammar and vocabulary (3,7%). Then, students were asked about learning media used by lecturers in teaching genre-based writing subjects. Their response was Google Classroom, Google Meet, WhatsApp group, zoom, video, PowerPoint, and articles. After that, the weaknesses of current learning media were problems in comprehending materials at the learning media, accessing the learning media, requiring an internet data package, and being less attractive. Finally, the results of students' expectations of learning

media in writing class were learning media with various models of essays (38,89%); learning media with audio, visual, and images (18,52%); learning media that upskill students' writing (18,52%); interactive and attractive learning media (11,11%); learning media with exercises (5,56%), and learning media that can be accessed everywhere and anytime (7,41%). Regarding Islamic values integration, students want lecturers to instill the values of Tauhid, Fiqh, Aqidah, and good character values such as religiosity, honesty, tolerance, discipline, creativity, hard work, independence, democracy, curiosity, patriotism, nationalism, respect for others, friendliness, and responsibility into the learning media. Besides, the form of integration that can be applied as relevant to students' responses is providing Islamic topics to be written, giving examples of essays in Islamic nuances, and quoting from Al Qur'an and Al Hadith. The need analysis results were a baseline for developing the prototype of integrated e-books as learning media in genre-based writing subjects.

The Development of an Integrated Islamic Values E-Book

The design and development phase focuses on creating an e-book prototype. The E-book was designed after completing the process of developing it in printed versions, converting it into digital forms using Kvisoft Flipbook maker, and inserting multimodal elements. The prototype is constructed based on some underpinning theories of writing genres, learning media, and the integration of Islamic values. The integrated e-book comprises ten chapters consisting of specific learning objectives, various models of essays, exercises, and tasks. Chapter 1 discusses genre-based writing (Nature of genre-based writing course, Genre-based writing course purposes, and Learning materials presented in a genre-based writing course). Chapter 2 highlights an overview of the essay (Nature of the essay, sentences vs. paragraphs vs. essays, Essay structures, and Essay writing format). Chapter 3 explores writing processes (pre-writing, outlining, drafting, editing, publishing). Chapter 4 explains the pre-writing stage and Outlining (Nature of the pre-writing stage; Ways of conducting the pre-writing stage; Choosing and narrowing a topic; Brainstorming such as listing, clustering or mind mapping, word storm, cubing, looping, the journalist's questions; Outlining).

Chapter 5 describes drafting an introductory paragraph (Nature of the introductory paragraph; Structure of introductory paragraph such as general statements: attention getters for example definition, anecdote, a personal story, historical background, dramatic story, a general to specific, quotation, question(s), surprising facts, unexpected statements, cause and effect, the opposite point of view or turnabout, proverbs, wise words; and thesis statement: and writing good introductory paragraph. Chapter 6 elaborates on drafting body paragraphs (Nature of body paragraphs; Structure of body paragraphs: topic sentence, and supporting sentences to provide proofs or convincing supports such as facts, statistics, quotation, example and extended examples, paraphrase and summary, physical description, details, personal observation, explanation, and personal experiences; and writing good body paragraphs. Chapter 7 points out drafting the concluding sentence (Nature of the concluding paragraph; Structure of concluding paragraph: concluding signals such as so, thus, in summary, to conclude; concluding statements such as restatements, summary, and final comments from the writers; and closing getters such as making a prediction, suggests results or consequences, suggests a solution, make a recommendation or call for action, quotation, a story; and Writing a good concluding paragraph). Chapter 8 presents editing (revising content, structure, and language; and proofreading on spelling, grammar, punctuation, capitalization, and format). Chapter 9 displays publishing (the nature of publishing and publishing in a good way). Chapter 10 performs multiple essay types (Descriptive, narrative, exemplification, comparison/contrast, cause-effect, process, definition, and argumentative essay).

Islamic values were embedded in teaching and learning processes within pre-, whilst, and post-instructional activities. It is also fused into the learning materials such as providing students with two models of essays both in general and Islamic contexts such as values, characters, places, and topics; assigning students to write various essay types in Islamic context, and searching evidence to support the essay from Qur'an and hadith. The e-book is also added with multimodal elements such as texts, images, animation, audio, video, and related back sound to strengthen students' understanding of the learning materials.

After the prototype is designed, expert validation is required; content and media experts. Firstly, the prototype was validated by content experts. They were required to fill out 22 items of the questionnaires

on 5 Likert scales. Content experts' validation was categorized into two core aspects: Content and presentation eligibility. The results show that the integrated e-book as learning media for genre-based writing subjects is very feasible, with average scores 4,25, and 85% feasibility level (refer to Table 4).

Table 4. Validation Results by Content Experts

No	Aspects	Indicators	Validator	
			1	2
1	Content	<i>The Completeness of learning materials</i>		
		Learning materials are relevant to the lesson plan of genre-based writing subjects	5	5
		Learning materials elaboration assists students in gaining the learning objectives of genre-based writing subjects	5	5
		<i>The Quality of Learning Materials</i>		
		Learning materials are vividly presented	4	4
		Learning materials are by topics in every chapter	4	5
		Learning materials provided encourage student's curiosity	3	4
		Models of essays can improve students' comprehension of essay genres	3	4
		Islamic values are integrated into learning materials such as in models of essays and students' exercises	4	5
		<i>The Accuracy of Learning Materials</i>		
		No concept faulty in the learning materials presented	4	5
		Literacy can enhance students' ability	3	4
		Examples given are appropriate to learning topics	4	4
		The images and video provided are relevant to learning topics	4	5
2	Presentation	<i>Language and Typology</i>		
		Simple, straightforward, and understandable language used	4	5
		The sentences used are communicative and effective	4	4
		Appropriate words or terms selection	4	5
		<i>Learning Materials Presentation</i>		
		There is consistency in the systematic presentation of each chapter	5	5
		The material presented is systematic, logical, simple, clear and coherent	4	5
		The presentation of learning materials integrated with Islamic values	4	4
		There are pictures, video, and audio supporting the learning materials	3	4
		Examples provided are in a general theme and Islamic context	4	4
		Exercises provided in each learning topic	4	4
		<i>General View</i>		
		The title, images, and description are clear and easy to understand	4	4
		The cover illustration depicts the learning material presented	4	5
Interesting e-book packaging	5	4		
Total			88	99
			4	4,5
Average			4,25	
			85%	
Interpretation			Very Feasible	

Secondly, the media experts were also given 38 questionnaire items on 5 Likert scales. The questionnaire was grouped into two main aspects: content and presentation feasibility. The findings indicated that the integrated e-book as learning media for genre-based writing subjects is very feasible, with an average score of 4,61, and the feasibility level was 92,10% (refer to Table 5).



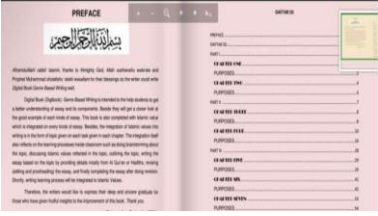


Table 5. Validation Results by Media Experts

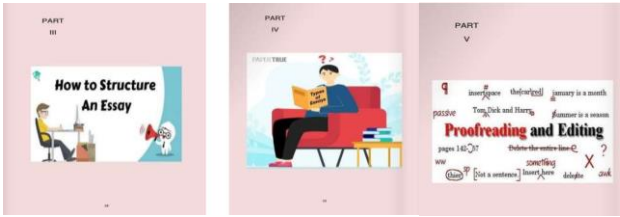
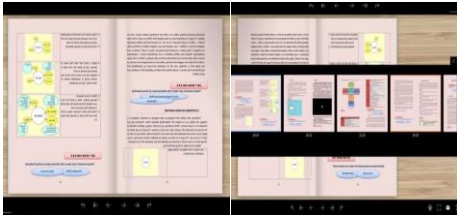
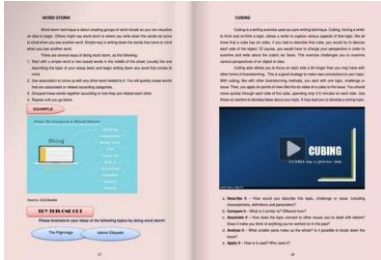
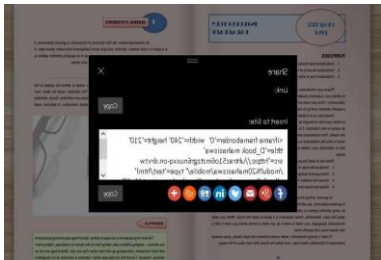

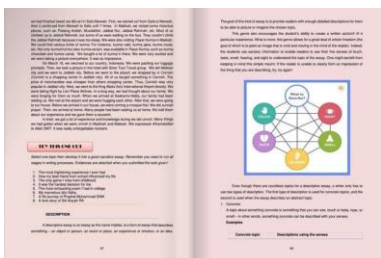
No	Aspects	Indicators	Validator	
			1	2
1	Media Display	<i>Visual Media</i>		
		Image clarity	4	4
		Video clarity	4	4
		Image is understandable	4	5
		Video is easy to comprehend	4	5
		The icon display is clear	5	4
		<i>Cover Design</i>		
		Interesting cover design	5	5
		The cover design reflects the learning materials	5	4
		Front and back cover designs are coherent and consistent	5	4
		The cover design has a readable and interesting font	5	5
		<i>Typography</i>		
		Font type and size are precise and appropriate	4	5
		The font type is interesting and readable	4	5
		Not many fonts type combination	5	4
		Not excessive use of font type variation (bold, italic, all capital, small capital)	5	4
		The layout is not monotonous	5	4
		Lay out is easy to understand and read	4	5
		Text arrangement is normal	4	5
		Spacing between text arrangements is normal	4	5
		Spacing between fonts is normal	5	4
		The hierarchy of titles is clear, consistent, and proportional	4	4
		<i>Media Clarity</i>		
		Clarity of instructions for using an integrated e-book	5	5
		Clarity of learning instructions	5	5
		Clarity of video sound in the e-book	5	5
		Clarity of navigation and searching icon to found	5	5
		An appropriate use of color proportion	5	4
2	Programming	The program is easy to operate	5	3
		The function of buttons and navigation is precise	5	4
		The buttons on the e-book respond fast	5	4
		The e-book has a complete identity	5	5
		The program menu is easy to access on the desired page by the users	5	5
		Ease of exiting the program	4	5
		Ease of buttons and navigation use	5	5
		The use of buttons and navigation is consistent	5	5
		The e-book is easy to use in and outside the classroom	5	5
		The duration of time required to flip through pages on the e-book is fast	4	4
3	Multimedia Principles	The conformity of video and learning materials	5	5
		The appropriateness of images and learning materials	5	5

The suitability of audio and learning materials	5	4
The display image description is presented adjacent and simultaneously with the images	5	4
Total	178	172
	4,68	4,53
Average		4,61
		92,10%
Interpretation	Very Feasible	

After being validated, the prototype was revised based on constructive comments given by the experts. The displays of the final integrated e-book in digital simulation are shown in Table 6.

Table 6. Integrated E-book Digital Simulation Display

No	E-book Displays	Information
1		Icon of E-book in smartphones with Android or IOS; and PC or notebook
2		<i>Design Cover</i> It reflects the subjects of genre-based writing that focuses on essay genres. It covers the title of the e-book, students' semester, and images that resemble Islamic nuances
3		<i>Preface and The Table of Contents</i> The preface comprises the objectives of designing an integrated e-book and its specifications. On the other hand, the table of contents consists of learning material sequences
4		<i>Searching page</i> This page is intended to assist students in finding particular learning materials in every chapter of the e-book.
5		<i>Chapters Section Page</i> There are five chapters in the integrated e-book: (1) the nature of writing and essay genres; (2) writing processes: choosing and narrowing topic, brainstorming, drafting, revising; (3) the structure of writing essay genres: introduction, body, and conclusion; (4) essay genres and their development: descriptive, narrative, exemplification,

No	E-book Displays	Information
		cause/effect, comparison/contrast, definition, and argumentative; and (5) revision: editing and proofreading
6		<p><i>Content Page</i></p> <p>It is a sample of the content page of the integrated e-book that can be zoomed in and out and scrolled forward and backward</p>
7		<p><i>Content Page with Video</i></p> <p>Learning materials in the integrated e-book are equipped with multimodal elements such as video, images, animation, and music background in every chapter</p>
8		<p><i>Sharing Page</i></p> <p>The integrated e-book can be shared on social media</p>
9		<p><i>Models of Essay Page</i></p> <p>It is a content page providing students with numerous models of essay genres with general and Islamic topics</p>
10		<p><i>Task Page</i></p> <p>Tasks are given as a reflection for students on their understanding of learning materials</p>

The Usability of an Integrated Islamic Values E-Book

The evaluation phase is the final stage of DDR. It is intended to see the usability of the integrated e-book as learning media in genre-based writing subjects. At this phase, the questionnaires were

distributed to 23 students via G-Forms. There were 13 aspects of feasibility items in the questionnaires, namely contents (learning materials, models of essays, exercises, images, video, and audio), displays, and presentation (texts, fonts, layout, images, audio, video, cover design, and language), and programming (program, navigation, and effectivity). The results of the integrated e-book usability can be seen in Table 7 Below.

Table 7. Students' Response in the Evaluation Phase

Respondents	Score	Average	Respondents	Score	Average
1	188	3,84	14	178	3,63
2	164	3,35	15	201	4,10
3	148	3,02	16	199	4,06
4	218	4,54	17	198	4,04
5	202	4,12	18	164	3,35
6	231	4,71	19	203	4,14
7	183	3,73	20	225	4,59
8	171	3,49	21	224	4,57
9	203	4,14	22	203	4,14
10	205	4,18	23	220	4,49
11	228	4,65	Total	4545	92,76
12	189	3,86	Average		4,03
13	200	4,08	%		80,66

The results showed that the integrated e-book was feasible, with an average score of 4,03 and an 80,66% feasibility level. Precisely, 6 students (26,07%) responded to the integrated e-book at a very feasible level, 14 students (60,87%) at a feasible level, and 3 students (13,04%) at a feasible enough level (refer to Figure 2). It can be inferred that the integrated e-book can be utilized as learning media in genre-based writing subjects. Students comprehend the learning materials and become interested in learning genre-based writing subjects whenever they use the e-book with Islamic values integration.

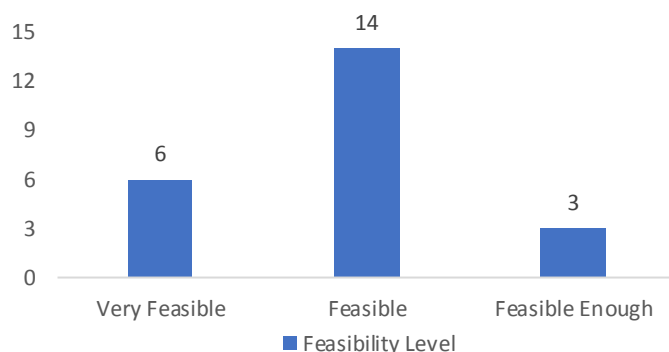


Figure 2. The Integrated Islamic Values E-book Feasibility Level

DISCUSSION

The research provides three essential findings in the development process of an integrated Islamic values e-book as learning media in genre-based writing classes. First, EFL students want and need attractive and interactive learning media that accommodate dense learning materials in limited classroom time. The learning media can be accessed in and outside the classroom easily without spending time on and wasting internet data packages. The learning media should reflect the integration of Islamic values throughout the process of teaching and learning genre-based writing. The learning media should also comprise multimodal elements such as audio, video, images, and animation, provide learning materials with examples of essays and exercises, and integrate Islamic values. Second, the design of an integrated Islamic values e-book is based on some profound theories regarding the process of social constructivism,

genre writing approach, learning media, genre-based writing, Islamic values, and constructive feedback from content and media experts. Finally, the usability of the integrated Islamic values e-book is at a feasible level, with a mean score of 4.03.

In addition, the integrated Islamic values book resolves problems that arise while teaching and learning genre-based writing, which both EFL teachers and students had. EFL teachers need to teach dense learning materials of genre-based writing in a very limited time. The E-book becomes an interesting idea to provide students with knowledge of writing genres in all aspects, such as the writing process, types of essay genres, genre models, exercises, and tasks. It is displayed in interesting and attractive ways. Consequently, students learning motivation is increased as studied by Siregar et al. (Siregar et al., 2021). EFL teachers had to trace and select appropriate learning media to assist them in delivering dense learning materials. Research findings show that ELT teachers often use PowerPoint, video, text, and social media platforms (e.g., Google Classroom, WAG) and conferencing platforms (e.g., Zoom, Google Meet) as learning media. These learning media are not able to cope with the issue of dense learning materials of genre-based writing. The E-book is a useful aid for ELT teachers in explaining difficult subject matters to students, as explained by Asrowi et al. (2019) who argue that the quantity of educational content as well as its various activities can be expanded using E-book. Besides, current learning media cause other problems, such as rising cognitive loads of EFL students to comprehend materials, accessing the learning media, requiring an internet data package, and being less attractive. Due to the longer time frame needed when using usual learning media, The E-book can shorten it by previewing the learning materials before starting the lessons. This is because E-books are easy to operate and access anytime, anywhere, and with any tools due to their easy access, portability, and flexibility (Yaya, 2015). E-books can be shared with anyone through social media platforms, as opined by Yaya (2015) who figured out that e-books are flexible delivery applications. Moreover, the E-book comprises learning materials, music background, images, video, and audio to make learning interesting and understandable. This is parallel with the studies conducted by Tuah et al. (2019) who mentioned that students' understanding of the subject matter is improved using multimodal elements. The E-book provides students with knowledge of writing genres in all aspects, such as the writing process, types of essay genres, genre models, exercises, and tasks. It is displayed in interesting and attractive ways. Consequently, students learning motivation is increased as studied by Siregar et al. (Siregar et al., 2021).

Furthermore, another significant finding is the integration of Islamic values into e-books as learning media in genre-based writing classes. E-books are integrated into Islamic values in three areas: pre-, whilst, and post-teaching activities. At pre-teaching activities, the lecturer starts the class with an Islamic greeting, asks students to recite the Qur'an and read its translation in English, and discusses the meaning of its verses. Whilst teaching activities, Islamic integration was seen in the learning process, such as writing processes, particularly in providing convincing concrete supports using Al Quran or Al Hadits, providing models of essays in Islamic themes, using Islamic names in the examples of genres, and giving exercises and tasks. It is by previous studies that also seek Islamic integration into the English teaching and learning process (Alfian et al., 2021; Ekowijayanto, 2020; Irawan, 2020; Sadiq, 2024; Saud et al., 2023).

Limitation of Study

Despite its success, the study presents three main limitations. The limited number of respondents assessed the usability of the integrated Islamic values e-book in genre-based writing class. The researcher selects one class consisting of 23 EFL students as the research respondents. As a result, the findings cannot be generalized. The developed e-book can not add many images, animation, video, or music backgrounds. This is because e-book will be difficult to access and take longer times. However, these multimodal elements are embedded particularly in learning materials that need deeper understanding. Additionally, the researcher ends the research by finding the usability of the integrated Islamic e-books. The practicality of the research on students' writing performance is encouraged to be conducted for further research.

CONCLUSION

Design and Development Research (DDR) is adopted to develop an Integrated Islamic Values E-book as learning media in writing class, particularly on Genre-Based writing Subjects. Three major findings

are described throughout the process of DDR: need analysis, design and development, and evaluation. (1) The development of an integrated e-book is essential since the results of the need analysis show that students need attractive and interesting learning media that accommodates dense learning materials and different learning styles. (2) Experts' validation from content and media aspects is very feasible with an average score of 4,25 and 85% feasibility level for content validation, and 4,61 average score and 92,10% feasibility level for media validation. (3) The usability of integrated e-books is also feasible with an average score of 4,03 and 80,66% feasibility level. It can be concluded that the integrated Islamic values e-book for genre-based writing subjects can be used as learning media to enhance students' understanding of the subject matter, improve students' learning outcomes, and upgrade students' learning autonomy. It also helps lectures to explain the dense learning materials in interesting and attractive ways. The Islamic integration values are mostly in learning materials such as giving examples of various essays in Islamic contexts, providing Islamic themes to be written by students, using Islamic names in the example of essays, and giving exercises or tasks with Islamic contexts. However, this study utilizes multimodal elements only on certain parts of the integrated e-book to prolong students' understanding. For further research, it is suggested that various Islamic values be integrated throughout the whole process of teaching and learning writing. Besides, maximizing the use of multimodal elements such as audio, video, animation, or various music backgrounds in e-books is recommended.

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