

EMBODIMENT OF LANGUAGE PEDAGOGY, RELIGION, AND TECHNOLOGY USING MUVIZU HADITH ANIMATION

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ABSTRACT: Introducing values of Islam is the religion obligation for Muslims as well as in teaching and learning process. Hadith as one of Islamic materials which should be taught to Muslims may become challenge in this 4.0 industry era. Hence, researcher used his multimedia dakwah class at Manajemen Dakwah department (MDD) in UIN Mataram to develop hadith animation which contains Islamic hadith recitation and its English translation using Muvizu software. The need analysis had been done to Islamic hadith lecturer who stated that the existence of new approach in introducing hadith through something attractive is important, to students who need additional skill including technology for job preparation and helping them in dakwah or spreading Islam; and to head of department that suggested the need of supplementary material for teaching hadith which is possibly to be used publicly, anytime, and anywhere. The result showed that the animation is breakthrough for teaching hadith which moves from traditional to new teaching style. Furthermore, it has been watched by learners, lecturer, and head of department. Then, it is believed as helpful media for teaching and learning process not only at formal setting but also in informal setting.

KEYWORDS: *Hadith*, Muvizu Software, 4.0 Industry.

I. INTRODUCTION

The human civilization in 21st century is closely related to the modernization of technology and the era of 4.0 industry. Futurolog Expert, John Naisbit said that people now move toward the capability to communicate to anyone, anywhere, anytime, in any form as fast as the light speed. It means that distance is no longer becomes problem to share knowledge and information, and the time duration is not the reason to be lazy to educate people. Technology helps people to make the shortcut of distance and time consumption.

In addition, the source of power in this technology era is not only about how much money is in hands, but it is about information in people hands. This quote depicts the situation where the information has been globally shared and enjoyed by people around the world only by holding gadget in hand. Social media such as Instagram, Facebook, Whatsapp, YouTube, and many others have big influence to change people mind and belief. Furthermore, Islam as religion that does not forbid its believers to use the technology allows them to take the benefit of computer, gadget, and any social media as long as they increase iman or faith to Allah SWT.

Islam is religion with unlimited knowledge and values. Al-Qur'an surah Al-Kahfi: 109 says "If the sea were ink for writing the words of my Lord, the sea would be exhausted before the words of my Lord were exhausted, even if we brought the like of its supplement". The mentioned verse states that Islam brings so much values to be shared to people and one kind of them is hadith. Hadith refers to the record of words, actions, and silent approval, of Islamic prophet Muhammad PBUH. Hadith have been backbone of Islamic civilization, and within the religion the authority of hadith as source for religious law and moral guidance ranks second only to that of the Al-Qur'an. In Islamic teaching and learning, there are two main sources they are Al-Qur'an and Hadith. Scriptural authority for holding hadith is in Al-Quran which enjoins Muslims to emulate Muhammad and obey his judgment. While the number of verses pertaining to law in the Al-Qur'an is relatively few, hadith becomes the direction on everything from details of religious obligations such as wudhu or perform ablution.

Surah Al-Kahfi verse 109 also shows that Muslim must be able to invent approach to teach Islam by using technology which is efficient, able to share huge wave of knowledge, and effective. The goodness of Islamic values must be able to be experienced by all Muslims and people around the world. The Muslims as the agents of Islam as religion of peace must help to share knowledge and comfort to other. One of hadith mentioned that Muslim must teach Islam walaunal ayahor though only a verse. Furthermore, as faithful Muslim, in establishing

the good value of Islam, Hadith Muslim states that when a Muslim see bad deeds, they have to change it with his hand. If he cannot do that, he should do it with spoken instruction. If he cannot do it, he should change it with his heart, and it signs that he has weakest faith to Islam.

Islam has managed the ways to introduce itself to people around the world. Al-Qur'an in surah An-Nahl: 125 mentions that Muslim must share the Islamic knowledge by hikmah or good ways and good example, and if there is debatable thing, it should be argued in good manner. This verse emphasize two important manner that preacher or Muslim who spreads Islam must follow. The first is bil hikmah which means that Islam cannot be taught to people with battle using swords or bombs. Islam must be taught by giving good living model such being moderate, being tolerant, being helpful, caring, etc. Prophet Muhammad PBUH had been sent to the world with Islam is because he would like to show Uswatun Khasanah or being good model. Second, when there is a debate toward Islam, it should be answered by ahsan or using good words and manner. Islam does not teach to blame others and use bad words to command people disbelief. Islam came in Indonesia by mingling with native culture and customs. Then, Islam was accepted and many natives join Islam as religion. No war and no swords were used by Islam to be part of Indonesian since Islam came as rahmatan lil alamin or blessing for all over the world.

Manajemen Dakwah Department at State Islamic University of Mataram or UIN Mataram as one of Islam institution which holds the role to introduce and teach Islam to people as rahmatan lil alamin, it must be able to deploy the output that are able to comprehend Islam, take benefit of technology in their era, acquire scientific knowledge, and compete internationally with language. Furthermore, the department has proposed curriculum that shape the students with various subjects that are required to meet the demanded output, such as learning hadith, multimedia dakwah subject, English, and other Islamic subjects. The students are directed to meet the learning outcome as preacher or da'i – someone who give Islamic speech in Islamic forum, and Islamic entrepreneur who works in various fields such as zakat, hajj, halal tourism, Islamic advertising, Islamic company management, etc. Consequently, since the students are living in 21st century which attach to technology to meet the requirements of 4.0 industry development, the students must dynamically change the face-to-face only teaching Islam medium into digital.

To meet the digital teaching approach for Islamic preacher, Muvizu software as one of material which was taught by multimedia dakwah lecturer in Manajemen Dakwah Department can be the breakthrough to do it. Muvizu is software which can be used to make hadith animation and is light to be operated in any notebook and laptop. Muvizu has a lot of flexibility such as easy to install to any operating system, not so demanding on minimum requirements for notebook or laptop, light to operate, and compact storage size. Furthermore, Muvizu has equipped itself with many ready features including cartoon characters, sound and visual effect, and shortcuts.

Some researches had been done using Muvizu to develop teaching and learning materials in some fields. A research which was conducted by Siti Azizah entitled pengembangan media pembelajaran matematika berbasis mvizu di kelas dua sekolah dasar resulted that the learning media met the appropriateness criteria and met the requirements as 3D animation learning media that discussing about multiplication and division. The instrument that was used was questionnaire. A research was conducted at elementary school by Audita Tungga Dewi entitled Pengembangan Media Animasi Dimensi pada Pembelajaran IPA Berbasis Aplikasi Muvizu Pada Sifat-Sifat Benda Kelas 3 Sekolah Dasar. In the research he aimed to develop and produce products in the form of 3dimensional animation media on science learning muvizu based valid, practical and effective. This development research used ADDIE model of development stage in this research start with analysis, design, development, implementation, and evaluation. The results show the validity of the media by media validators with an average value of 4.8 included in the category is very valid. The result of validation of the material obtained an average value of 4.4 with the category is very valid because the material has been in accordance with competence standard. The level of practicality of the media obtained the value of the questionnaire teacher response with an average value of 4.2 with the practical category, the practicality level seen from the student interview results obtained responses of students who say happy, interested, easy to understand material and no difficulty during the learning process. The effectiveness of the media that has been developed can be seen from the result of the posttest that obtained the average value 85.71% with very effective category. Based on the researches above, it can be seen that children who are elementary school students were interested to learn more with animation compared to traditional teaching process. Hence, the dakwah or spreading Islam for children is proposed to use attractive media for children since the childhood is influential as foundation in children belief.

Muvizu software was also used for developing Islamic dakwah material such as in research that was done by Agus Mulyanto entitled e-dakwah sebagai alternative media dakwah. In his research he uses e-media as breakthrough to present the preaching media because he thought preaching problems more complex along progressively with social change in the globalization era. In his conclusion, he mentioned that e-dakwah has some benefits for preaching media for example: preaching has the longer reach, presenting Islam face truthfully, and developing the image of Islam. Similar result has been found in a research was done by Muniarty Sirajuddin which focuses on literary study about Pengembangan Strategi Dakwah Melalui Media Internet (Peluang dan

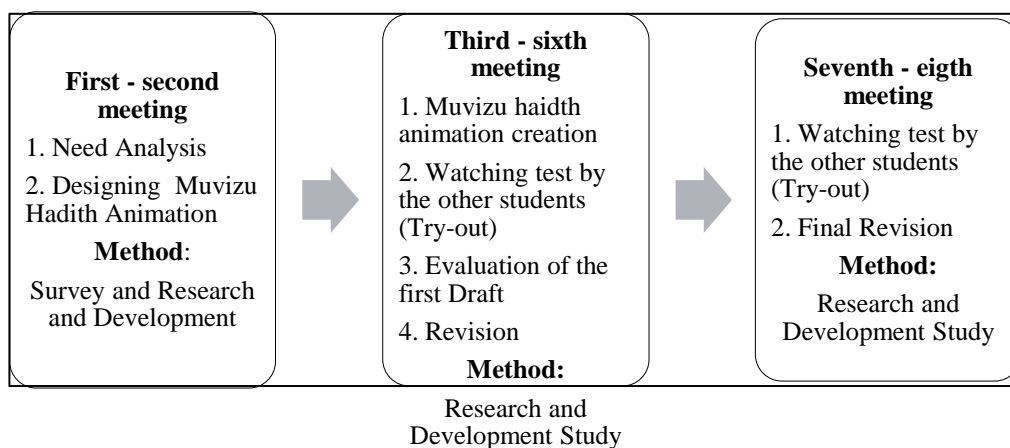
Tantangan) mentioned that the strategy for developing dakwah through internet must be managed by professional institution. The internet may support the Islamic dynamic and strengthen the Islamic values in dakwah. He stated that due to the development of technology, dakwah must also follow to employ technology as medium to spread Islam.

According to the benefits of the use of Muvizu software to help preacher in spreading Islam as well as for learning and teaching objectives that have been mentioned above, the research was intended to develop Muvizu Hadith Animation which is attractive to be learnt, easy listening with English translation, in hand storage (available in any social media), and trigger students' skill to meet 4.0 industry in 21st century competition.

II. RESEARCH METHOD

The general model to develop the muvizu hadith animation was in the early teaching period in the second semester of academic year 2018/2019. The need analysis was be done as the basic principle to develop the materials for students and teaching principles for the lectures. After administering the need analysis, the process of developing the muvizu hadith animation was done and was followed by test (watched by the students), evaluation, and revision which they took a week for each. After that, the second test (watched by students, lecturer, and head of department) was done. Then, it was followed by the final revisions for a week.

Figure 1. Modified Research Procedures Adapting from Dick & Carey Model which follow Borg & Gall model



The specific steps for developing hadith animation are as follows:

- Studying theories and references
- Studying findings related to the study
- Developing animation
- Field testing
- Revising
- Expert judgment and field testing
- Revising the draft of the materials to have final draft

The procedure to develop the students' book and teachers' book are as follows:

1. Need analysis
2. Deciding the aims of the material
3. Designing the components and contents of products
4. Expert Validation
5. Revisions for both text books
6. Field try-out
7. Second Revision
8. Final Draft

2.1 The Try Out of the Draft of the Material

2.1.1 The Design of the Try Out

The questionnaires was distributed to the students which comprised three points: the contents of materials, the design of the muvizu animation, and the meaning translation of hadith. Afterward, the draft was modified accordingly and the revision was made since based on the principal of research and development study, all of the research products was tested as a mean of evaluation.

2.1.2 The Subject of the Try Out

The subject of the research are fifty students of Manajemen Dakwah (MD) Department of Faculty of Dakwah and Communication Science, State Islamic University of Mataram in academic year 2018-2019. They are attending Multimedia Dakwah course and Dakwah Hadith course. The sample in this research is chosen by using non-randomized sampling since the population consists of a number of students that the researcher did not have the authority to randomize the composition.

2.2 The Type of Data

The Data in this research are in the form of quantitative and qualitative data. The quantitative data are used to describe data from the result of questionnaire to the student as need analysis, to make systematic, factual, and accurate description about facts and the characteristics of the population. On the other hand, qualitative data obtained from questionnaire and in-depth interview were used to make the map of students, lecturer, and head of department's perception covering LSA (Learning Situation Analysis), TSA (Target Situation Analysis), and PSA (Present Situation Analysis).

2.3 Instrument in Data Collection

To collect the data, the researcher uses three instruments namely:

1. Questionnaire

Questionnaire is used as a means to make the map of students' perception covering LSA (Learning Situation Analysis), TSA (Target Situation Analysis), and PSA (Present Situation Analysis).

2. In-depth Interview

In-depth Interview is also used to discover students' perception covering LSA (Learning Situation Analysis), TSA (Target Situation Analysis), and PSA (Present Situation Analysis).

III. FINDING

3.1 The Result of the Need Analysis

After delivering questionnaire as need analysis to the students, it could be found that the students who are youngsters tended to enjoy learning materials which are having practicality for learning, connect with their gadgets, attractive in term of design and look, and supportive for their skill development. Referring to the printed hadith material, students thought that they need supporting media to make them interested to watch and learn. In relation with the students effort to comprehend the hadith, students said that they need the presence of its translation directly after the hadith.

A questionnaire was also given to dakwah hadith lecturer and the result showed that the existence of new approach to introduce or even teaching hadith for youngsters is needed. The lecturer stated that youngsters including the university students as well as school students, tend to be interested with the use of technology as their learning aid. It is because technology make the learning media more interesting and accessible anytime anywhere. Similar idea had been said by the head of department that, new approach to do dakwah is needed in this 4.0 industry era. That is why students who are majoring Manajemen Dakwah are required to equipped themselves with skills that help them to do dakwah with technology. Also, students must be able to spread Islam to youngsters including school students. The last aspect deals with the alumni preparation for global competition, as Manajemen Dakwah students, they have to be able to acquire international language such as English for communication. Hence, he stated that students would be better to master both technology and English for their future.

3.2 The Result of Expert Validation 1

The draft of hadith animation product was given to the expert on 6th November 2018 and returned to the researcher on 14th November 2018. The validation instrument employed Likert scale which range from score 1 as poor and 5 as very good. The result of product development expert judgment is presented in Table 1

Table 1 The Validation Result from Expert 1.

No	Criteria	Score
1	The aims of the muvizu animation correspond closely with the aims of the teaching program and with the needs of the learners.	5
2	The muvizu animation is suitable to the learning/teaching materials in hadith class	4
3	The muvizu animation covers the Arabic hadith and its translation	4
4	There are materials for integrated skill.	4
5	The language is suitable to the learners' linguistic level.	5
6	The language is clear and understandable.	4
7	The language on the materials becomes a model of the correct and meaningful grammatical structures.	4

8	The design is attractive and appealing to the learners	4
9	The picture is clear	5
10	The chosen character is appropriate according to Islam	5
11	The translation is correct and appropriate.	4
12	The translation recitation is clear	4
13	The hadith recitation is clear	5
14	The materials are suitable for all ages	5

As it is shown in Table 1, it is clearly seen that the developed materials scores are mostly 5 (strongly high) and 4 (high). Then, based on the data collected above, the value was calculated using the following formula:

$$\text{Percentage} = \frac{\sum (\text{response} \times \text{weighting on each response})}{N \times \text{weighting the highest response}} \times 100 \%$$

$$= \frac{62 \times 1}{14 \times 5} \times 100\% = 88.6 \%$$

The obtained score was converted to the achievement level according to the following chart:

Range	Category
91-100	Very satisfactory
81-90	Satisfactory
71-80	Less satisfactory
61-70	Need check
51-60	Need more check
0-50	Failed

Then, the result of the calculation, it can be inferred that the animation product was very satisfactory according to the first expert who is the head of *Manajemen Dakwah* department.

3.3 The Result of Expert Validation 2

It was 7th November 2018 the draft gave to the teacher and returned to the researcher on 13th November 2018. The validation instrument employed Likert scale which range from score 1 as poor and 5 as very good. The result of her judgement of the quality of the workbook in the form of quantitative data can be seen in Table 2

Table 2 The Validation Result from Expert 2

No	Criteria	Score
1	The aims of the muvizu animation correspond closely with the aims of the teaching program and with the needs of the learners.	5
2	The muvizu animation is suitable to the learning/teaching materials in hadith class	4
3	The muvizu animation covers the Arabic hadith and its translation	4
4	There are materials for integrated skill.	5
5	The language is suitable to the learners' linguistic level.	5
6	The language is clear and understandable.	4
7	The language on the materials becomes a model of the correct and meaningful grammatical structures.	4
8	The design is attractive and appealing to the learners	4
9	The picture is clear	4
10	The chosen character is appropriate according to Islam	5
11	The translation is correct and appropriate.	3
12	The translation recitation is clear	3
13	The hadith recitation is clear	4
14	The materials are suitable for all ages	4

It can be seen from Table 2 that the indicators' score were mostly 4 (high). Then, based on the data collected above, the value was calculated using the same formula as employed to materials development/contents expert's result.

$$\text{Percentage} = \frac{\sum (\text{response} \times \text{weighting on each response})}{N \times \text{weighting the highest response}} \times 100 \%$$

$$= \frac{58 \times 1}{14 \times 5} \times 100\%$$

$$= \frac{\quad}{14 \times 5} \times 100\% = 82.8 \%$$

The obtained score was converted to the achievement level. It could be understood that the animation product was categorized as satisfactory criteria. However, there are some aspects to be revised in the workbook. According to the table 2, those aspects are reading and writing materials which are rated 3 points. Therefore, the researcher asks students to revise the aspects to make this animation product legible used by the learners. The second expert is the hadith lecturer in *Manajemen Dakwah* Department

3.3 Result of Main Field-Testing (Try-out of the Materials)

After the product was validated by the experts, fifty students were asked to watch others’ animation products as the product try out. The try out was done on 4th – 7th December 2018. Students were instructed to give comment on the video they have watched and they must fill the questionnaire which had been shared to them. They were asked to give score on each criteria of questionnaire. The highest score of the statement was five and the lowest score was one. The result obtained from the questionnaire given to twenty five students can be seen on Table 3.

Table 3 The Result of Try-out Process.

No	Criteria	Total Score	Percentage
1	The aims of the muvizu animation correspond closely with the aims of the teaching program and with the needs of the learners.	232	93 %
2	The muvizu animation is suitable to the learning/teaching materials in hadith class	240	96 %
3	The muvizu animation covers the Arabic hadith and its translation	235	94 %
4	There are materials for integrated skill.	245	98 %
5	The language is suitable to the learners’ linguistic level.	227	91 %
6	The language is clear and understandable.	205	82 %
7	The language on the materials becomes a model of the correct and meaningful grammatical structures.	232	93 %
8	The design is attractive and appealing to the learners	220	88 %
9	The picture is clear	225	90 %
10	The chosen character is appropriate according to Islam	225	90 %
11	The translation is correct and appropriate.	237	95 %
12	The translation recitation is clear	230	92 %
13	The hadith recitation is clear	227	91 %
14	The materials are suitable for all ages	237	95 %
15	I see the benefits of finishing the animation project	237	95 %
16	I learn multimedia skill for future job	242	97 %
17	I learn to comprehend more the meaning of the hadith	217	87 %
18	I learn how to use English correctly	217	87 %
19	I learn to manage <i>dakwah</i> in 4.0 industry era	220	88 %
20	I am proud of my animation product	225	90 %
21	I believe it is good to introduce hadith for children	235	94 %

Then, based on the data collected above, the value was calculated using the following formula:

$$\text{Percentage} = \frac{\text{Total percentages in all items}}{\text{The total number of items in criteria}} = \frac{1926}{21} = 91.7 \%$$

After the score was converted to achievement level, the materials were categorized on very satisfactory criteria. Therefore, no revision was needed. Furthermore, based on the students' evaluation and comments on try-out process, there are some points concerning the project. First, some students stated that the language in the animation projects were not clear and need for quality improvement. Second, some students were not really sure that they comprehended the hadith more than learning hadith directly by reading *kitab* or Islamic book. Third, some students still hesitated to believe that they learnt to use English correctly in finishing the animation project. The last, some students saw the hadith animation project as classroom task fulfilment and apart from *dakwah* which they hardly connected them with 4.0 industry era issue.

In summary, based on the try-out result, the hadith animation product is still acceptable and applicable to be used as breakthrough for teaching Islam in 4.0 industry era.

3.4 Revisions Based on Results of Try-out Process

Based on the comments and suggestions given by the students, as well as experts, the developed Islamic animation products were revised as shown on Table 4

Table 4 Revision

Aspect	Original Draft	Revised Draft
Language	The pronunciation in the audio is not clear since the students are still learning the second language	Students were trained to pronounce the Arabic recitation and translation in class. Then, they re-recorded their voice and revised their Islamic hadith animation project
Translation	The translation was not in good grammar and proper vocabulary	Students consulted the translation to lecturer and revised the translation in their Islamic animation project

IV. DISCUSSION

The Hadith animation that was developed by following the theory of Borg and Gall's model got positive responses from students, hadith lecturer, and head of Manajemen Dakwah department since it boosts students' various skills such as multimedia use for dakwah, Islamic hadith comprehension, and English translation and pronunciation practice. It is due to the fact that the developed hadith animation has been developed based on the learners' need which correspond to the aim of teaching and learning in the Manajemen Dakwah department, have been validated by expert in related subject and the head of department, as well as have accommodated the suggestion from the experts and the students as users. According to Cunningsworth, course books should correspond to learners' needs. They should match the aims and objectives of the language-learning program. In other words, in term of procedure of development, some crucial steps have been undertaken by the researcher; doing need analysis and having theoretical and empirical validation.

In analysis step, the researcher found that students learnt hadith form traditional face-to-face learning through reciting kitab or Islamic handbook and they need breakthrough as innovation which is having practicality for learning, connect with their gadgets, attractive in term of design and look, and supportive for their skill development as well as equipping the hadith with its translation. The analysis was done by sharing questionnaire also to dakwah hadith lecturer and the result showed that the existence of new approach to introduce or even teaching hadith for youngsters is needed. Same statement was also stated by the head of department that new approach to do dakwah is needed in this 4.0 industry era. That is why students who are majoring Manajemen Dakwah are required to equipped themselves with skills that help them compete for international opportunities.

Furthermore, the strength of the hadith animation lie on the following aspects: First, the developed animation can solve the distance problem since it is able to be uploaded in any social media such as Instagram, facebook, YouTube, and Whatsapp. People in various age form the children to adult may watch and learn from it at any place only from their gadget. The hadith animations were also compiled in a VCD which made it easier to enjoy through VCD or DVD player in computer, or television. Hence, this hadith animation meets to requirement of 4.0 industry era learning trend that is using technology. Second, hadith animation trigger youngsters or children interest to watch compared to learning hadith by traditional way. The animation provides different joy by showing colourful animation image with unique character and setting. The children who watch

do both refreshing and learning at the same times. Similarly, Tomlinson suggests that the materials design and illustration (visual element) are necessary to achieve impact by being able to attract students' curiosity, attention, and interest to keep using the materials and to help the students to feel at ease. Third, the hadith animation is equipped with English translation which supports the learners to practice English listening, English vocabulary recognition, pronunciation practice, and meaning comprehension. Also, the hadith animation maker learnt the same things in movie production process. Fourth, the hadith animation makers learnt new multimedia skill as their self-capital for their future opportunity. They may be businessman in advertising or putting multimedia skills as their supporting skill in their job. They also may compose longer and better animation which they may sell to get money. Fifth, this project increase students' engagement to fulfil the task with three skills (Islamic hadith, English, and multimedia) at the same times. They wanted to finish their project and were proud of their self-created hadith animation product. Furthermore, when their product was uploaded in YouTube and positive responses were sent to them, they felt happy and satisfied. In conclusion, with the strength of the hadith animation which was designed based on the students' need, it is hoped that the product enable the Islamic religion learners to improve their Islamic hadith comprehension, increase English skill, and the objectives of the institution could be achieved. Furthermore, the weakness of the product should be taken into consideration for the lecturer.

The weakness of the hadith animation concerns with the need to present further elaborative explanation of the hadith translation which strengthen the understanding of translation and supported with related scenes picturing the story in hadith. The multimedia lecturer might find difficult to help students for further explanation of the hadith.

V. CONCLUSION

The result of the research showed that hadith animation has more strengths than its weakness. The hadith animation are a breakthrough for teaching hadith which moves from traditional to 4.0 industry teaching style. Furthermore, the hadith animation have been watched by students, hadith lecturer, and the head of department. Then, it is believed as helpful media for teaching and learning process not only at formal setting like in university and school but also in informal setting by using social media in people gadget.

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