

Research Article

Developing an Integrated Model of Learning Materials of Sociolinguistics and the Qur'anic Moral Values

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Abstract

This research was conducted as an effort to release the research of sociolinguistics from the shackles of dichotomous paradigm, and present new knowledge on the Qur'anic moral values and their relevance for the learning materials of sociolinguistics. The research aims to develop an integrated model of learning materials of sociolinguistics and the Qur'anic moral values and determine the validity, practicality, and effectiveness of the designed model. The Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model approach was used to explore an integrated model of learning materials of sociolinguistics and the Qur'anic moral values. The products development result and their validity value encompassing 1) Book model which explains the concept of an integrated model that is named as Qur'anic moral value model (Q-move Model) with the validity value was 88, 46 (very high); 2) Lecturer's guidance book in which its' validity value achieving 85, 19 (very high); and 3) Students' book which achieved the score of 86,80 (very high). It was proved that the integrated model that has been developed was very practical with the average value of $K=0,83$ (very high), and could significantly increase students' competency in comprehending the integration between the learning materials of sociolinguistics and the Qur'anic moral values with a sig value of $0.00 < 0.05$. It is concluded that the developed model proved to be valid, practical, and effective. This research implies that the Q-move model is feasible to be applied in teaching sociolinguistics which integrates between the learning materials of sociolinguistics and the Qur'anic moral values.

Keyword: Integrated, Q-Move, Sociolinguistics, Qur'anic.

Toplumdilbilim ve Kuran Ahlakı Değerlerine İlişkin Bütünleşik Bir Öğrenme Materyalleri Modeli Geliştirme

Öz

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Bu araştırma, toplumdilbilim arařtırmalarını ikili paradigmanın prangalarından kurtarmak ve Kuran ahlakı hakkında yeni bilgiler ve bunların toplumdilbilimin öğrenme materyalleri ile ilişkisini sunmak amacıyla yapılmıřtır. Arařtırma, toplumdilbilim ve Kuran ahlakı öğrenme materyallerinin bütünleřik bir modelini geliřtirmeyi ve tasarlanan modelin geçerliliđini, uygulanabilirliđini ve etkililiđini belirlemeyi amaçlamaktadır. Analiz, Tasarım, Geliřtirme, Uygulama ve Deđerlendirme (ADDIE) modeli yaklařımı, toplumdilbilim ve Kuran ahlakının bütünleřik bir öğrenme materyalleri modelini keřfetmek için kullanıldı. Ürün geliřtirme sonucu ve bunların geçerlilik deđerini kapsayan 1) Kur'an ahlaki deđer modeli (Q-move Modeli) olarak adlandırılan bütünleřik bir model kavramını açıklayan kitap modeli, geçerlilik deđerı 88, 46 (çok yüksek); 2) Geçerlilik deđerı 85, 19 (çok yüksek) olan öğretim üyesi kılavuz kitabı; ve 3) 86,80 (çok yüksek) puan alan öğrenci kitabı. Geliřtirilen bütünleřik modelin $K=0,83$ (çok yüksek) ortalama deđerı ile oldukça pratik olduđu ve öğrencilerin toplumdilbilim öğrenme materyalleri ile Kur'an-ı Kerim arasındaki bütünleřmeyi anlama yeterliklerini önemli ölçüde artırabileceđi kanıtlanmıřtır. $0,00 < 0,05$ sig deđerı ile anik ahlaki deđerler. Geliřtirilen modelin geçerli, pratik ve etkili olduđu sonucuna varılmıřtır. Bu araştırma, toplumdilbilimin öğrenme materyalleri ile Kuran ahlakını bütünleřtiren Q-move modelinin toplumdilbilim öğretiminde uygulanabileceđini ima etmektedir.

Anahtar Sözcükler: *Entegre, Q-Move, Toplumdilbilim, Kur'an.*

Introduction

Sociolinguistics concerns the research of the sociological aspects of language in terms of the part language plays in maintaining the social roles in a community. As the main concern of sociolinguistic studies, language is studied as a tool to interact and communicate in human life. In sociolinguistics, the relationship between speech and social status and social context is explored in-depth (Gumperz, 2008; Tarone, 2007; Ball, 2010). The influence of various aspects in society, including cultural norms, expectations, and the context of language use is the main study of sociolinguistics. The substance of sociolinguistics essentially includes knowledge about using language for different functions effectively and politely. For this reason, the use of the language in the speech community must be tied to moral values (Khalil, 2016).

Sociolinguistics also examines the clear affirmation of the relationship between language and religion as part of human life. Since religion is a part of human life, it has a close correlation with one's linguistic behavior and becomes a marker of self-identity (Baker & David, 2010; Eldin, 2014; Darquennes & Vandenbussche, 2016). It is undeniable that a person's language behavior reflects his chosen religious affiliation. Religion has the power to control its adherents to communicate both in the context of worship and social interaction (Pace, 2001; Shahiditabar, 2017). The control of religion in social interaction shows a close relationship between the belief system and the socio-religious environment. To create harmonious social relations, religious values can be implemented in ways of communicating with each other. The difference in context requires the use of language effectively (Rahimi & Hematiyan, 2015). Moreover, the use of language and the phenomenon of the diversity of languages as part of the social aspect and reality in the universe get attention in the Qur'an studying sociolinguistics also reflects god's signs and even leads to the ones of god (*at-tawhid*) in regulating anything in nature. In terms of language usage, the holy Qur'an through certain verses directs its followers for effective communication skills (Muhammad & Omer, 2016).

This paradigm confirms that the learning materials of sociolinguistics must be tied to Islamic values and freed from secular elements that separate god, human, and cosmic order (Hanief, 2009). Those facts emphasize the urgency of integrating sociolinguistic learning materials with moral values, especially religious-based moral values. These moral values are ethical values that contain the principles and rules of communication ethics in human interaction. These especially reinforce the importance of integration between the Qur'anic verses as the source of the highest moral values for its believers, and the learning materials of sociolinguistics. This idea concerns the integration of scientific knowledge and the knowledge that originates from divine norms and ideals (Anas et al., 2013; Abdullah, 2014; Asifudin, 2016).

Research methods

This was a kind of research and development with a Model Analysis, Design, Development, Implementation, and Evaluation (ADDIE) approach was used to develop the integrated model of learning materials (Almomen et al., 2016) of sociolinguistics and the Qur'anic. The interview guidance, the questionnaire, product validation questionnaire, product practicality questionnaire, and test result sheet which was used to determine the level of effectiveness of implementing the integrated model of learning materials of sociolinguistics and the Qur'anic values belonged to the data primary. Each instrument was validated by several experts in their respective fields. While secondary data were collected through a literature study. Qualitative data was presented in tabulated form, and quantitative data was analyzed by calculating the Kappa moment coefficient for validity and practicality, and the independent t-test was used to see the effectiveness (Oktaviani et al., 2020).

Results

The results of the need analysis towards the integrated model of learning materials of sociolinguistics and the Qur'anic moral values indicated: 1) it was needed an integrated model of learning materials of sociolinguistics and the Qur'anic moral values; and 2) to apply the integrated model, it was needed the model book, the lecturer's guidance book, and the students' book. The results of the needs analysis have been used as the basis for designing the three types of books as the products of this research. The results of expert validation of the three products according to the value of the moment coefficient Kappa (K) was very high at the value of 0,83. The result is displayed in detail through Table 1 below:

Table 1
Product validation results according to Kappa coefficient moment (K)

N	Product Development	K	Category
1	Book of model	0,85	Very High
2	Book of trainer's guide	0,81	Very High
3	Book of participant	0,84	Very High
Average		0,83	Very High

Source : Analyze result, 2021

The results of the practicality of the Kappa moment according to the lectures of sociolinguistics was $K = 0,78$ (very high), and the students were $K = 0,87$ (very high). The average value of the practicality of the Kappa moment was $0,83$ (very high) as displayed in Table 2 below.

Table 2
Practical test results in Kappa coefficient moment (K)

Evaluator				Average K	Note
The lecturers of sociolinguistics		Students			
Value K	Note	Value K	Note	0,83	Very High
0,84	Very high	0,84	Very high		

Source : Analyze result, 2021

The results of the effectiveness of the model were carried out by conducting a pre-test and post-test to thirty (30) college students. The data obtained are presented in the following Table 3 below.

Table 3
Practical test results in Kappa coefficient moment (K)

Data Processed		Before	After
N	Valid	30	30
		0	0
	Missing	56	79
Mean		7,62	6,88
SD (Standard Deviation)		40,00	70,00
Minimum value		70,00	95,00
Maximum value		1685	2395
Summary			

Source : Analyze result, 2021

Table 3 above shows the distribution of data from pre-test and post-test results that were tested on students. It can be seen that there is no missing data and all valid data is 30. The total average value after the model is used is 79. This value is higher than the average value before the model is used, which is = 56. The total value after using the model is 2.395. This value is higher rather than before the use of the model, which is 1.685.

Normality test results obtained sig alpha $0.175 > 0.05$ in the class before and sig alpha $0.055 > 0.05$ in the class after. This means that the two (2) classes are normally distributed. Homogeneity test results obtained sig alpha value $0.375 > 0.05$, which means the data is homogeneous. The results of the independent t-test showed that Asymp. Sig $0.00 < 0.05$ for both groups. This means that there has been a significant improvement in the students' knowledge after taking sociolinguistics lectures using the integrated model of learning materials of sociolinguistics and the Qur'anic moral values. This research resulted in a new integrated learning model called the Qur'anic moral value model (Q-move). Q-move model is an integrated learning model that can be implemented to integrate learning materials of sociolinguistics and Qur'anic moral values in the teaching and learning process in the classroom. This learning model generally emphasizes that the knowledge given to the students who take the course of sociolinguistics should be connected to the verse of Qur'anic.

Conclusions

It is concluded that the Q-move model resulting from the development proved to be valid, practical, and effective. This model is feasible to be applied to integrate the learning materials of sociolinguistics and the Qur'anic moral values. The products of this model which consist of a model book, the lecturer's guidebook, and students' book provide a practical contribution, especially providing convenience for sociolinguistics lecturers who are concerned with efforts to integrate sociolinguistics teaching materials and the Qur'anic moral values in the teaching process.

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