THE CORRELATION BETWEEN STUDENTS' ISLAMIC MORAL VALUES AND THEIR ENGLISH ACHIEVEMENT IN THE IMPLEMENTATION OF THE SCIENTIFIC APPROACH THROUGH ICT OF CURRICULUM 2013 AT JUNIOR HIGH SCHOOLS IN KAMPAR REGENCY OF RIAU PROVINCE

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Abstract: The main goal of this study is to find out the correlation between students' Islamic moral values and their English achievement in the implementation of the Scientific Approach Through ICT of Curriculum 2013 at Junior High Schools. The research utilizes a mixed method of quantitative and qualitative research with a quasi experimental study of pretest-postest non equivalent control group design. The sample of the study comprised 160 students and three Junior High schools in Kampar regency of Riau province. The schools are State Junior High School number 1 (SMPN 1) Bangkinang, Private Islamic Junior High School of Assalam (M.Ts As-Salam) and State Junior High School number 1 (SMPN 1) Kampar Timur. The scientific approach with three aspects of attitude, skill and knowledge competencies through information Technology (ICT) and Islamic moral values are integrated in this study. Data are collected using a test to measure the students' English achievement; then, observation and questionnaire are administered to investigate the students' Islamic moral values. Three research questions are proposed in this research. The findings show significant relationship between English language achievement and Islamic moral values through the scientific approach through ICT of curriculum 2013. At last, the research finding hopefully able to become a model for English teaching instruction in Riau province locally and in Indonesia nationally.

Key words: The scientific approach, ICT, Curriculum 2013, English Achievement and Islamic moral values.
INTRODUCTION

In this global era, one can hardly deny that English plays a very important role in the major aspects of life in. It is the most widely spoken language in the world so that English today is fast becoming a lingua franca of international trade and commerce. With the challenges posed by globalization and technological advances, Information and Communication Technology (ICT) has become the most crucial one in gathering scientific information available on electronic media. It is also observed that most of the books of science and technology are written in English.

In Indonesia, curriculum for elementary school up to senior high school levels keeps on changing from time to time. The latest change of the curriculum 2013 based on the decree of the ministry of Education and culture number 81 A, 2013 dealing with the implementation of curriculum 2013. It is also strengthened by the decree of number 20, 2003 about national education system, the government rule number 19, 2005 about education national standard followed by the rule of the ministry of Education and culture number 64 upto 71 year 2013 dealing with the content and policy of curriculum 2013.

The curriculum 2013 uses the scientific approach which includes three competencies of attitude, skill and knowledge. Learning outcomes are able to produce students become productive, creative, innovative and effective through the integration of the strength of attitude, skill and knowledge. The aspect of attitude makes the students able to transform the teaching materials in order to lead them “why to know”; and the aspect of competency makes the students able to transform the teaching materials the students able “how to know”; the aspect of knowledge makes the students able to transform the teaching
materials the students able "what to know"; and the last result is
to improve and to make the students to have balance between
softskill and hardskill which covers the aspects of attitude, skill
and knowledge competencies. (Guidelines of Curriculum, 2013).
Curriculum 2013 focuses on the dimension of modern
paedagogy in teaching and learning process which uses
scientific approach. Furthermore, curriculum 13 also integrates
information communication and technology (ICT) to all subject
matters of syllabuses. The consequence of this integration,
subject matter of Information Technology has been dismissed at
junior high school level and it is integrated to every subject
matter. Five steps which consist of observing, questioning,
associating, experimenting and networking are administered in
teaching and learning process of scientific approach of every
subject matter.

The application of attitude is really in accordance with the
message of the Quran against the backdrop of its unique,
linguistic inimitability and preserved existence we come to
realise that the values we find in the Quran are universally
applicable and endearing to all humanity. Values such as racial
equality: "O you men! Surely We have created you of a male
and a female, and made you tribes and families that you may
know each other, surely the most honourable of you with Allah
is the one among you most careful (of his duty) surely Allah is
Knowing, Aware" (49:13), honouring parents "And your Lord
has commanded that you shall not serve (any) but Him, and
goodness to your parents. If either or both of them reach old
age with you, say not to them (so much as) "ugh" nor chide
them, and speak to them a generous word" (17:23-24), fair
trade: Woe to the defrauders,. Who, when they take the
measure (of their dues) from men take it fully. But when they
measure out to others or weigh out for them, they are deficient (83:1-3), sanctity of human ty."show kindness to your parents, and do not stay your children for fear of poverty “ (6:151) and cooperating in righteousness: .."and help one another in goodness and piety, and do not help one another in sin and aggression...” (5:2) amongst others. They are both rationally justified and emotionally consistent towards the benefit and development of humans and their environment. This is because they are communicated to us through the actual word of God Almighty—the creator of humanity.

Objectives and Research Questions.

The main objective of this study is to find out the correlation between Students’ Islamic Moral Values and their English Achievement in the implementation of the Scientific Approach Through ICT of Curriculum 2013 at Junior High Schools. The specific objectives are as follows:

- To determine the students’ English achievement using the Scientific Approach Through ICT and Islamic moral values of Curriculum 2013 at junior high school level in Kampar regency.
- To explore the students’ Islamic moral values at junior high school level in Kampar regency.
- To determine the relationship between the students’ English achievement and their Islamic moral values at junior high school level in Kampar regency.

Three research questions are formulated as follows:
- How is the students’ English achievement using the Scientific Approach Through ICT and Islamic moral values
of Curriculum 2013 at junior high school level in Kampar regency?

- How is the students’ Islamic moral values at junior high school level in Kampar regency?
- Is there any relationship between the students’ English achievement and their Islamic moral values at junior high school level in Kampar regency?

The hypotheses posed in this study are as follows:

**Ho1**: There is no significant difference of the students’ English achievement pre-test mean scores before treatment between experimental groups and control groups.

**Ha1**: There is significant difference of the students’ English achievement pre-test mean scores before treatment between experimental groups and control groups.

**Ho2**: There is no significant difference of the students’ English achievement post-test mean scores after treatment between experimental groups and control groups.

**Ha2**: There is significant difference of the students’ English achievement pre-test mean scores after treatment between experimental groups and control groups.

**Ho3**: There is no significant difference of the students’ English achievement pre-test and post-test mean scores treatment in the experimental groups.

**Ha3**: There is significant difference of the students’ English achievement pre-test and post-test mean scores treatment in the experimental groups.
MATERIALS AND METHODS

The research design was a survey research, and three research questions are posed to explore the correlation between the students’ English achievement and their Islamic moral values at junior high school level in Kampar regency. Cohen, L. Manion, L & Morrison, K (2007) state that it is one of the most commonly used quasi-experimental designs in educational research.

A quasi-experimental design was selected for this study because of the following factors: (a) the administrative constraints by the selected school that does not allow for the random selection (b) based on the real condition, it is not realistic to conduct the study in true experimental design due to the complexity of human behavior and language behavior, and the difficulty of defining various variables involved in language learning (Hatch and Farhady 1982); quasi-experimental design can reflect what happens in the real life settings without any disruption in the educational set-up; therefore, this eliminates ‘artificially’ existing in true experiments and also shows that ecological validity of such designs is strong (Bryman 2001; Pelham and Blanton 2007; (d) the results of quasi-experimental research, as Bryman (2001) argues, is still ‘compelling’ and particularly prominent in evaluation research studies; and (e) the use of intact classes in quasi-experimental designs could reduce the threat of Hawthorne effect that can often result when subjects are randomly selected and assigned to conditions for the cooperative lesson periods (Chong 2003)

The sample of the study consisted of 160 students from three selected junior high schools in Kampar regency of Riau province. The data were obtained by using pretest and post-test. The pretest was used to determine the basic English mastery
before the treatment. The posttest was administered to determine the students’ English achievement, and a set of questionnaire was given to find out the students’ Islamic moral values. This research was conducted for 24 meetings or 36 hours within three months.

RESULTS AND DISCUSSION

Based on the first research question of this study is that:
How is the students’ English achievement using the Scientific Approach Through ICT and Islamic moral values of Curriculum 2013 at junior high school level in Kampar regency?

Then followed by three hypothesis to test the students’ English ability before and after the treatment as well as to see the effect of the Scientific Approach Through ICT and Islamic moral values of Curriculum 2013 at junior high school level in Kampar regency. The first hypothesis:

**H01:** There is no significant difference of the students’ English achievement pre-test mean scores before treatment between experimental groups and control groups.

Pallant (2001) states that if the significance value is greater than 0.05, this indicates that there is no violation of the assumption of equality of variance and that equal variances are assumed for the variable concerned. An independent t-test was conducted to determine any significant difference between pretest mastery mean scores of experimental and control groups. The result of pre-test mean scores for SMPN 1 Bangkinang is presented at the following table:
Table 1. Pretest results between experimental and control groups of SMPN 1 Bangkinang.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>29</td>
<td>56.34</td>
<td>11.564</td>
<td>56</td>
<td>-656</td>
<td>0.515</td>
</tr>
<tr>
<td>control</td>
<td>29</td>
<td>58.27</td>
<td>10.85</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > 0.05

Based on Independent sample t-test analysis for pretest mastery of experimental and control groups on Table 1 above, it shows no significance was found at pretest English mastery. The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent mean for experimental group was 56.54 and SD = 11.564 and the mean for control group = 58.27 and SD = 10.85.

Table 2. Pretest results between experimental and control groups of MTs As_Salam.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>21</td>
<td>41.90</td>
<td>9.1807</td>
<td>40</td>
<td>-093</td>
<td>0.926</td>
</tr>
<tr>
<td>control</td>
<td>21</td>
<td>41.61</td>
<td>10.072</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > 0.05

Based on Independent sample t-test analysis for pretest mastery of experimental and control groups on Table 2 above, it shows no significance was found at pretest English mastery. The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in
both groups were equivalent mean for experimental group was 41.90 and SD = 9.1807 and the mean for control group = 41.61 and SD= 10.072.

Table 3. Pretest results between experimental and control groups of SMPN 1 Kampar Timur.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>28</td>
<td>42.14</td>
<td>10.124</td>
<td>54</td>
<td>-371</td>
<td>0.712</td>
</tr>
<tr>
<td>control</td>
<td>28</td>
<td>43.14</td>
<td>10.072</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p > 0.05

Based on Independent sample t-test analysis for pretest mastery of experimental and control groups on Table 3 above, it shows no significance was found at pretest English mastery. The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent mean for experimental group was 42.14 and SD =10.124 and the mean for control group =43.14 and SD= 10.072.

The second hypothesis posed in this study is that:

\textbf{Ho2: There is no significant difference of the students' English achievement post-test mean scores after treatment between experimental groups and control groups.}
The hypothesis posed in this study was analyzed by using an independent sample t-test, of inferential statistics based on participants’ responses of posttest.

**Table 4. Posttest results between experimental and control groups of SMPN 1 Bangkinang.**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>29</td>
<td>78.86</td>
<td>5.370</td>
<td>56</td>
<td>6.933</td>
<td>0.000</td>
</tr>
<tr>
<td>control</td>
<td>29</td>
<td>68.27</td>
<td>6.227</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ P < 0.05 \]

Based on Independent sample t-test analysis for posttest achievement of experimental and control groups on Table 4 above, it shows significance difference was found at posttest English mastery. The result showed that the mean scores differed much between both groups. It could be determined that the subjects in both groups were not equivalent mean for experimental group was 78.86 and SD = 5.370 and the mean for control group = 68.27 and SD = 6.227.

**Table 5. Posttest results between experimental and control groups of MTs As-Salam.**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>21</td>
<td>75.66</td>
<td>5.370</td>
<td>56</td>
<td>10.102</td>
<td>0.000</td>
</tr>
<tr>
<td>control</td>
<td>21</td>
<td>60.38</td>
<td>4.643</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ P < 0.05 \]

Based on Independent sample t-test analysis for posttest achievement of experimental and control groups on Table 5
above, it shows significance difference was found at posttest English mastery. The result showed that the mean scores differed much between both groups. It could be determined that the subjects in both groups were not equivalent mean for experimental group was 75.66 and SD = 5.370 and the mean for control group = 60.38 and SD = 5.643.

Table 6. Posttest results between experimental and control groups of SMPN 1 Kampar Timur.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>21</td>
<td>68.142</td>
<td>7.715</td>
<td>54</td>
<td>6.827</td>
<td>0.000</td>
</tr>
<tr>
<td>control</td>
<td>21</td>
<td>58.071</td>
<td>5.291</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on Independent sample t-test analysis for posttest achievement of experimental and control groups on Table 6 above, it shows significance difference was found at posttest English mastery. The result showed that the mean scores differed much between both groups. It could be determined that the subjects in both groups were not equivalent mean for experimental group was 68.142 and SD = 7.725 and the mean for control group = 58.271 and SD = 5.291.

**Ho3**: There is no significant difference of the students' English achievement pre-test and post-test mean scores treatment in the experimental groups.

A paired sample t-test was conducted to determine any significant differences on post-test achievement mean scores in the experimental groups. The findings are shown at the following tables:
Table 7. The results of paired sample t-test between pretest and post test in the experimental group of SMPN 1 Bangkinang.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>29</td>
<td>56.34</td>
<td>11.564</td>
<td>28</td>
<td>.13.789</td>
<td>0.000</td>
</tr>
<tr>
<td>Post-test</td>
<td>29</td>
<td>78.56</td>
<td>5.370</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ P<0.05 \]

The analysis based on table 7 above using paired sample t-test shows that the mean score of post-test = 78.56 and SD = 5.370 is higher than the mean score of pre-test = 56.34 and SD 11.564, in which t-value = 0.000 or \( P<0.05 \) . The result of data analysis is based on inferential statistics which has identified after conducting the treatment for 12 meetings or 24 class-hours by using the scientific approach through ICT and Islamic moral values can improve the students English achievement of SMPN 1 Bangkinang. In conclusion, Ho3 is rejected and Ha3 is accepted, so there is significant difference of mean scores on the learners’ English achievement between pre-test and post-test scores after the treatment.

Table 8. The results of paired sample t-test between pretest and post test in the experimental group of MTs As-Salam.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>21</td>
<td>41.90</td>
<td>9.807</td>
<td>20</td>
<td>.19.992</td>
<td>0.000</td>
</tr>
<tr>
<td>Post-test</td>
<td>21</td>
<td>75.66</td>
<td>5.237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ P<0.05 \]
The analysis based on table 7 above using paired sample t-test shows that the mean score of post-test = 75.66 and SD = 5.237 is higher than the mean score of pre-test = 41.90 and SD 5.237, in which t-value .19.992 with P = 0.000 or P<0.05. The result of data analysis is based on inferential statistics which has identified after conducting the treatment for 12 meetings or 24 class-hours by using the scientific approach through ICT and Islamic moral values can improve the students English achievement of MTs As-Salam. In conclusion, Ho3 is rejected and Ha3 is accepted, so there is significant difference of mean scores on the learners' English achievement between pre-test and post-test scores after the treatment.

Table 9. The results of paired sample t-test between pre-test and post test in the experimental group of SMPN 1 Kampar

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>28</td>
<td>42.14</td>
<td>10.124</td>
<td>27</td>
<td>.12.798</td>
<td>0.000</td>
</tr>
<tr>
<td>Post-test</td>
<td>28</td>
<td>68.14</td>
<td>7.715</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P<0.05

The analysis based on table 9 above using paired sample t-test shows that the mean score of post-test = 68.14 and SD =7.715 is higher than the mean score of pre-test = 42.14 and SD 10.124, in which t-value .12.798 with P = 0.000 or P<0.05. The result of data analysis is based on inferential statistics which has identified after conducting the treatment for 12 meetings or 24 class-hours by using the scientific approach through ICT and Islamic moral values can improve the students English achievement of SMPN 1 Kampar. In conclusion, Ho3 is rejected and Ha3 is accepted, so there is significant difference of mean
scores on the learners’ English achievement between pre-test and post-test scores after the treatment.

**Table 10. Multiple Comparison among three schools based on the students’ English Achievement**

<table>
<thead>
<tr>
<th>(I) Group</th>
<th>(J) Group</th>
<th>Mean Difference (I - J)</th>
<th>Std. Error</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMPN 1 Bangkinang</td>
<td>MTs As-Salam</td>
<td>3.195</td>
<td>1.801</td>
<td>.240</td>
</tr>
<tr>
<td></td>
<td>SMPN 1 Kampar</td>
<td>10.719*</td>
<td>1.665</td>
<td>.000</td>
</tr>
<tr>
<td>MTs As-Salam</td>
<td>SMPN 1 Bangkinang</td>
<td>-3.195</td>
<td>1.801</td>
<td>.240</td>
</tr>
<tr>
<td></td>
<td>SMPN 1 Kampar</td>
<td>7.524*</td>
<td>1.815</td>
<td>.000</td>
</tr>
<tr>
<td>SMPN 1 Kampar</td>
<td>SMPN 1 Bangkinang</td>
<td>-10.719*</td>
<td>1.665</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>MTs As-Salam</td>
<td>7.524*</td>
<td>1.815</td>
<td>.000</td>
</tr>
</tbody>
</table>

* The mean difference is significant at the 0.05 level

Based on table 10 of multiple comparison among three schools on the students’ English achievement, SMPN 1 Bangkinang compared to MTs As-Salam with significant 0.240>0.05 shows there is no significant difference on the student English achievement using the scientific approach through ICT and Islamic moral values. SMPN 1 Bangkinang compared to SMP N 1 Kampar with significant 0.000<0.05
shows there is significant difference on the student English achievement using the scientific approach through ICT and Islamic moral values. Then, it can be concluded that SMPN1 Bangkinang and MTs As-Salam are similar, and SMPN 1 Kampar has significant difference compared to SMPN1 Bangkinang and MTs As-Salam

<table>
<thead>
<tr>
<th></th>
<th>Islamic</th>
<th>Post</th>
<th>Pre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islamic Correlation</td>
<td>1</td>
<td>.283*</td>
<td>.042</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.013</td>
<td>.717</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Post Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.013</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Pre Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.717</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)

Based on Table 11 above, Pearson correlation between pre-post English Achievement and Islamic moral values shows:
• Pre- English Achievement has negligible relationship with Islamic moral values =0.042 and p(0.717)>0.05, which has no significant relationship.
• Pre- English Achievement has moderate relationship with post- English Achievement = 0.583 and p(0.00)<0.05, which has significant relationship.
• Post- English Achievement has low relationship with Islamic moral values =0.283 and p(0.00)<0.05, which has significant relationship.

CONCLUSION

Results of pretest among three school categories (Table 1-3) which showed no significant differences on pretest mean scores between experimental and control groups. Meaning that the participants from three schools are homogeneous before giving the treatment. The results of posttest among three schools categories (Table 4-6) which showed significant differences on post-test mean scores between experimental and control groups. Meaning that the participants from three schools obtain different achievement after giving the treatment. Then, the results of pretest and posttest among three schools categories (Table 7-9) which showed significant differences on pre-test - post-test mean scores in the experimental group. It means that there is significant effect of the scientific approach of curriculum 2013 through Information Technology and Islamic moral values toward the students English achievement at Junior High school level in Kampar regency.

The findings indicate that the scientific approach through Information Communication Technology (ICT) in teaching English shows the significant effect towards the students
English achievement and their Islamic moral values. Based on Pearson product moment correlation, the findings also indicate that the students' English achievement has correlation with their Islamic moral values which can be attributed to the positive strength of meaningful learning. Among three school categories, SMPN 1 Kampar shows significant difference from two other schools (SMPN 1 Bangkinang and MTs As-Salam) on the student English achievement using the scientific approach through ICT and Islamic moral values. This is due to lack of facilities in this school and less creativity and efforts done by the teacher. SMPN 1 Bangkinang does not show significant difference on the students' English achievement and their Islamic moral values.
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