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

Abdullah Hasan

An English lecturer of Post Graduate Program
State Islamic University Suska Riau, Indonesia

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 locallly 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 upto 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 thrength of attitude, skill and kowledge. 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. Futhermore, curriculum 13 also integrates information communication and technology (ICT) to all subject matters of syllabuses. The consequency 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 rightenousness: .."*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 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 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:

Ho1: 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.

Group	N	Mean	SD	DF	t	p
Experiment	29	56.34	11.564	56	-656	0.515
control	29	58.27	10.85			

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.

Group	N	Mean	SD	DF	t	P
Experiment	21	41.90	9.1807	40	-093	0.926
control	21	41.61	10.072			

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.

Group	N	Mean	SD	DF	t	P
Experiment	28	42.14	10.124	54	-371	0.712
control	28	43.14	10.072			

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:

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 postest.

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

Group	N	Mean	SD	DF	t	P
Experiment	29	78.86	5.370	56	6.933	0.000
control	29	68.27	6.227			

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 was78.86 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.

Group	N	Mean	SD	DF	t	P
Experiment	21	75.66	5.370	56	10.102	0.000
control	21	60.38	4.643			

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 was75.66 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.

Group	N	Mean	SD	DF	t	P
Experiment	21	68.142	7.715	54	6.827	0.000
control	21	58 .071	5.291			

P<0.05

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.

Group	N	Mean	SD	DF	t	P
Pre-test	29	56.34	11.564	28	.13.789	0.000
Post-test	29	78 .56	5.370			

. $P<0.05$

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 .13.789 with P = 0.000 or $P<0.05$. The result of data analysis is based on inferential statisticswhich 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

Group	N	Mean	SD	DF	t	P
Pre-test	21	41.90	9.807	20	.19.992	0.000
Post-test	21	75.66	5.237			

$P<0.05$

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 statisticswhich 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 pretest and post test in the experimental group of SMPN 1 Kampar

Group	N	Mean	SD	DF	t	P
Pre-test	28	42.14	10.124	27	.12.798	0.000
Post-test	28	68.14	7.715			

$P<0.05$

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 statisticswhich 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

(I) Group	(J) Group	Mean Difference (I - J)	Std. Error	Sig.
SMPN 1 Bangkinang	MTs As-Salam	3.195	1.801	.240
	SMPN 1 Kampar	10.719*	1.665	.000
MTs As-Salam	SMPN 1 Bangkinang	-3.195	1.801	.240
	SMPN 1 Kampar	7.524*	1.815	.000
SMPN 1 Kampar	SMPN 1 Bangkinang	-10.719*	1.665	.000
	MTs As-Salam	-7.524*	1.815	000

* 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 11. Pearson Correlation between pre-post English Achievement and Islamic moral values.

		Islamic	Post	Pre
Islamic	Pearson Correlation	1	.283*	.042
	Sig. (2-tailed)		.013	.717
	N	78	78	78
Post	Pearson Correlation	.283*	1	.583*
	Sig. (2-tailed)	.013		.000
	N	78	78	78
Pre	Pearson Correlation	.042	.583*	1
	Sig. (2-tailed)	.717	.000	
	N	78	78	78

* 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 pre-test 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.

REFERENCES

Al-Quranul Karim – The Noble Qur'an in the English Language. (Al-Qur'an 2:177)

Al-Quranul Karim – The Noble Qur'an in the English Language. (Al- Qur'an 7:33)

Al-Quranul Karim – The Noble Qur'an in the English Language. (Al-Quran: 26:88-89)

Brown, H.Douglas. 2001. *Principles of Language Learning and Teaching*: Longman.

Bryman, A. 2001. *Social Research Methods*. Oxford: Oxford University Press.

Cohen, A.D. 1998. *Strategies in Learning and Using as Second Language.* New York: Addison Wesley Longman.

Chong Poh Wan, 2003.*Effects of Cooperative Learning on Critical Thinking Skills and English Language Efficacy Beliefs on Pre-service* TESl Teachers Ph.D thesis Universiti Kebangsaan Malaysia

Dickinson, L. 1987. *Self- instruction in Language Learning*. Cambridge University Press.

Drozdial-Szelest, K. 1997. *Language Learning Strategies in the Process of Acquiring a Foreign Language.* Poznan, Poland; Motives.

Gay, L. R., & Airisian,P. 2003.*Educational Research Competencies for Analysis and Application*. 7th ed. New Jersey: Prentice hall.

Guidelines, Curriculum 2013 the Ministry of Education and culture number 81 A,(2013)

Hatch, E.,& Farhady, H. 1982. *Research Methods and Statistics for Applied Linguistics,* Rowley, MA:Newbury House

http://www.whyislam.org/social-values-in-islam/social-ties/morality-ethics-in-islam/

http://musaad.wordpress.com/islam/concepts/

Kinsella, Kate. 1991. *Promoting Active Learning and Classroom Interaction Through Questioning Strategies.* Workshop presented at San Fransisco State University September 14.

Littlewood, William. 1996. *Self-: Why do We Want it and What can it Do?* London: Longman

Mohammed Amin Embi 1997, *Language Learning Strategies Used by Secondary School Students in Malaysia*: A preliminary Study, Bangi: Fakulti Pendidikan Malaysia.

O'Malley, J.M., Chamot, A.U., 1990. *Learning Strategies in Second Language Acquisition.* New York; Cambridge University Press.

Oxford, R.L., 1990. *Language Learning Strategies; What Every Teacher should Know.* Boston: Heinle & Heinle.

Pallant,J. 2001. SPSS Survival Manual. *A step-by-step Guide to Data Analysis Using SPSS for Windows.* New South Wales, Australia: Allen & Unwin.

Pelham, B. W., & Blanton, H. 2007. *Conducting Research in Psychology: Measuring the Weight of Smoke, 3rd ed.* Belmont, CA: Thompson Learning/Wadsworth.

Rivers, Wilga M. (Ed) 1987. *Interactive Language Teaching.* New York: Cambridge University Press.

Sharp, Vicki. 2005. Computer Education for Teachers: Integrating Technology into Classroom Teaching.McGraw-Hill Companies. Inc.America. New York.

Smaldino,Sharon E, Lowther D.L, & Russel James D 2008. *Instructional technology and media for learning.* Pearson Prentice Hall

Suwarsih, 2002. *Developing Standard for EFL in Indonesia as Part of the EFL Teaching Reform*, TEFLIN Journal, Vol. 3 (2) (August 2002).

Taqi'ud-Din Al-Hilan, Muhammad and Muhammad Muhsin Khan, 1993. The Noble qur'an in the ENGLISH LANGUAGE (Holy Book). MAKTBA DAR-US-SALAM, Al-Baqarah: 177

Taqi'ud-Din Al-Hilan, Muhammad and Muhammad Muhsin Khan, 1993. The Noble qur'an in the ENGLISH LANGUAGE (Holy Book). MAKTBA DAR-US-SALAM, Al-A'raf: 33

Zainil. 2005.. *Communicative Language Teaching of English*: Universitas Negeri Padang Press.