AN ANALYSIS OF A WORLD WITHOUT ISLAM AND ENGLISH FOR ISLAMIC STUDIES USED IN CONTEMPORARY ISSUES IN ISLAMIC COURSE

THESIS

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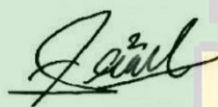
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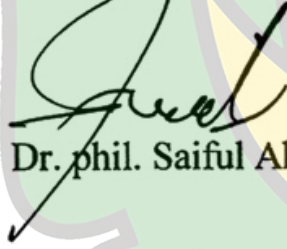requirements for the Bachelor Degree of Education in
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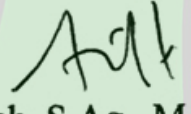
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DECLARATION OF ORIGINALITY
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Menyatakan bahwa sesunguhnya skripsi yang berjudul **"Students' Analysis on Textbook Used in Contemporary Issues in Islam"** adalah benar-benar hasil karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliriuan di dalamnya sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesunguhnya.

Banda Aceh, 12 Desember 2023

Saya yang membuat pernyataan

(Farahiyatul Banat)

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Banda Aceh, January 06th, 2024
The Writing,

Farahiyatul Banat

ABSTRACT

Studying CIIS is essential for fostering informed dialogue, promoting mutual understanding, addressing contemporary challenges, and empowering individuals within Muslim communities to navigate the complexities of the modern world. The purpose of this study to find out the analysis on textbook used in Contemporary Issues in Islam and to investigates students' perceptions on the relevance of textbooks in context of Contemporary Issues in Islam. The researcher used qualitative method and utilized the content analysis method to examine the content of Both textbooks under the title, "A World Without Islam" by Fuller and "English For Islamic Studies for Perguruan Negeri atau Swasta". The participant of this study are gained by using purposive sampling, that have total of six English Department Students who had completed Contemporary Issues in Islamic Studies courses and got "A" mark on this courses. The instrument used in this research are textbooks and list of question for interview session. Moreover, the result of the collecting data is analyzed through triangulation data. The finding of study revealed that analysis of two books shows that Fuller's texbook "A World Without Islam" lacks engagement with specific cultural nuances, while Kardimin's textbook "English For Islamic Studies" prioritizes simplicity, both contributing to understanding contemporary Islamic issues. In addition, students perceive Fuller's and Kardimin's textbooks as relevant in addressing contemporary Islamic issues, appreciating their comprehensive coverage and cultural sensitivity.
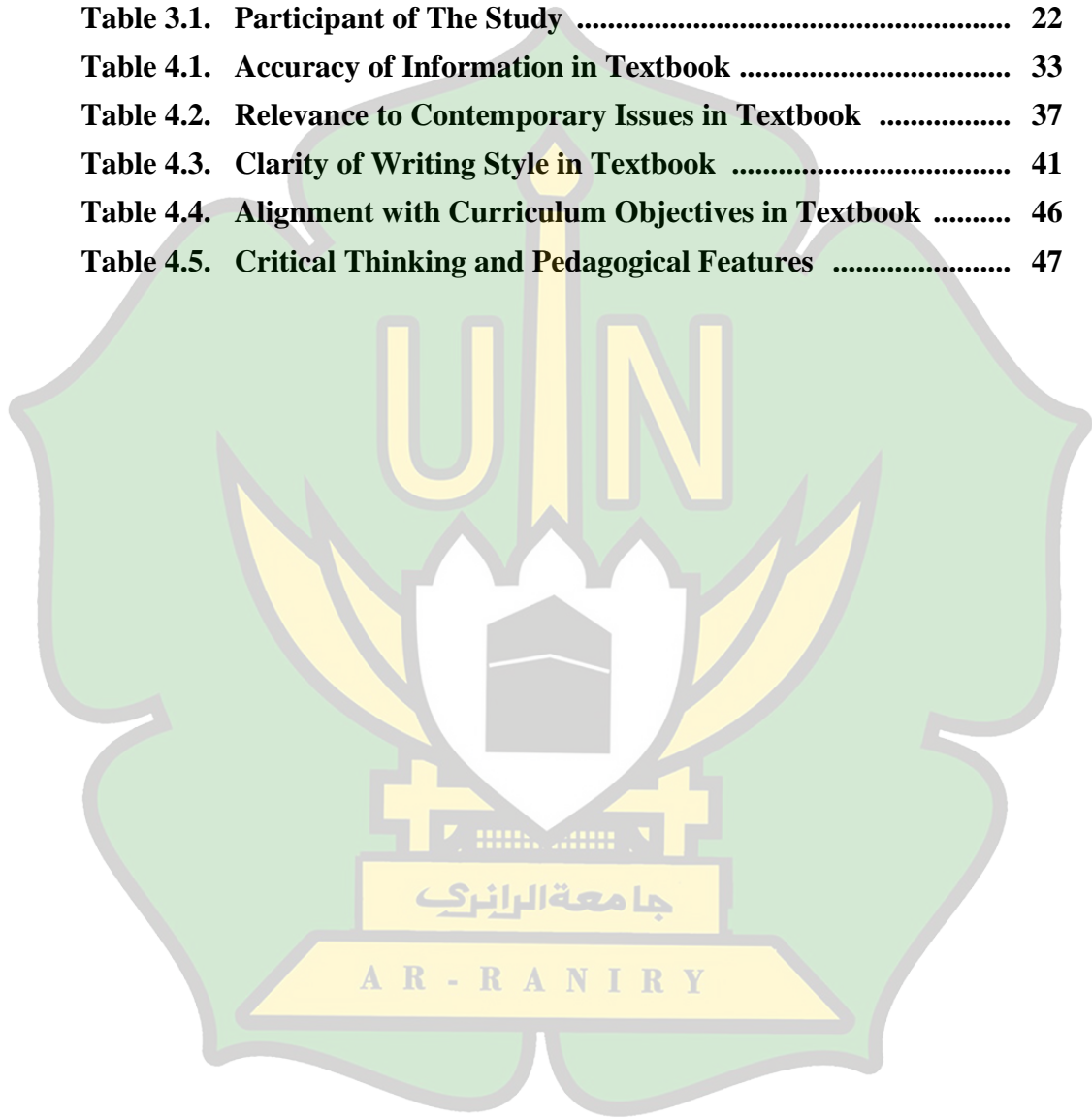
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CHAPTER I

INTRODUCTION

A.   Background of the Study

Education forms the cornerstone for nurturing a competent generation capable of contributing to societal and global development. Its goal encompasses preparing students to engage within society, tackle challenges, devise local solutions, improve their quality of life, and contribute meaningfully to communityandnational progress (Singh, et.al,2020).

In educational settings, the curriculum serves as a structured plan outlining the content and learning objectives for a specific subject or course. The textbook, in turn, acts as the primary vehicle through which this curriculum is delivered to students. It serves as a comprehensive guide that contains organized information, instructional materials, and activities aligned with the curriculum's goals (Jutila, 2020: 34). Hence, textbooks are pivotal in effective teaching and learning, having a substantial influence on achieving learning objectives. Despites, it should also be known that supportive factors for administering rewards also encompassed robust encouragement and the consistent motivation provided by educator and learners (Akmal and Susanti, 2019).

According to Munna and Kalam (2021), lecturers are expected to provide high-quality textbooks pivotal to the learning process. The textbooks should serve as a primary guide for students across educational levels and significantly impact a student-centered teaching and learning process. Anwari (2021) adds that every

textbook must embody features related to cognitive development and imaginative thinking. These features pertain to the essence, significance, and complexity of the learning tasks incorporated within the textbook. The activities presented in the textbook align with the developmental stage of students, and the content plays a crucial role in nurturing thinking abilities among the students.

In addition, a good textbook embodies the philosophies, values, and principles that reflect the societal perspectives shaping the curriculum it teaches. Selecting an appropriate textbook for use in a science classroom proves to be a challenging endeavor. It serves as an interpretation of the curriculum, guided by the authors' worldviews, values, and assumptions (Mason and Kimmons, 2018). Besides, the textbook should captivate and attract students, fostering enthusiasm for its use. It should possess the ability to inspire students, with content that is both informative and linguistically sound. Furthermore, the textbook should be tailored to the learners' capabilities, ensuring its relevance to other academic subjects, and should motivate students to participate in personal activities (Pitaksuksan and Sinwongsuwat, 2019).

According to Aryani (2016), there are certain distinctive characteristics observed in textbooks, both mandatory and supplementary. These characteristics include textbooks that deviate from the intended curriculum message. Some textbooks merely provide concise summaries of subjects, while others present highly technical descriptions. Additionally, there are textbooks that do not align with the students' mindset, and some are deemed less applicable or relevant. From the mentioned observations, it can be inferred that textbooks do not consistently

adhere to the standards of content appropriateness, presentation suitability, linguistic adequacy, and graphic suitability.

There isa course entitled Contemporary Issues in Islam (CIIS) at UIN Ar-Raniry, Banda Aceh, has emerged in response to the rapid development of issues within contemporary Islamic society. It becomes imperative to analyze textbooks and materials utilized for teaching English in Islamic studies, particularly for Contemporary Issues in Islamic studies. These materials should integrate Islamic values with modern-world realities, offer insights into Muslim challenges, and encourage critical thinking among students (Zamzam, et.al, 2020).

Moreover, emphasizes that Islamic issues encompass a wide range of topics and subjects. Due to this extensive scope, Islamic issues provide a rich and diverse landscape that serves as a valuable and meaningful theme for discussion. The expansive nature of Islamic issues, covering a diverse array of topics and subjects, underscores the need for a comprehensive textbook (Latri, et.al, 2022). The complexity and richness of these issues necessitate an educational resource that can effectively delve into the various dimensions of Islamic thought, history, ethics, and contemporary challenges. A well-crafted textbook would serve as a valuable tool to guide students and readers through the intricate landscape of Islamic issues, offering detailed explanations, historical context, and nuanced perspectives. Such a textbook would contribute to a deeper understanding of Islamic matters, providing a solid foundation for informed discussions and critical analysis.

In this context, the researcher expresses the intention to conduct research focused onanalysis of textbooks used in Contemporary Issues in Islamic Studies (CIIS) at UIN Ar-Raniry, Banda Aceh. Specifically, this study comprehensively assess the strengths and weaknesses of these educational materials in fostering students' understanding and perspectives on significant Islamic issues. This inquiry delves into the effectiveness of the existing textbooks, aiming to identify areas for improvement and analyze their ability to integrate Islamic values with modern societal realities. Furthermore, the research seeks to bridge the gap by exploring students' responses, providing a comprehensive view of the textbook as learning materials' impact on comprehending contemporary Islamic issues and proposing potential enhancements.

B.   Research Questions

Based on the background above, the problem of this research are as follows:

1. How do textbook used in Contemporary Issues in Islam Studies?
2. How do students perceive on the relevance of textbooks in context of Contemporary Issues in Islam?

C.   The Aim of Study

1. To find out the analysis on textbook used in Contemporary Issues in Islam.

2. To investigates students' perceptions on the relevance of textbooks in context of Contemporary Issues in Islam.

D. **The Significance of Study**

The significance of this research is classified into two, namely theoretically and practically, as mentioned in the following.

1. Theoretically

    Theoretically, this research provided beneficial and referential contributions in giving general knowledge of the way to evaluate a good English textbook as instructional materials, especially for teaching Contemporary Issued in Islam studies.

2. Practically

    The result of this research was beneficial:

    a. For the researcher

        The research could give a practice in developing their knowledge and skill in evaluating English textbooks which relates to Islamic studies.

    b. For Lecture, the result of the study could provide helpful information in selecting and evaluating good textbooks before making decision to use it in classroom practices.

    c. For Islamic textbook writers, the result of the study might help them to be more careful in developing English textbooks for students and more aware of Islamic issues by seeing on worthiness of content, the language correctness and appropriateness, and layout of the books.

E.   Research Terminologies

To avoid misunderstood or miscommunication in explaining several terms to the reader, the reasearcher provides the clear definition which based on the research, as follows:

1. Analysis of Textbook

    Analyzing the textbook is needed to measure the fit textbook used by students and teachers in class. The problem whether the text book is suitable to use or not always appear. O'Neill cited from Gustiawan (2021) that statedthat textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process.

2. Contemporary Issues in Islamic Studies

    According to Minarti as cited in Sultan, et. Al (2020), It is a subject that explores topics relevant to the contemporary Muslim world. This course may cover a range of subjects such as Islamic politics, Islamic economics, socio-cultural aspects of Islam, global issues affecting Muslims, and more. Its main objective is to understand the challenges and changes faced by the Muslim community in the contemporary context and to analyze how Islam responds to these issues.

CHAPTER II
LITERATURE REVIEW

This chapter reviews existing literature on the students perception in relation to the difficulties on pronunciation. This chapter aims to deepen knowledge about the field to be researched.

A. Textbook

1. Definition of Textbook

A textbook serves as a key study resource, typically referred to as a book containing educational materials for a specific subject or field, systematically organized and chosen based on specific goals, learning orientations, and student developmental stages with the intention of student assimilation (Nooralam and Sakhiyya, 2021). The term "textbooks" is used interchangeably with books in teaching and learning activities, emphasizing that any book relevant to the lesson's subject matter can serve as a learning resource (Saputri and Khamsinah, 2018).

According to Damayanti (2020), textbooks are regarded as mediums for students to comprehend their learning, gaining insights into the world beyond themselves. Textbooks wield substantial influence over changes in students' cognitive processes and can shape children's knowledge and values. The central role of textbooks is acknowledged as instructional handbooks at specific educational levels (Damayanti, 2020).

Building upon this perspective, textbooks are utilized for specific subjects, aligning with predetermined learning objectives within the curriculum. Beyond

textbooks, educators can incorporate various media and techniques aligned with established goals to enhance material comprehension. This integrated approach involving textbooks, diverse techniques, and additional resources aims to facilitate a thorough understanding of the material, particularly for learners in educational settings. Consequently, a textbook is perceived as a curated book authored by experts, systematically addressing specific subject matter in a designated field of study, and aligning with the curriculum to aid students' understanding.

2. The Function of Textbook

According to Imran (2014) , textbooks serve as a manual task for students when they are learning and for teachers when they are teaching students in a specific topic or module. The textbook's function for both teachers and students in the learning process is to use it according to its intended use and optimize its proper use. The function of textbooks for teachers and students in the learning process should be utilized according to their purposes and optimized for effective use. Imran also (2014) mentions five functions or purposes of textbooks namely; as reference material for student, as an evaluation tool, as an aid for educators in implementing the curriculum, as a determinant of teaching methods or techniques used by educators, and as a means for career advancement and promotion.

In general, the main elements of learning consist of three fundamental aspects: cognitive, affective, and psychomotor. These three elements are essential aspects that must be present in any learning process (Tausiah et al., 2019).

Based on those statements, it can be understood that some experts have different opinions about the function of the textbook Sitepu stresses the function

of the textbook is related to the use of the book for both the teachers and the students. As the manual task and module of the teaching and learning process in accordance with the purpose of the teaching-learning process in other to achieve the goal of teaching-learning. However, Imran elaborates the function of the textbook into five categories, namely as references, as a guide to determine, as teaching methods or techniques, and as a means of the advancement and promotion of a career. In addition, Tausiah et al mention the exact content in the textbook should cover cognitive, affective and psychomotor domains.

Textbooks play a crucial role in specific subject have formulated several roles of textbooks as follows:

1) Reflecting a strong and modern perspective on teaching and demonstrating its application in the presented instructional material.

2) Presenting a fundamental source of rich, easily readable, and varied subject matter that aligns with the interests and needs of students or readers. This serves as the basis for ranked activity programs when expressive skills are acquired under conditions similar to real life.

3) Providing a well-organized and step-by-step source on expressive skills that address core issues in communication.

4) Presenting teaching methods and tools to motivate students.

5) Offering an initial deep emotional engagement that is necessary and supportive of training and practical tasks.

6) Providing evaluation and remedial materials that are harmonious and appropriate.

Textbooks, as instructional materials, must present accurate and clear content. Their arrangement should be orderly and systematic. They come in various types, rich with beneficial knowledge. Their attractiveness is strong, aligning with students' interests and meeting their needs. Furthermore, textbooks should be challenging, stimulating, and supportive of students' activities and creativity.

Textbooks, as instructional materials, must present accurate and clear content. Their arrangement should be orderly and systematic. They come in various types, rich with beneficial knowledge. Their attractiveness is strong, aligning with students' interests and meeting their needs. Furthermore, textbooks should be challenging, stimulating, and supportive of students' activities and creativity. The content within textbooks should be organized neatly. In addition to being systematically arranged, the content should also be structured in a certain progression. Adapted to the nature of the subject, this arrangement can vary. For example, from general to specific, easy to difficult, part to whole, and so on. Textbooks should ideally present the material in depth. This is useful for completing tasks and exercises demanded by students. These tasks and exercises, in turn, deepen students' knowledge, attitudes, and skills related to the content of the textbook.

From the explanations above, it can be seen that textbooks are closely related to the curriculum in effect at the time. In addition to the curriculum, textbooks are also closely linked to the Syllabus (Garis-garis Besar Program Pengajaran or GBPP). From the above descriptions, it can be concluded that the

functions of textbooks are as follows: 1) Reflecting a certain perspective, 2) Providing an organized and step-by-step source, 3) Presenting rich and harmonious subject matter, 4) Providing teaching methods and tools, 5) Offering an initial engagement for tasks and exercises, and 6) Providing a source of evaluation and remedial material (Tarigan, 2009:19).

3. The Criteria of Good Textbook

As mentioned earlier about the function of the textbooks. There are some criteria of quality of the textbook, namely; functional for both the students and teachers, relevant to the curriculum applied for teaching, effective for determining methods, approaching teaching-learning purposes, and containing aspects of teaching, either cognitive, affective or psychomotor domains.

One method for identifying and obtaining quality textbooks suitable for the learning process is through direct analysis and evaluation of the textbooks. The role of textbooks is highly significant for both teachers and students, as they serve as tools for teachers to deliver content, support the learning process for students, and aid students in understanding instructional materials.

Furthermore, Akhmad et.al (2022: 114) stated that there are five factors determining the quality of textbooks; 1) accuracy of information, 2) relevance to contemporary issues, 3) clarity of writing style, 4) alignment with curriculum objectives, 5) critical thinking and pedagogical features. It can be explained as follows:

1) Accuraccy of Information

   Textbooks must be precise and reliable, ensuring students learn correct concepts and principles. Errors can confuse learners and impede learning, so educators must verify the accuracy of textbook information before classroom use.

2) Relevance to Contemporary Issues

   Textbooks should relate to current events, incorporating real-world examples and case studies to engage students and demonstrate practical applications. This connection to contemporary issues makes learning more meaningful and applicable to students' lives.

3) Clarity of Writing Style

   Textbooks should be clear, concise, and easily understandable, avoiding complex language or jargon that may confuse readers. Well-written textbooks facilitate learning by presenting information in a structured format, aiding comprehension and retention

4) Alignment with Curriculum Objectives

   Textbooks should cover required topics comprehensively, in line with curriculum objectives and standards. Proper alignment ensures students are prepared for assessments while providing educators with a clear teaching framework.

5) Critical Thinking and Pedagogical Features

   Effective textbooks include exercises and features that encourage critical thinking and active learning. These may include thought-provoking

questions, problem-solving activities, and case studies, promoting higher-order thinking skills and application of learned concepts.

In summary, textbook quality hinges on five key factors: accuracy, relevance to contemporary issues, clarity of writing style, alignment with curriculum objectives, and inclusion of critical thinking and pedagogical features. These elements ensure students receive accurate information, engage with real-world contexts, comprehend content easily, meet curriculum goals, and develop critical thinking skills. By prioritizing these factors, educators can optimize the effectiveness of textbooks in facilitating student learning.

4. The Characteristic of Relevant Textbook

The relevance of a textbook encompasses various critical aspects that collectively contribute to its effectiveness in the educational real Mahmud et al. (2022) several character of textbook which relates to relevant topic, including curricular alignment, clear learning objectives, subject specificity, a student-centric approach, guidance for teachers, a clear presentation style, motivational elements, adaptability to diverse learning styles, connection with real-world applications, and dynamic content updates. These attributes collectively contribute to the textbook's value as a learning resource, ensuring direct applicability, structured guidance, in-depth coverage, meaningful engagement, and relevance to both students and educators. The student-friendly presentation style, motivational elements, and adaptability enhance comprehension, retention, and inclusivity. Additionally, the connection with real-world applications and dynamic content

updates bridge the gap between theory and practice, keeping the material current and aligned with evolving knowledge.

As regards to studies, selecting the relevance of textbooks in the context of Islam involves evaluating their effectiveness in addressing key aspects of Islamic studies, understanding successful instances, and recognizing their contributions to learning and engagement within the field (Latri, et.al, 2022). It can be explained as follows:

1) Assessing the relevance of textbooks in Islamic studies involves evaluating viewpoints on their effectiveness in addressing the multifaceted context of Islam, encompassing historical, cultural, and contemporary dimensions.

2) Identifying successful instances entails recognizing textbooks that offer comprehensive and insightful coverage of Islamic studies topics, effectively addressing various aspects of the field.

3) Acknowledging textbooks' contribution involves recognizing how they enrich understanding and engagement with Islamic studies through the provision of foundational knowledge and critical analysis.

In summary, the multifaceted relevance of a textbook encompasses a comprehensive approach to education, addressing curriculum adherence, student needs, teacher guidance, and the practical application of knowledge. Moreover, the three steps outlined by Latri et al. (2022) can be applied to address the research question regarding the diverse perspectives of students on the relevance

of textbooks in addressing contemporary issues within the context of Islamic studies precisely in Chapter IV of this study.

B. Contemporary Issues in Islamic Studies Courses (CIIS)

1. Definition of Contemporary Issues in IslamicCourses

According to (Aminuddin & Kamaliah, 2022) Contemporary Islamic education is an activity that is carried out in a planned and systematic manner to develop the potential of pupils based on the current laws of the Islamic religion. Sahin (2018) adds that the study of contemporary issues in Islamic courses encompasses a wide-ranging and dynamic exploration that investigates how Islamic teachings intersect with the complex challenges and transformations prevalent in the modern era. This field of inquiry extends beyond conventional subjects and explores various facets of contemporary life, including social, political, economic, technological, and cultural dimensions.

Furthermore, Hidayat. et. al (2017) also explains that within the framework of Islamic courses, scholars and students delve into the application of Islamic principles and values to understand and address present-day challenges. This may include evaluating the ethical implications of emerging technologies, comprehending the role of Islamic finance in today's economies, analyzing the political dynamics in regions with Muslim majorities, and tackling social justice issues within Islamic frameworks.

The integration of contemporary issues into Islamic courses is intended to provide students with a nuanced comprehension of how Islamic teachings remain

pertinent and adaptable in diverse and evolving circumstances. This educational approach promotes critical thinking, facilitates informed discussions, and readies individuals to thoughtfully engage with the complexities and opportunities presented by the contemporary world, all while maintaining a foundation in Islamic values and principles.

To sum up, contemporary Islamic education is centered on a planned and systematic course took by the students' about encourages critical thinking and informed discussions of Islamic issues while maintaining a foundation in Islamic values and principles.

2. What is Learned in Contemporary Issues in Islam Courses

The contemporary issues referred to in this course concern at least two things; first, contemporary means information or themes that are actual or being discussed by many people. Second, contemporary means that the information is very important to understand, because if it is misunderstood it will cause a bad image for Islam and Islamic education.

Contemporary issues in this course will talk about information or material that is being discussed by the public and information or material that is very important to discuss even though not many people discuss it. Related to Islamic education, there are many things that must be examined, especially about how to view Islam, how Islam views the reality of social life so that Islam truly becomes a religion of peace, courtesy and compassion between fellow humans regardless

of the origin of religion, ethnicity, group and skin colour (SARA) (Muchith, 2018).

3. Purpose of Contemporary Issues in Islam Courses

According to Ali (2020), Contemporary Issues in Islamic Studies courses serve the broader purpose of grounding students in the dynamic intersection between Islamic principles and the rapidly evolving global landscape. These courses go beyond traditional teachings to delve into the complex socio-political, ethical, and cultural challenges faced by Muslim societies in the contemporary era. By focusing on current affairs, these courses provide students with a nuanced understanding of how Islamic values and teachings can be applied to navigate and contribute solutions to real-world issues.

Moreover, Aziz, et.al (2023) adds that the purpose extends to fostering critical thinking and analytical skills, enabling students to assess and interpret the multifaceted dimensions of modern challenges within the Islamic framework. Students are encouraged to explore diverse perspectives and engage in informed discussions that reflect the diversity of thought within the Islamic tradition.

These courses also aim to bridge the gap between theoretical knowledge and practical application. By addressing contemporary issues, students gain insights into how Islamic principles can inform ethical decision-making, governance structures, social justice initiatives, and responses to global crises (Hamzah, et.al, 2018). The goal is to equip students with a comprehensive toolkit that allows them

to contribute positively to their communities and the world at large while staying rooted in the values and principles of Islam.

In essence, the purpose of Contemporary Issues in Islamic Studies courses is to empower students with the knowledge, skills, and ethical grounding needed to navigate the complexities of the modern world through the lens of Islamic teachings, fostering a generation of thoughtful and engaged individuals capable of addressing the challenges of today and tomorrow.

C.   Factors Changing Interest After Studying Contemporary Issues in Islam Courses

According to Darwis (2019), offering students studying Islamic sciences the ability to grasp Islamic literature in English, the thing that helps students shift their interest is the material in English for Islamic Studies and Contemporary Issues in Islamic Studies. Therefore, this course provides an opportunity for students to understand contemporary issues in English.

In addition, studying contemporary issues in Islamic studies often catalyzes a transformation in one's academic and personal interests (Muslimin dan Raswandi, 2018). Updated knowledge from research findings and evolving academic discourse challenges existing beliefs, leading to a reevaluation of interests. Global events, such as conflicts or socio-political changes, highlight specific issues within Islamic studies, drawing attention to areas like social justice, human rights, or interfaith dialogue.

Aminuddin and Kamaliah (2022) further explains that individuals might find resonance between these contemporary issues and their personal experiences,

driving a deeper exploration of certain aspects within Islamic studies. Exposure to influential scholars, activists, or media sources discussing modern Islamic dilemmas can inspire a shift in focus or a deeper dive into particular fields, such as ethics, governance, or Islamic economics. This evolving landscape often reflects the changing dynamics of global affairs and personal growth, fostering a dynamic evolution of interests within Islamic studies.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research method in this study, it covers a discussion about research design, population and sample, as well as a brief description of the research location, instrument, data collection, and data analysis.

A. Research Design

In this study, the researcher employed a qualitative approach and utilized the content analysis method to examine the content of English textbooks. Sugiyono refers to the qualitative method as naturalistic, as it is conducted in a natural setting. Regarding the textbook analysis, this research is characterized as documentary analysis research and falls under the category of Descriptive Qualitative Research Design. According to Bogdan and Biklen (2003) as cited by Sugiyono (2018), Descriptive data is a key feature in qualitative research, as it involves data taken from various sources such as documents, audio-video recordings, transcripts, words, pictures, etc.

Furthermore, this study is classified as a qualitative research design because its primary goal is to assess the quality of the textbook used in Contemporary Issued in Islam studies and to identify the relevant textbooks in context of Contemporary Issues in Islam. In the content analysis technique, the initial step involves the selection and sampling of documents for analysis. In this particular study, the chosen documents are textbooks utilized in Course of Contemporary Issued in Islam studies as explanation provided earlier, it can be deduced that the

overall approach adopted in this research is qualitative. Furthermore, the research design employed for the analysis outlined in this paper is identified as Descriptive Qualitative Research, and the chosen method is Content Analysis.

B.   Sampling Method

Creswell (2016) characterizes a population as a cohesive group sharing common traits, such as those exhibited by a specific set of individuals. In this study, the focus population comprises students enrolled in the English Language Department at Islamic State University of Ar-Raniry, Banda Aceh. This selection is driven by the conviction that insights derived from students' perspectives are invaluable for effectively analyzing textbooks. To address the potential challenge posed by the size of this population, the researcher choose to utilize a sampling method.

In exploring students' perceptions regarding the content of pertinent textbooks, researchers employed purposive sampling. This method involves intentionally selecting participants based on specific criteria relevant to the research question. The targeted population for this study comprises students enrolled in the English Education Department at State Islamic University of Ar-Raniry, specifically those belonging to the 2018 and 2019 cohorts. Additionally, inclusion criteria encompassed students who had completed the Contemporary Issues in Islamic Studies course during the prior semester and had achieved high scores, particularly those earning an "A" grade.

Ultimately, six participants were selected from the English Language Education program at Universitas Islam Ar-Raniry, aligning with the predetermined research criteria. This selection process ensures that participants meet the established criteria outlined for inclusion in the study.

Table 3.1 Participant of The Study

No.	Name	Department	Batch	Gender
1	**P1**	English Education	**18**	**FEMALE**
2	**P2**	English Education	**18**	**MALE**
3	**P3**	English Education	**18**	**FEMALE**
4	**P4**	English Education	**19**	**FEMALE**
5	**P5**	English Education	**19**	**FEMALE**
6	**P6**	English Education	**19**	**MALE**

C.   Source of Data

In research methodology, a "source of data" refers to the origin or location from which researchers collect information or evidence to address their research questions or objectives (Cresswell, 2018). Sources of data can be categorized into two main types: primary and secondary. This study drew its primary data from two textbook, namely "A World Without Islam" by Graham E. Fuller (2012) and "English For Islamic Studies Untuk Perguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013). Subroto suggested that data collection could encompass various sources like magazines, newspapers, and books. In this investigation, the entirety of the textbooks' content was utilized. The origin of this data aligns with the research question, which focuses on the quality of textbook content and its relevant to the topic taught in Contemporary Issues in Islamic Studies.

The expected learning outcomes for students after studying Contemporary Issues in Islamic Studies can include several aspects:

a) Attitude: Students are expected to have an inclusive, tolerant, critical, and open attitude in dealing with contemporary Islamic issues. They are expected to be sensitive to social and humanitarian aspects in the context of Islamic religion and society. Understanding and appreciation of the diversity of cultures and thoughts are also integral aspects of the expected attitudinal outcomes.

b) Knowledge: The knowledge outcome involves a deep understanding of complex issues such as radicalism, pluralism, human rights, and the contribution of Islam in the modern world. Students are expected to understand core concepts such as Islamic law, modern Islamic thought, and the role of Islam in global civilization.

c) General Skills: Students are expected to have strong critical thinking skills to analyze and evaluate complex issues in contemporary Islamic studies. Effective communication skills, both orally and in writing, are also a focus to convey ideas, views, and analysis clearly and persuasively.

d) Specific Skills: Specific skills include the application of Islamic principles in modern contexts and the ability to conduct structured research to support arguments with strong evidence. Students are expected to be able to respond wisely to contemporary issues and develop arguments supported by relevant sources.

In summary, after learning Contemporary Issues in Islamic Studies, students are anticipated to comprehend the origins of diverse issues within Islamic society. This knowledge aims to guide their actions and opinions, ensuring they adopt appropriate attitudes and avoid misunderstandings when addressing these matters. However, further analysis is required to evaluate the relevance, comprehensibility, accuracy, and pedagogical value of each resource. Interviews with students, alongside detailed checklists, will aid in providing deeper insights into the effectiveness of these materials in achieving the objectives of Islamic Studies education focusing on contemporary issues.

In addition, the topic should be include in CIIS course are collectively contribute to a comprehensive exploration of contemporary issues within Islamic Studies, offering diverse perspectives and insights on terrorism, radicalism, secularism, liberalism, pluralism, jihad, Islamic law, civilization, contemporary global problems, modern Islamic ideologies, Freemasonry, the Rotary Club, and the Lion Club (an influential Jewish organization). Additionally, it covers discussions on human rights, treatment of non-Muslims towards Muslims, and the contributions of Islam to the world.

D. Technique of Collecting Data

Cresswell (2018) defines that the technique of collecting data in research involves systematic methods for gathering information to address specific research questions or objectives. There are various techniques depending on the

nature of the study. Based on the topic being discussed in this study, the researcher used in this study are two types, as follows:

1) Textbook

The primary objective of textbook in this research is to gather information about two textbooks used in Contemporary Issues in Islamic Studies. Firstly, Graham E. Fuller's book "A World Without Islam" (2012) is provocatively titled and, when translated into Indonesian as "Apa Jadinya Dunia Tanpa Islam?" by Mizan Publishers, delves into the misconception that Islam is the root cause of global conflicts and terrorism. Unlike expectations, the book doesn't explore what would be missing without Islam but instead presents facts about Islam's contributions. Fuller challenges Western stereotypes by questioning whether the absence of Islam would eliminate terrorism and conflicts. In the context of a Contemporary Issues in Islamic Studies course, this book serves as a valuable resource for discussing misconceptions and the nuanced relationship between Islam and global affairs.

Secondly, "English For Islamic Studies Untuk Perguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013) is designed to help learners understand Islamic teachings through English. The book covers various aspects of life related to Islam, including contemporary issues such as local wisdom and current topics. In a Contemporary Issues in Islamic Studies Course, it offers a relevant and comprehensive approach, integrating grammatical and structural aspects of English language learning with

discussions on Islamic issues. The inclusion of exercises enhances practical application, providing learners with language skills and a deeper understanding of Islam in the modern world.

According to Stevens (2023:54), in order to collect data for content analysis of textbooks, start by clearly defining research objectives to guide the extraction of specific information. The researcher will evaluate textbooks based on factors like popularity, relevance, and diverse perspectives and develop a systematic coding scheme aligned with research goals and covering key themes. Precisely, the researcher defines and illustrates each category for consistency among coders. Record coded data in a structured format, such as a spreadsheet, including details like publication dates. This streamlined process ensures a focused and organized approach to extracting meaningful insights from the chosen educational materials.

2) In Depth Interview

Interview session is held by the researcher in order to gain a more comprehensive perspective on the effectiveness of textbooks as learning tools. Interviews can complement content analysis and assist in refining teaching strategies and learning materials. In other words, Interviews can be used to validate findings from content analysis whether students' perception aligned with the findings from the textbook analysis, or are there significant differences.

E.   **Technique of Analyzing Data**

Analyzing data is a crucial step in the research process, and various techniques are employed to derive meaningful insights from collected information. Based on the data collection technique above, the researcher proceeds to analyze it. In the research study, the literature study utilizes content analysis and thematic analysis techniques to scrutinize and categorize information, with a specific focus on identifying theories and relevant literature pertaining to textbooks used in Contemporary Issues in Islamic Studies. This comprehensive examination aims to uncover key themes, theoretical frameworks, and patterns prevalent in the academic discourse surrounding the subject, particularly emphasizing content analysis.

Concurrently, the in-depth interviews involve transcribing participants' responses verbatim, followed by a systematic coding process and subsequent qualitative analysis. By coding the interview transcripts, the researcher can categorize responses into themes that capture nuanced insights and perspectives related to the good quality of textbooks as learning tools in the context of Contemporary Issues in Islamic Studies.

To ensure a robust and comprehensive understanding, the study employs a triangulation approach which delineated into three key steps as stated by Creswell (2018) by reducing the data, displaying the data and drawing the conclusion based on the result of the study.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Result of the Study

Before delving into the research findings, it is essential to establish the context surrounding the utilization of textbooks in the study of Contemporary Issues in Islam and students' perceptions of their relevance in this context. This study aims to explore these interconnected dimensions to provide insights into the effectiveness of instructional materials and their alignment with students' needs and educational objectives. Through a comprehensive investigation, this research endeavors to illuminate the nuanced ways in which textbooks are employed in teaching Contemporary Issues in Islam Studies and how students perceive their relevance within the framework of contemporary discourse. By examining these aspects, we can gain a deeper understanding of the dynamics between instructional materials and student engagement, thereby informing strategies for enhancing teaching practices and curriculum development in Islamic studies.

1. How Do Textbook Used in Contemporary Issues in Islam Studies?
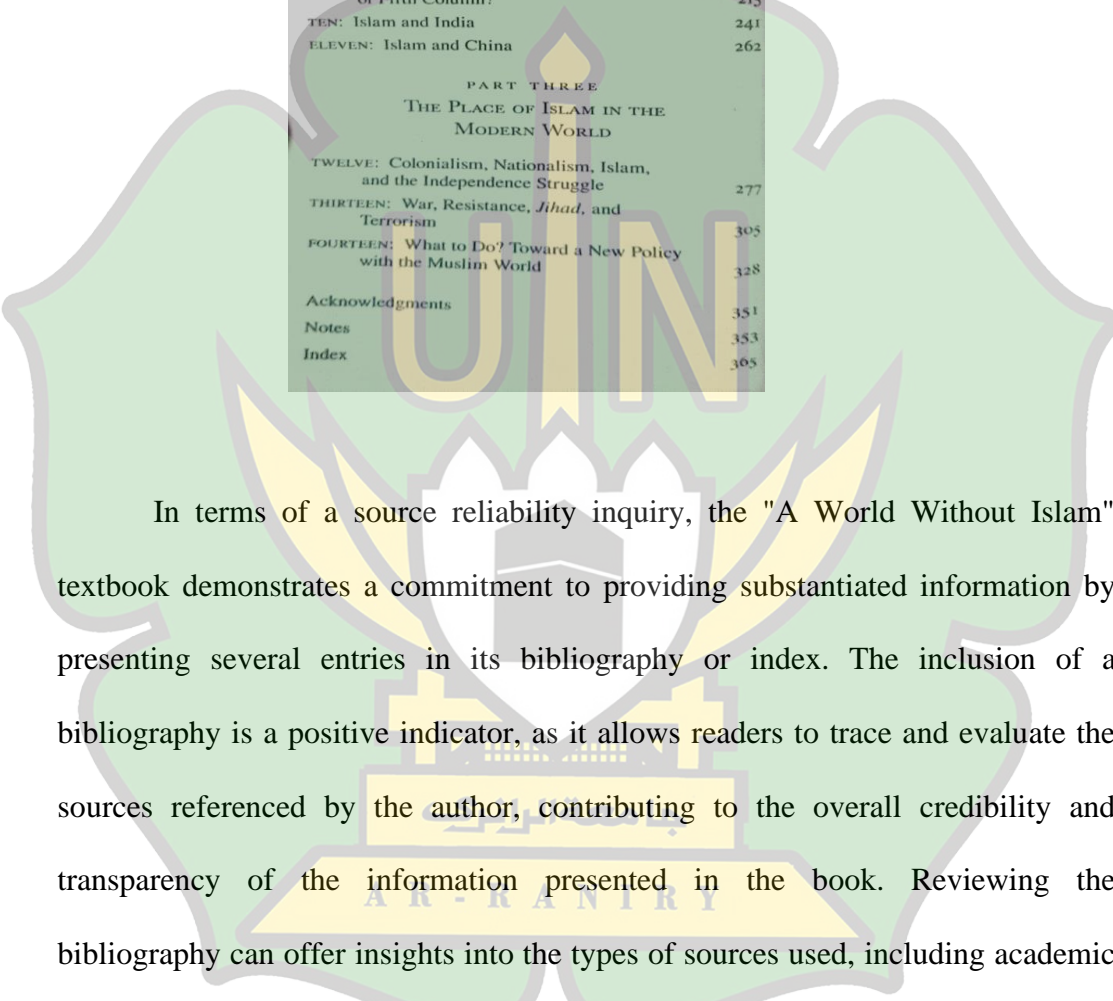
The findings of first research shed light on various aspects of textbook utilization in Contemporary Issues in Islam Studies. It can be analyzed based on Akhmad et.al (2022: 114) who determines the quality of textbooks into five categories, such as accuracy of information, relevance to contemporary issues,

clarity of writing style, alignment with curriculum objectives, critical thinking and pedagogical features.

    a) **Accuracy of Information**

The accuracy of information in the analysis content of an Islamic textbook refers to the degree to which the presented information aligns with authentic Islamic teachings, doctrines, and historical context. In the context of an Islamic textbook, accuracy involves several key aspects, such as today's fact, reliability, and potential biases in the presentation of information within the respective textbooks. The first Islamic textbook entitled "A World Without Islam" by Graham E. Fuller (2012)" presents the fact of Islam accurately in nowadays issues in Islam. The content of the book, as described in the textbook, covers various historical and contemporary topics related to Islam, including the antagonism between Rome and Constantinople, divisions within Christian powers, Muslim interactions in Europe, Hindu-Muslim violence in India, Muslim-China relationship, and issues in Israel-Palestine. The book provides an analysis that collaborated with the statistics, and the insights into several important topics. It can be seen through this illustration, as follows.

Illustration 4.1 The Content of Textbooks by Fuller

In terms of a source reliability inquiry, the "A World Without Islam" textbook demonstrates a commitment to providing substantiated information by presenting several entries in its bibliography or index. The inclusion of a bibliography is a positive indicator, as it allows readers to trace and evaluate the sources referenced by the author, contributing to the overall credibility and transparency of the information presented in the book. Reviewing the bibliography can offer insights into the types of sources used, including academic articles, historical documents, and other scholarly materials, thereby aiding readers in assessing the reliability of the information presented in the textbook. The index or bibliography can be seen in the following illustrations 4.2.

Illustration 4.2 The Index or bibliography of the Textbooks by Fuller

However, the book does not provide the footnote within the text. The absence of footnotes in a book doesn't necessarily diminish its scholarly value, as different academic or non-fiction works may adopt varying citation styles. Whereas, footnotes are a common method for providing citations and additional information within the text, some works rely solely on a bibliography or a works cited section at the end of the book.

Regarding biases in the presentation of information, the author of the "A World Without Islam" textbook, Graham E. Fuller, as a political analyst, brings a distinctive perspective shaped by his expertise in political analysis, particularly concerning Islamic issues. Given the sensitivity and complexity of topics related to Islam, it becomes imperative to acknowledge the potential influence of Fuller's political background on the narrative. It can be seen on his main argument in

acknowledgement on the textbook that if "there had been no Islam, the relations between the Middle East and the West would not be significantly different than they are today." The author suggests that, unlike the common western perception, the current problems in the region have very little to do with religious factors. From the statement, readers can find that his analytical approach that shape the portrayal of Islamic issues within the text.

The second textbook under the title "English For Islamic Studies untuk Perguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013)" stands out for its accurate portrayal of Islam within the context of contemporary issues. Moreover, Kardimin's textbook delves into the intricacies of current Islamic issues. The illustration of the Kardimin's textbook can be seen as in the following illustration 4.3.

Illustration 4.3. The Content of Textbooks by Kardimin

This book provides readers with a comprehensive understanding of the religion's role in today's world and covers a wide range of topics, from Islamic

laws to worship practices. The Islamic issues discussed in the book include about Islam, the Qur'an, Hajj, the angels, the afterlife, the prophets, zakat, and up to the discussion of marriage, *istikhoroh* prayers, and divorce. Everything about Islamic role's are presented with a clear and easy-to-understand sentence structure. In addition, this book is accompanied by questions to evaluate the readers' understanding of the Islamic world. It can be assumed that Fuller's textbook "A World Without Islam" focuses on global historical and geopolitical Islamic issues. Meanwhile, Kardimin's textbook "EnglishFor Islamic Studies" covers core Islamic beliefs and practices with clarity and evaluation questions.

Kardimin's textbook, in terms of source availability, demonstrates a comprehensive approach by drawing upon various authoritative Islamic sources. The inclusion of references from the holy book, the Quran, and the Hadith, which contains sayings and actions of Prophet Muhammad, ensures that foundational Islamic teachings contribute to the content. Additionally, the incorporation of diverse books allows for a broader exploration of Islamic knowledge, providing readers with a well-rounded understanding of the subject matter. By utilizing such diverse sources, Kardimin not only enhances the reliability of the information but also enriches the learning experience for those studying Islamic studies within the academic context. This approach aligns with scholarly practices in Islamic studies, where referencing primary sources is essential for authenticity and credibility. In somehow, the Kardimins's textbook also doesn't provides the footnote and only mention the sources on the bibliography. For the examples of the citation that provides in the Kardimin's can be viewed from this following illustration 4.4.

Illustration 4.4. The example of citation from Kardimin's Textbooks
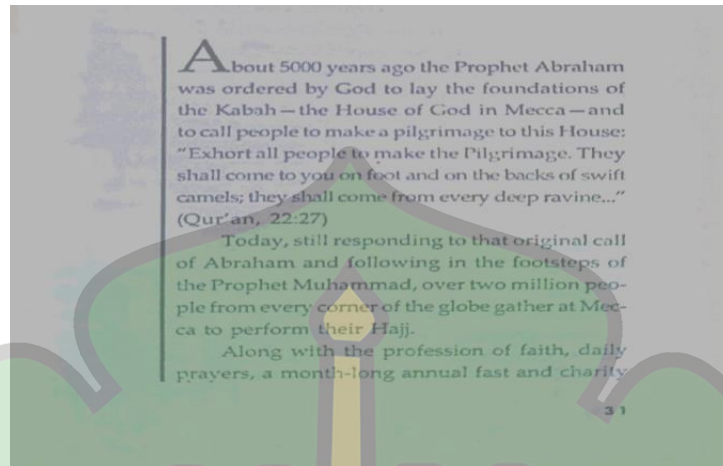
Kardimin's textbook points out a potential bias in favor of presenting Islamic teachings in English according to the profession of the author, a lecturer at one of the Indonesian universities. the author emphasizes the use of English as a medium for understanding Islam is highlighted as a positive aspect, portraying it as a more accessible and inclusive language. The textbook is praised for making Islamic teachings available not only to native English speakers but also to an international audience. While recognizing the importance of presenting Islam in multiple languages, including English, the review tends to downplay the importance of Arabic, the original language of the Quran, creating a narrative that suggests that Islam is not exclusive to Arabic speakers.

Based on this text book it can be sum up that, Fuller's "A World Without Islam" navigates global historical and geopolitical Islamic issues, prioritizing accuracy with bibliography support but lacking footnotes, introducing a potential bias from the author's political analyst background. Conversely, Kardimin's

"English For Islamic Studies" delivers a comprehensive understanding of core Islamic beliefs, drawing from authoritative sources. However, it leans towards presenting Islam in English, potentially minimizing the significance of Arabic, and lacks footnotes, relying solely on a bibliography. These textbooks contribute diverse insights into Islam, showcasing variations in focus, source usage, and potential biases within the complex realm of Islamic studies. The result of accuracy of information from those textbook can be seen in the following table.

Table 4.1

Accuracy of Information in Textbook

Title of Textbook	Criteria	Yes	No
A World Without Islam" by Fuller	a) Are the facts presented accurate and up-to-date?	√	
	b) Is the information supported by reliable sources?	√	
	c) Are any biases in the presentation of information?	√	
English For Islamic Studies UntukPerguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013)	a) Are the facts presented accurate and up-to-date?	√	
	b) Is the information supported by reliable sources?	√	
	c) Are any biases in the presentation of information?	√	
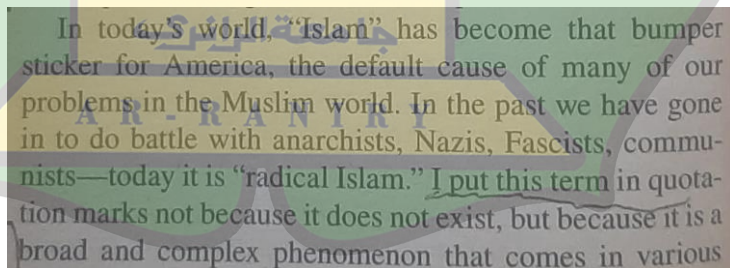
b) Relevance to Contemporary Issues

Relevance to contemporary issues in the analysis of an Islamic textbook refers to the extent to which the content of the textbook aligns with and addresses current or modern contemporary issues, content to the target audience, and

inclusion of real-world examples for enhanced understanding. It can be seen in further findings, as in the following.

The first textbook, Fuller's "A World Without Islam" does addresses current Islamic issues. It takes the reader on a comprehensive journey through history, geopolitics, and religion to investigate the role of Islam in some of today's significant international crises. The book examines the roots of terrorism, the Israel-Palestine conflict, and the impact of Islam on anti-imperial struggles. The author provocatively challenges the common belief that a world without Islam would be vastly different from the present, suggesting a nuanced perspective on the relationship between Islam and contemporary global challenges. It can be seen from the example of paragraph mentioned in the Fuller's textbook based on the bellow illustration 4.5.

Illustration 4.5. The Example of Paragraph from Fuller's Textbook
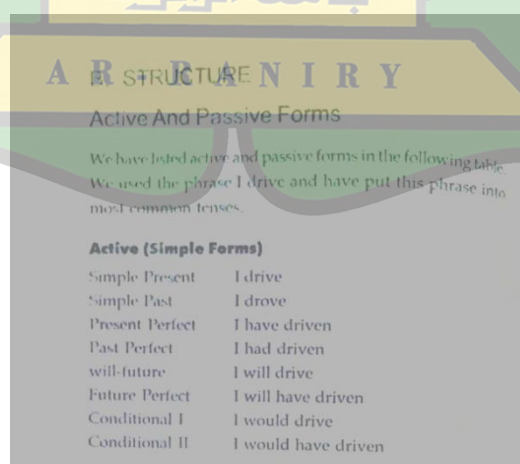
> In today's world, "Islam" has become that bumper sticker for America, the default cause of many of our problems in the Muslim world. In the past we have gone in to do battle with anarchists, Nazis, Fascists, communists—today it is "radical Islam." I put this term in quotation marks not because it does not exist, but because it is a broad and complex phenomenon that comes in various

Meanwhile, the second textbook by Kardimin is concentrating solely on Islamic jurisprudence and faith does not address current Islamic issues due to its limited scope, focusing primarily on legal and theological aspects with a historical

context. The static nature of these foundational elements, along with the potential specialized focus and intent of the author, could contribute to the absence of discussions on contemporary issues.

In relation to content to the target audience, the fuller's textbook. The textbook "A World Without Islam" is designed for professionals in Islamic studies, political analysts specializing in Islamic affairs, and individuals with an interest in nuanced explorations of Islamic history and geopolitics. Besides, the textbook "English For Islamic Studies Untuk Perguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013) is tailored for professionals and students in the field of Islamic studies, especially those enrolled in Indonesian universities. It caters to individuals seeking a thorough understanding of contemporary Islamic issues, making it suitable for educators, scholars, and students in the realm of Islamic education. The convenient of the Kardimin's textbook for the learners can be observed by grammatical structures provided for the readers, as follows.

Illustration 4.6. The grammatical structures from Kardimin's Textbook

Moreover, in terms of the inclusion of real-world examples for enhanced understanding, the first textbook by Fuller, "A World Without Islam," explicitly mentions and incorporates real-world examples. The comprehensive analysis of historical events and their impact on contemporary issues provides readers with practical insights into the geopolitical landscape influenced by Islam. Fuller's exploration allows readers to connect theoretical concepts with tangible historical scenarios, fostering a deeper and more nuanced understanding of Islam's role in shaping current global affairs.

On the other hand, Kardimin's textbook, while praised for its accurate portrayal of Islam and its comprehensive coverage of various topics, does not explicitly mention the use of real-world examples for better understanding within the text. The absence of explicit references to real-world scenarios may suggest a focus on theoretical and doctrinal aspects of Islam without emphasizing their practical implications in contemporary contexts. Readers may find the exploration of Islamic beliefs and practices more abstract, with less emphasis on connecting these concepts to real-world situations.

Based on the findings above, the relevance to Contemporary Issues in both textbooks can be concluded as in the following table.

Table 4.2

Relevance to Contemporary Issues in Textbook

Title of Textbook	Criteria	Yes	No
A World Without Islam" by Graham E. Fuller (2012)	a. Does the textbook address current Islamic issues?	√	
	b. Is the content relevant to the target audience?	√	
	c. Are real-world examples provided for better understanding?	√	
English For Islamic Studies UntukPerguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013)	a. Does the textbook address current Islamic issues?		√
	b. Is the content relevant to the target audience?		√
	c. Are real-world examples provided for better understanding?		√

c) Clarity of Writing Style

Clarity of writing style in the analysis content of an Islamic textbook refers to the effectiveness and transparency of the language used to convey information. A clear writing style ensures that complex concepts are presented in a manner that is easily understandable to the target audience. Clarity of writing style involves simplicity of language used in the textbook content, complex concepts explained in a user-friendly manner, and effectiveness of writing styles in textbooks.

There are differences in term of simplicity of language between Islamic textbook that written by Fuller and Kardimin. The Fuller's textbook which is authored by a native speakeremploys the use of complex language, unfamiliar

phrases or idioms, and assumptions about cultural understanding that could be challenging for non-native readers. Additionally, the writing style of the Fuller's textbook tends to be more informal or include specific statements to a particular culture only, which could be confusing for non-native readers. Here is example of confusing statements appears in the Fuller's textbook, as in bellow illustration 4.7.

Illustration 4.7. The Confusing Statement from Fuller's Textbook

> SADLY, WHEN RELIGION BECOMES linked with political forces, it tends to lose its soul—its spiritual dimension. Yet in so many places, religion is regularly invoked in numerous bloody struggles for territory, sovereignty, political control, political agenda, and existential preservation of the community. This applies to most religions: Christianity, Islam, Judaism, Buddhism, Hinduism, Shintoism, and many others, including traditional aboriginal faiths.

In some cases, an emphasis on local social and political contexts may make the book less relevant or difficult for non-native readers to connect with if the readers are not familiar with those realities. However, "A World Without Islam" by Fuller provides list of terms or glossaries, along with their definitions or explanations that can be found at the end of the textbook. It provides readers with a quick reference for understanding specific terms or concepts used in the text for general readers.

Meanwhile, Kardimin's textbook, authored by non-native speakers, adopts simpler language and clearer sentence structures to ensure widespread comprehension, particularly among students. Additionally, the textbook includes a vocabulary section in each chapter, enriching the learning experience by offering

essential terms and their definitions. The purpose of employing both simple language and including a vocabulary section within each chapter in Kardimin's textbook is to help students understand the subject matter better and improve their Islamic studies vocabulary. Below is an example of how the vocabulary section is presented in Kardimin's textbook.

Illustration 4.8. The Example of Vocabularies from Kardimin's Textbook

In relation to complex concepts explained in a user-friendly manner, the first textbook by Fuller, "A World Without Islam," delves into complex concepts related to global historical and geopolitical Islamic issues. While the analysis is thorough, Fuller's writing style, influenced by his background as a political analyst, may present these complex concepts in a more specialized manner. The language used might be intricate, demanding a certain level of familiarity with geopolitical discourse. On the other hand, Kardimin's textbook, "English For Islamic Studies untuk Perguruan Tinggi Negeri dan Swasta," tends to simplify language and use clearer sentence structures. This approach aims to make complex concepts more accessible, especially for students. The textbook's user-friendly style is further enhanced by the inclusion of a vocabulary section in each

chapter, aiding readers in understanding key terms related to Islamic studies. In summary, while Fuller's textbook offers in-depth analyses of complex concepts with a more specialized language, Kardimin's textbook opts for a simplified, user-friendly approach, complemented by a built-in vocabulary resource for enhanced understanding.

An effective writing style contributes to the overall learning experience by making the subject matter accessible and engaging for the readers. In regards to effectiveness of writing styles in textbooks, the first textbook by Fuller have a deep understanding of the structure and nuances of wide ranging exploration in writing style, which is reflected in their fluency and diverse expressions in the written text. The Fuller's textbook exhibits a heightened cultural awareness and an innate capacity to capture the nuances and subtleties of language, contributing to the richness and effectiveness of the Fuller's writing. Besides, Kardimin's textbook prioritizes simplicity in language use and clarity in sentence structures. The primary goal of Kardimin's textbook is to facilitate a better understanding, particularly for university students who are not fluent in the language. So, the textbooks particularly attentive to the needs of those learning a second language or a foreign language, aiming to make their writing accessible and comprehensible to a diverse audience.

Based on the explanations above, the clarity of writing style from both textbooks can be highlighted as in the following table.

Table 4.3

Clarity of Writing Style in Textbook

Title of Textbook	Criteria	Yes	No
A World Without Islam" by Graham E. Fuller (2012)	a. Is the language clear and easily understandable?		√
	b. Are complex concepts explained in a user-friendly manner?		√
	c. Does the writing style engage the reader effectively?	√	
English For Islamic Studies UntukPerguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013)	a. Is the language clear and easily understandable?	√	
	b. Are complex concepts explained in a user-friendly manner?	√	
	c. Does the writing style engage the reader effectively?	√	

d) Alignment with Curriculum Objectives

Alignment with curriculum objectives refers to the extent to which educational materials, such as textbooks, are designed and structured to meet the goals and outcomes specified in a curriculum. In the context of an Islamic textbook, alignment with curriculum objectives involves appropriateness of content to educational objectives, clarity of achievement of learning outcomes, and comprehensive coverage of subject matter.

Based on the aims of the course (Contemporary Issues in In Islamic Studies) at Islamic State University of Ar-Raniry Banda Aceh, students are expected to showcase proficiency in identifying contemporary challenges to Islamic thoughts. They should also demonstrate the ability to engage in

discussions surrounding these issues, aligning their viewpoints with Islamic thought. The subject further guides students in adopting an appropriate approach for addressing and analyzing speeches related to contemporary issues. Ultimately, successful completion empowers students to participate in discussions with non-Muslim entities' management, particularly in potentially problematic situations. The overall objective is to provide students with a thorough understanding of contemporary issues from an Islamic perspective and enhance their analytical and communicative skills in navigating these matters.

Moreover, The topic discussed on teaching materials of CIIS courses covers topics such as Islam's historical influence on global paradigms, the intersection of Islamic doctrines with politics, Islam in focus, Jihad and Suicide in modern contexts, the ideological discord between Islam and communism, the alignment or divergence of Islamic principles with secular ideologies, Islam's contributions to science and culture, the intersection of Islamic tenets with human rights and gender issues, and perceived associations of certain organizations with Islam.

In term to educational objectives, both textbooks is appropriate with the several contents or topics discussed as in educational objectives and its topics. Fuller's textbook "A World Without Islam" is covered about two main topics "islam and the modern world" and "Jihad and Suicide in Modern World Issues". These two topics discussed about Islam's historical influence on global paradigms and ethical frameworks in the modern world, as well as the complexities surrounding Jihad and Suicide in contemporary issues.

Illustration 4.9. Topic of Jihad and suicide from Fuller's Textbook
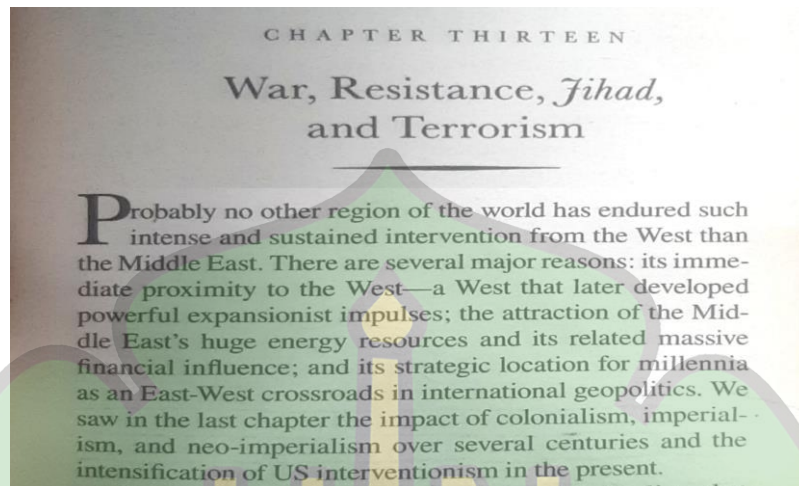
Meanwhile, Kardimin's textbook "English For Islamic Studies Untuk Perguruan Tinggi Islam Negeri dan Swasta" explains two topics, such as "Islam in Focus" and "Islam and Communism". "Islam in Focus" discusses various aspects of Islam, providing an in-depth exploration of its principles, practices, and contemporary relevance. On the other hand, "Islam and Communism" examines the historical confrontations and philosophical disparities between Islam and communism, revealing their ideological discord. It can be seen from the illustration 4.10 bellow.

Illustration 4.10. Topic of Islam and Communism from Kardimin's Textbook

to find the gates of heaven eternally open for them. But those who are oblivious of God in this present world or who opt for the path of contumacy in regard to God's matters, are criminals in God's eyes. All such people will be deprived of the blessings of the Hereafter.

God is invisible in this present world, and will appear in all His power and majesty only in the world of the Hereafter. Then all human beings will bow low before Him. But at that time, surrendering will be of no avail. Self-abnegation and acceptance of God is desired only while God is still invisible. Surrendering before God after seeing Him in the Hereafter will not benefit anyone.

Death is not the end of a person's life. It is only the beginning of the next stage of life. Death is that interim stage when man leaves this temporary world of today for the eternal world of tomorrow. He goes out of the temporary accommodation of the world to enter the eternal resting place of the Hereafter. The coming of this stage in the Hereafter is the greatest certainty in one's life. No one can save himself from this fat

In CIIS course, students are expected to achieve specific learning outcomes. They will grasp contemporary issues and demonstrate their understanding through short papers and discussions, emphasizing major themes. Additionally, students will hone their analytical and cognitive skills by critically analyzing assigned readings and actively participating in academic discussions. Developing subject-specific skills, they will gain an understanding of critical issues in Islam and Contemporary Affairs, presenting well-supported arguments in both written assignments and discussions. Furthermore, students will cultivate transferable skills such as leading concise content discussions, articulating responses respectfully, producing succinct written summaries, and constructing well-organized written arguments with citations in their final essay.

Regarding the clarity of achieving learning outcomes, both textbooks by Fuller and Kardimin contribute to the comprehension and mastery of the specified objectives. The inclusion of materials from textbooks by Fuller and Kardimin aligns with the course's learning outcomes because these resources offer

comprehensive insights and diverse perspectives on critical issues in Islam and Contemporary Affairs. The content in these textbooks serves as a rich source of information, enabling students to deepen their understanding of the subject matter. By exposing students to varied viewpoints and thought-provoking analyses, the textbooks contribute to a well-rounded comprehension of contemporary issues and help students develop the analytical and cognitive skills required to meet the course objectives. The inclusion of such materials enhances the clarity of students' understanding and their ability to apply the acquired knowledge in academic discussions, written assignments, and the final essay.

There are differences between Fuller's textbook and Kardimin's textbook in terms of the comprehensive coverage of subject matter, which are shaped by factors such as cultural perspective, language nuances, and the targeted audience. Fuller's textbook, authored by individuals from the culture being discussed, offers insider insights and cultural depth but may also carry subjective biases. On the other hand, Kardimin's textbook is designed specifically for college needs, striving for objectivity and broader accessibility but may lack certain cultural nuances in its wide-ranging explanations. It can be assumed that Fuller's textbook provides deep cultural immersion for a local audience, while Kardimin's offers broader accessibility with additional contextual explanations tailored to specific targets, desired objectivity, and specific learning goals. An example of the specific target of Kardimin's textbook can be seen as follows.

Table 4.4

Alignment with Curriculum Objectives in Textbook

Title of Textbook	Criteria	Yes	No
A World Without Islam" by Graham E. Fuller (2012)	a. Does the content align with educational goals?	√	
	b. Are the learning outcomes clear and achievable?	√	
	c. Does it provide a comprehensive coverage of the subject matter?	√	
English For Islamic Studies UntukPerguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013)	a. Does the content align with educational goals?	√	
	b. Are the learning outcomes clear and achievable?	√	
	c. Does it provide a comprehensive coverage of the subject matter?		√

e) Critical Thinking and Pedagogical Features

Analyzing Islamic content requires critical thinking, involving the systematic evaluation of information within cultural and historical contexts in Islamic issues, and pedagogical features, employing instructional strategies like open dialogue and diverse media to foster nuanced understanding of Islamic matters.

In term of fostering critical perspectives, the first textbook by Fuller is the textbook appears to encourage critical thinking as it challenges preconceptions about Islam phobia and anti-theism, explores diverse perspectives on the relationship between state and religion, provides solutions to complex issues in the Middle East, and highlights the reader's realization of being wrong about

judging the book by its cover, suggesting an emphasis on open-mindedness and critical reflection. Similarly, the Kardimin'stextbook also appears to encourage critical thinking by presenting a holistic approach to Islamic studies. It emphasizes the interconnectedness of Islam with various aspects of life, such as economy, politics, science, technology, and culture. The example of topic in term of Islam and technology in Kardimin can be viewed from the following illustration 4.10.

Illustration 4.11. Topic of Islam and Technology from Kardimin's Textbooks

The use of English as the medium of instruction aims to contribute to learners' understanding of Islamic teachings from an international perspective. The discussion spans a wide range of contemporary Islamic issues, incorporating local wisdom and addressing the latest topics. Overall, the textbook encourages learners to critically engage with the complexities of Islam in the contemporary world, fostering a comprehensive understanding beyond traditional boundaries.

In addition, the provided information from first textbook by Fuller's does not explicitly mention whether the textbooks stimulate discussion and debate. However, there are indications that suggest the potential for such engagement

such as in several topics that occurred in Islamic societies around the globe. The textbook has wide scope covering on contemporary Islamic issues, local wisdom, and the latest topics implies that the content is relevant and dynamic, creating opportunities for lively discussions. Conversely, the Kardimin's textbook takes a more direct approach by explicitly emphasizing its role in stimulating discussion and debate. This is particularly evident in the tasks assigned to students, indicating a deliberate effort to engage learners in thoughtful and interactive discourse.

A good textbook often incorporates various pedagogical features to enhance learning, such as chapter summaries for quick reviews, visual aids such as charts and illustrations to reinforce concepts visually, and discussion questions that encourage critical thinking. Case studies provide real-world applications, while exercises and problems offer hands-on practice. Key terms with definitions aid in comprehension, and self-assessment quizzes allow students to gauge their understanding. Online resources, study guides, and interactive elements like QR codes further supplement learning, creating a comprehensive and engaging educational experience. Based on the features, both of the textbooks have pedagogical features. The Fuller's textbook "A world without Islam "comes with several features, such as chapter summaries, case studies, and Key terms with definitions (glossaries). Besides, the Kardimin's textbook "English For Islamic Studies untuk Perguruan Tinggi Negeri dan Swasta" is completed with discussion questions, case studies provide real-world applications, key terms with definitions (vocabulary), self-assessment quizzes, and chapter summaries. The example of self-assessment quizzes can be seen as follows.

Illustration 4.12. Self-Assesment Quizzes from Kardimin's Textbooks

A. Answer the following questions!
1. What kind of reward for the moslem who accompany the deceased up to his grave?
2. How many reward will the moslem get by accompanying the deceased up to the grave? Give your arguments!
3. What will the janazah (deceased) be accepted if one hundred Muslims perform the Janazah Salaah?
4. What must the Moslem do for the first to the Janazah?
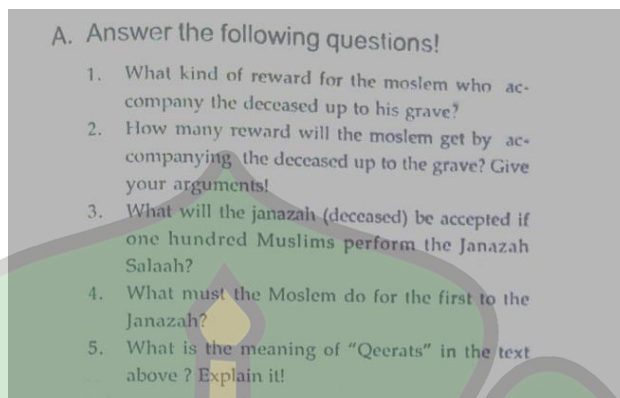5. What is the meaning of "Qeerats" in the text above ? Explain it!

The use of English as the medium of instruction aims to contribute to learners' understanding of Islamic teachings from an international perspective. The discussion spans a wide range of contemporary Islamic issues, incorporating local wisdom and addressing the latest topics. Overall, the textbook encourages learners to critically engage with the complexities of Islam in the contemporary world, fostering a comprehensive understanding beyond traditional boundaries.

In addition, the provided information from first textbook by Fuller's does not explicitly mention whether the textbooks stimulate discussion and debate. However, there are indications that suggest the potential for such engagement such as in several topics that occurred in Islamic societies around the globe. The textbook has wide scope covering on contemporary Islamic issues, local wisdom, and the latest topics implies that the content is relevant and dynamic, creating opportunities for lively discussions.

Illustration 4.13. Example of Paragraph that leads to discussion from Fuller's Textbooks

> INTRODUCTION · 15
>
> control over theology has led to major radicalism in both Christian and Muslim traditions.
>
> We find some striking resemblances among issues in conflict between Orthodoxy and Catholicism on the one hand and between Christianity and Islam on the other. These issues include historical grievances, differing views on the role of the church and religion in society, on the forging of public and private values, the relationship between the state and the church/mosque, and the debate over the meaning and implications of "secularism" in the contemporary world. Power and bad blood again seem to supersede theological issues that often appear relatively trivial in themselves.
>
> The book then launches into an examination of the theme of the political scientist Samuel Huntington in his reference to the "bloody borders of Islam," expounded in his well-known article and book, *The Clash of Civilizations*. What are we really talking about here? I look into what are fascinating relationships between Islam and four other major civilizations with which it has been in long-term close contact: Western Europe, Orthodox Russia, Hindu India, and Confucian China. In each of these cases, complex and shifting accommodations were reached between them; cross-pollination resulted. These relationships present a far subtler picture of how Muslims actually manage their relationships with other cultures and religions than is commonly portrayed in more lurid and simplistic confrontation scenarios.
>
> Some readers may take issue with the fact that the book focuses more on the grievances of Muslims against the West than on the many grievances others might have *against Muslims*. That is indeed the case. In the first

Conversely, the Kardimin's textbook takes a more direct approach by explicitly emphasizing its role in stimulating discussion and debate. This is particularly evident in the tasks assigned to students, indicating a deliberate effort to engage learners in thoughtful and interactive discourse.

Based, on the explanation above, it can be assumed that critical thinking and pedagogical features both textbooks can be described, as in the following table.
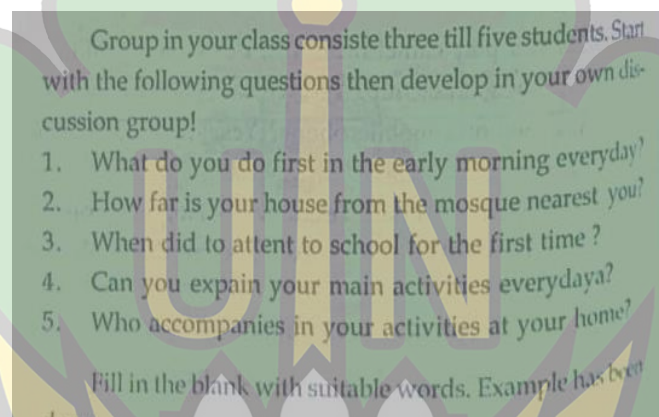
Table 4.5

Critical Thinking and Pedagogical Features in Textbook

Title of Textbook	Criteria	Yes	No
A World Without Islam" by Graham E. Fuller (2012)	a. Does the textbook encourage critical thinking?	√	
	b. Does it stimulate discussion and debate?		√
	c. Are the pedagogical features effective in enhancing learning?	√	
English For Islamic Studies UntukPerguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013)	a. Does the textbook encourage critical thinking?	√	
	b. Does it stimulate discussion and debate?	√	
	c. Are the pedagogical features effective in enhancing learning?	√	

The first textbook, Fuller's "A World Without Islam" does addresses current Islamic issues. It takes the reader on a comprehensive journey through history, geopolitics, and religion to investigate the role of Islam in some of today's significant international crises. The book examines the roots of terrorism, the Israel-Palestine conflict, and the impact of Islam on anti-imperial struggles. The author provocatively challenges the common belief that a world without Islam would be vastly different from the present, suggesting a nuanced perspective on the relationship between Islam and contemporary global challenges. Meanwhile the second textbook by Kardimin is concentrating solely on Islamic jurisprudence and faith does not address current Islamic issues due to its limited scope, focusing primarily on legal and theological aspects with a historical context. The static

nature of these foundational elements, along with the potential specialized focus and intent of the author, could contribute to the absence of discussions on contemporary issues.

Illustration 4.14. Example of content to Target Audience from Kardimin's Textbook

In relation to content to the target audience, the fuller's textbook The textbook "A World Without Islam" is designed for professionals in Islamic studies, political analysts specializing in Islamic affairs, and individuals with an interest in nuanced explorations of Islamic history and geopolitics. Besides, the textbook "English For Islamic Studies Untuk Perguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013) is tailored for professionals and students in the field of Islamic studies, especially those enrolled in Indonesian universities. It caters to individuals seeking a thorough understanding of contemporary Islamic issues, making it suitable for educators, scholars, and students in the realm of Islamic education.

In terms of the inclusion of real-world examples for enhanced understanding, the first textbook by Fuller, "A World Without Islam," explicitly mentions and incorporates real-world examples. The comprehensive analysis of historical events and their impact on contemporary issues provides readers with practical insights into the geopolitical landscape influenced by Islam. Fuller's exploration allows readers to connect theoretical concepts with tangible historical scenarios, fostering a deeper and more nuanced understanding of Islam's role in shaping current global affairs.

On the other hand, Kardimin's textbook, while praised for its accurate portrayal of Islam and its comprehensive coverage of various topics, does not explicitly mention the use of real-world examples for better understanding within the text. The absence of explicit references to real-world scenarios may suggest a focus on theoretical and doctrinal aspects of Islam without emphasizing their practical implications in contemporary contexts. Readers may find the exploration of Islamic beliefs and practices more abstract, with less emphasis on connecting these concepts to real-world situations.

Based on the findings above, the relevance to Contemporary Issues in both textbooks can be concluded as in the following table.

Table 4.2

Relevance to Contemporary Issues in Textbook

Title of Textbook	Criteria	Yes	No
A World Without Islam" by Graham E. Fuller (2012)	a. Does the textbook address current Islamic issues?	√	
	b. Is the content relevant to the target audience?	√	
	c. Are real-world examples provided for better understanding?	√	
English For Islamic Studies UntukPerguruan Tinggi Islam Negeri dan Swasta" by Kardimin (2013)	a. Does the textbook address current Islamic issues?		√
	b. Is the content relevant to the target audience?		√
	c. Are real-world examples provided for better understanding?		√

2. How Do Students Perceive on The Relevance of Textbooks In Context of Contemporary Issues In Islam?

In this section, the researcher would like to investigate and understand how students perceive the relevance of textbooks in addressing contemporary issues within the Islamic context by interviewing six participants by explain it into three sub theme that relates to Latri, et.al, (2022) who states that assessing the relevance of Islamic textbooks entails evaluating their effectiveness in addressing key aspects of Islamic studies, understanding successful instances, and recognizing their contributions to learning and engagement within the field. So that the result of students' perception can be listed, as follows:

a) **Exploring overall opinion on the relevance of textbooks in addressing contemporary issues within the context of Islam**

The researcher would like to focus on investigating diverse perspectives and viewpoints regarding the importance and applicability of textbooks by Fuller "A world Without Islam" dan Kardimin "English For Islamic Studies Untuk Perguruan Tinggi Islam Negeri dan Swasta" in dealing with current challenges within the Islamic context. There are several arguments given by the interviewer in regards of assessing textbook relevance in addressing contemporary islamic issues, as in the following.

P1 mentions that:

"I find both Fuller's and Kardimin textbooks highly relevant to CIIS. Both textbook effectively address a wide range of contemporary issues within the Islamic context. The materials are well-researched, providing valuable insights into several concepts within Islam. A world without islam is crucial for gaining insights into current events, particularly those closely connected to the surge of Islamic terrorism. on the other hand, Kardimin textbooks empower students studying Islamic sciences or principles in comprehending Quranic and Prophet's Hadith texts explicitly, with the incorporation of various English terms suitable for learning."

P1 values Fuller's and Kardimin's textbooks for effectively connecting to contemporary issues in Islam studies course. He argues Fuller's "A World Without Islam" is noted for its significance in understanding Islamic issues andKardimin's textbookgain students' knowledge with clear resources of holy book Quran and Hadith texts using suitable English terms. Overall, a positive view on textbooks relevance in the context of Islam and contemporary issues. The similar positive perception is also given by P5, as follows:

"I appreciate the effort made by Kardimin and Fuller to incorporate cultural context into their materials. Understanding the cultural nuances within Islam is crucial, and these textbooks do a commendable job in making the content culturally sensitive."

P5 statetment clarifies that Kardimin and Fuller's textbooks are also deemed relevant to contemporary issues in Islamic studies. The appreciation for incorporating cultural context goes beyond theory, addressing crucial cultural nuances within Islam. The commendable job in making the content culturally sensitive adds value to the perceived relevance of these textbooks in the study of Islamic studies and its connection to contemporary issues. However, there are several opposites argument in term of relevance of the textbooks to contemporary Islamic issues, as stated by several interviewees:

"While both textbooks are informative, I desire more in-depth coverage of specific contemporary issues. There are instances where I feel they touch the surface, but a deeper exploration would enhance our understanding of the complexities surrounding these issues, such as conflict."

From this statement, it can be inferred thatP5 finds the textbooks informative but wishes for a more in-depth exploration of specific contemporary issues within Islam and needed for a comprehensive understanding of the complexities surrounding these issues. Different with P2's statements, P3 who advocates for a greater focus on practical applications:

"Kardimin and Fuller textbooks offer solid theoretical knowledge whether in term of Islamic issues and Islamic principles, but I believe there should be a greater emphasis on practical applications. Including real-life scenarios or case studies would make the learning experience more engaging and directly applicable to our daily life."

The suggestion of P3 highlights that incorporating real-life situations or case studies into the learning materials would enhance the educational experience.

By doing so, the content of the textbook becomes more interesting, capturing the learner's attention, and the knowledge gained becomes directly applicable to everyday life situations. It emphasizes the practical relevance of the information, making it more relatable and useful in real-world contexts.

P4 also says that:

"Regarding to relevance, yes it is linked to the material teaching. But both textbooks have their strengths and weaknesses. The fuller's textbook only views on the political and historical aspect, but there are still noticeable limitations, especially in tackling economic challenges. Meanwhile, Kardimin textbooks are attractive with Islamic practices and principles, but less in integrating case of the study that relates to real-life situations."

Based on P4 arguments, it can be assumed that both textbooks are relevant, with Fuller emphasizing political and historical aspects but having limitations in economic coverage. Kardimin's book highlights Islamic practices but lacks integration of real-life case studies. Moreover, P6 give her explanation, as follows:

"In my view, there is continuous potential for improvement in both textbooks. Enhancing the learning experience could be achieved by integrating more interactive elements and including links to online resources. While they have positive aspects, there is an ongoing opportunity for refinement."

P6 overall argues that both textbooks have room for improvement but remain relevant to contemporary Islamic studies. Enhancing the learning experience is possible by adding interactive elements and including online resources. Despite positive aspects, ongoing refinement is needed.

b) **Successful Instances of Addressing Contemporary Issues in Islamic Studies**

Successful instances of addressing contemporary issues in Islamic studies refer to effective and impactful approaches, methods, or situational examples that help the reader to navigate on current challenges within the Islamic context. It involves providing relevant insights, analyses, and solutions to issues that are pertinent to the modern world while considering the principles, teachings, and values of Islam. There are several arguments has given by the participants in interview session in relation to the question.

P1 says that:

"I prefer to explain about Fuller's textbooks that comprehensively discussed about today's contemporary issues in Islamic studies by collaborating both historical and political perspectives. The author ever mentions about the Israeli-Palestinian problem that remains at heart a national, ethnic, and territorial conflict, only recently bolstered by religious slogans. Moreover, It systematically well-explains from the very beginning such as how Christians who shamelessly persecuted Jews for more than a decades, culminating in the Holocaust, and how those Zionists ended up in Palestine. It is delivering based on the facts, context of time and place, and good chronological organization."

P1 emphasizes that the success of Fuller's textbooks in addressing contemporary issues in Islamic studies is attributed to their comprehensive approach, integration of perspectives, detailed analysis of the Israeli-Palestinian problem, factual accuracy, chronological organization, and coverage of significant historical events.

Meanwhile, unlike R1's who only discuss about Fuller's textbook, R3 chose to discussed about both textbooks, as follows:

"Both Fuller's and Kardimin's textbooks make significant contributions to the understanding of Islamic studies, each with its own unique strengths. Fuller's textbook is focused on debunking global misconceptions about Islam, navigating through history, geopolitics, and religion to evaluate Islam's role in international crises. It examines cause-and-effect relationships, tracing from the birth of Islam to the collapse of the Ottoman Empire, and delves into topics such as terrorism, the Israeli-Palestinian conflict, and Islam's involvement in anti-imperial struggles. On the other hand, Kardimin's textbook covers various topics related to Islamic principles, such as Hajj and Angels, with a focused exploration of Islam's origins, the reasons for belief, and is supported by references from holy texts, hadith, and other pertinent sources."

P3 assumes that both Fuller and Kardimin's textbooks contribute uniquely to Islamic studies. He thinks that Fuller dispels global misconceptions and explores historical cause-and-effect relationships, while Kardimin provides a comprehensive understanding of Islamic principles supported by relevant sources.

The statement from P3 is similar to P5 who explains, as follows:

"I personally see that from an educational perspective, Fuller's textbook is strong in providing a structured narrative with cause-and-effect analyses, offering insights into terrorism and geopolitical conflicts. Such as about why islam is so strong in the world civilization like ottoman empire, dynasty, blab la bla... and how do Middle East are assumes to be clashed with western for decades. Meanwhile, Kardimin's approach in her textbook emphasizes a pedagogy centered around fundamental Islamic principles, creating a comprehensive learning experience. For instances, in concept of angel in Islamic religion and other religions. That concept connected to each other's and come with good background of sources".

P5 recognizes Fuller's expertise in structured narratives and cause-and-effect analyses for understanding Islam's global influence, while also highlighting Kardimin's educational emphasis on fundamental Islamic principles, illustrated with the concept of angels.

"One standout example is in Kardimin'stexbook, blending traditional Islamic scholarship with modern sociological methods to explore Islam and modernity. For example perspective on modern life on how people fast

during Ramadan. The Kardimin's textbook contributes to academic discourse and influences community dialogues on the compatibility of Islamic values with modern life in understable English language. So the reader gain both language skill and knowledge of Islam as well. Besides Fuller textbook is designed with good chronological organization of history. Such as, on how Israel and Palestinians conflict started and what is the reason behind the war."

Based on P5 argument, it can be drawn the conclusion that Kardimin's textbook successfully blends traditional Islamic scholarship with modern sociological methods, using the example of fasting during Ramadan. It contributes to both academic discourse and community dialogues on the compatibility of Islamic values with modern life, offering readers a combination of language skills and knowledge of Islam. Additionally, the text implies that Fuller's textbook is well-organized chronologically, specifically in the context of history, focusing on events like the Israeli-Palestinian conflict.

c) **Textbooks contribution on understanding Islamic Studies and dealing with contemporary challenges**

The impact and value that educational materials, specifically textbooks, have in enhancing knowledge and comprehension within the field of Islamic Studies. There are several arguments has given by the participants in interview session in relation to the textbooks contribution.

P6 implies that:

"In the context of understanding Islamic Studies and addressing contemporary challenges in todays globalized world, Kardimin's and Fuller's textbooks act as essential guides. Kardimin's texbook, by delving into contemporary practices, offers valuable insights into the application of Islamic teachings in modern contexts. On the other hand, Fuller's textbook, with its chronological organization, provides a historical or even

political foundation that aids in comprehending the evolution of Islamic thought. Together, these textbooks contribute significantly to navigating global issues, allowing readers to engage more effectively with the complexities of the modern era within the framework of Islamic studies."

P6 emphasizes that the success of Fuller's textbooks in addressing contemporary issues in Islamic studies is attributed to their comprehensive approach, integration of perspectives, detailed analysis of the Israeli-Palestinian problem, factual accuracy, chronological organization, and coverage of significant historical events.

B. Discussion

This part presents the discussion of the research findings. There are two research question proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about the analysis on two textbooks by fuller's and Kardimin used in Contemporary Issues in Islam. Meanwhile, the second discussion focuses on the students' perception on the relevance of two textbooks in context of Contemporary Issues in Islam.

The finding shows that the analysis on two textbooks can be determined based on the accuracy of information, relevance to contemporary issues, clarity of writing style, alignment with curriculum objectives, critical thinking and pedagogical features. It can be interfered, as follows.

1) Regarding information accuracy, "A World Without Islam" by Graham E. Fuller offers precise insights into global Islamic issues despite lacking footnotes, whereas "English For Islamic Studies" by Kardimin prioritizes a comprehensive understanding of core Islamic beliefs, albeit favoring

English over Arabic and also lacking footnotes, thus presenting diverse perspectives on Islam with distinct approaches to accuracy. It is similar with Damayani (2022: 22-23) statements that a good textbook need accuracy of information to ensure credibility, trustworthiness, and to facilitate effective learning and informed decision-making.

2) Concerning relevance, Fuller's "A World Without Islam" thoroughly delves into contemporary Islamic issues, providing practical insights tailored for professionals, whereas Kardimin's textbook, while comprehensive in legal and theological aspects, overlooks explicit references to contemporary issues, potentially rendering Islam's relevance to current affairs more abstract. Damayani (2022: 22-23) also adds that Concepts used in a textbook should be clear and concise because Ambiguities and uncertainties need to be avoided to ensure that students or readers have a clear understanding and interpretation.

3) In terms of writing clarity, Fuller's native speaker-authored text may pose challenges due to its complex language and cultural assumptions, mitigated by glossaries, whereas Kardimin's crafted text by non-native speakers prioritizes simplicity and includes vocabulary sections, enhancing comprehension, catering to diverse linguistic needs, and broadening accessibility for a wider audience. it is correspondence to Hotaling (2020) statements who argues that clarity in writing is essential for ensuring that ideas are effectively knowledge transferred, facilitating understanding, minimizing confusion, and enhancing engagement with the text.

4) Both Fuller's "A World Without Islam" and Kardimin's "English For Islamic Studies" align closely with the curriculum objectives of the Contemporary Issues in Islamic Studies course, covering pertinent topics such as Islam's historical influence and its intersection with contemporary issues, albeit with Fuller offering cultural depth alongside potential biases, contrasting with Kardimin's aim for objectivity and broader accessibility, ensuring students attain a comprehensive understanding and develop essential analytical skills. The textbook should correspond to curriculum because a good Textbook is design based on the curriculum of the institutions. So, there is no other option but for textbooks to be relevant to the applicable curriculum (Damayani, 2022).

5) Holmberg and Sperlich (2021) emphasize the importance of critical thinking and pedagogical features in textbooks, highlighting their role in promoting active learning, enhancing comprehension, preparing students for real-world challenges, and fostering independence and empowerment. Incorporating these elements into textbooks creates enriching learning experiences that cultivate critical thinking skills and facilitate academic success. Based on the findings, both Fuller's "A World Without Islam" and Kardimin's "English For Islamic Studies" foster critical thinking and engagement, with Fuller challenging preconceptions and encouraging open-mindedness, while Kardimin's book presents a holistic approach for international perspectives. Though both texts incorporate pedagogical features like chapter summaries and case studies, Fuller provides real-

world examples, while Kardimin's may lack explicit references to practical situations, potentially leading to a more abstract understanding of Islamic concepts.

The second research question about the students' perceptions of textbook relevance in addressing contemporary Islamic issues, can be devided into three main themes emerge: (a) opinions on the overall relevance of textbooks, (b) instances of successfully addressing contemporary issues, and (c) the contribution of textbooks to understanding Islamic studies and dealing with modern challenges. Participants express varied views on the effectiveness and applicability of textbooks, with some praising their comprehensive coverage and others suggesting areas for improvement, such as deeper exploration of specific issues or greater emphasis on practical applications. Despite differences in perspective, both Fuller's and Kardimin's textbooks are recognized for their contributions to navigating global issues and enhancing comprehension within the field of Islamic studies.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

After the researcher finishes the previous chapters, the researcher will draw some conclusions as the result of the study on students' analysis on textbooks used in contemporary issues in Islam courses. Based on the research finding and discussion of the data analysis in the previous chapter, there is two conclusions which can be drawn from the results of research questions.

1. The analysis reveals distinct strengths and weaknesses in "A World Without Islam" by Fuller and "English For Islamic Studies" by Kardimin regarding accuracy, relevance to contemporary issues, writing style clarity, alignment with curriculum objectives, and pedagogical features. Fuller's text offers comprehensive insights into current Islamic challenges with nuanced language but lacks direct engagement with specific cultural nuances. On the other hand, Kardimin's textbook prioritizes simplicity and clarity, catering effectively to Indonesian university students but may overlook certain real-world examples. Despite these differences, both texts effectively contribute to the understanding of contemporary Islamic issues among students, each with its unique approach and target audience.

2. In summary, students perceive Fuller's and Kardimin's textbooks as relevant in addressing contemporary Islamic issues, appreciating their comprehensive coverage and cultural sensitivity. While Fuller's text excels in historical and

political analyses, particularly on topics like the Israeli-Palestinian conflict, Kardimin's focuses on fundamental Islamic principles. Both texts successfully address modern challenges, with Fuller offering insights into global misconceptions and historical contexts, and Kardimin blending traditional scholarship with modern perspectives. However, students suggest areas for improvement, such as more in-depth exploration and greater emphasis on practical applications. Overall, these textbooks play a crucial role in understanding Islamic studies and navigating current issues, although refinements could enhance their effectiveness further.

B.   Suggestions

Based on the conclusions drawn from the research findings, several suggestions can be made, as follows:

1. Brief Summary of Suggestions:

    Students recommend enhancing both "A World Without Islam" by Fuller and "English For Islamic Studies" by Kardimin with deeper exploration, more practical applications, and the inclusion of cultural nuances and real-world examples

2. Strengths of the Studies:

    a. Comprehensive analyses of textbooks' strengths and weaknesses.

   b. Valuable insights into students' perceptions of the textbooks.

3. Weaknesses of the Studies:

    a. Lack of broader perspective beyond students' views.

    b.   Potential limitations in sample size and depth of analysis.

4.   Implications for Future Studies:

    a.   Incorporate perspectives from instructors and experts.

    b.   Use larger, diverse samples for better generalizability.

    c.   Conduct deeper analysis of student feedback and potential biases.

    d.   Assess long-term impact of textbooks on student understanding.
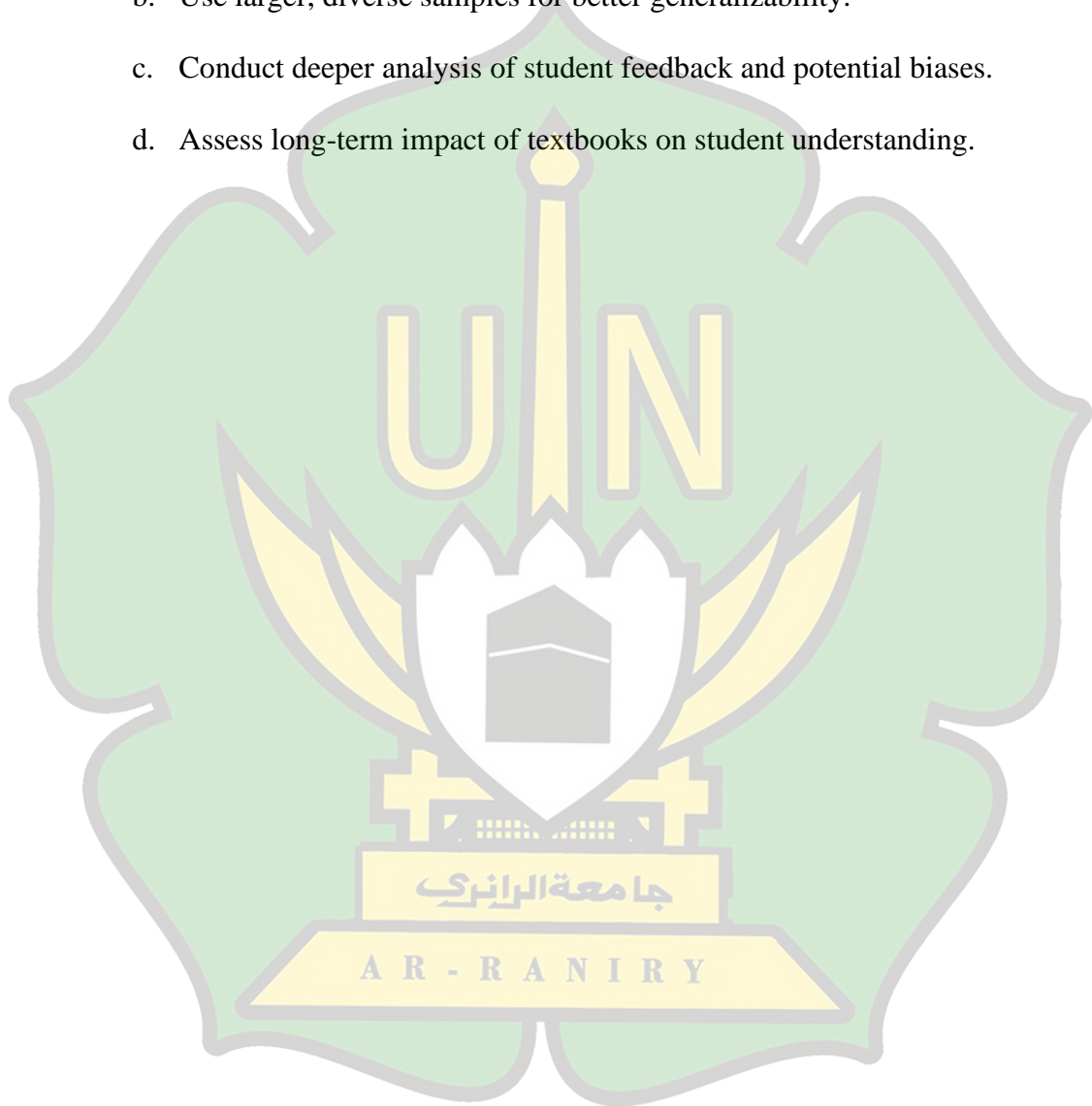
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Appendix A   **:** Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 13181/Un 08/FTK/Kp.07.6/12/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :
Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-5159/Un.08/FTK/Kp.07.6/03/2023
KEDUA : Menunjuk Saudara :

1. Dr. phil. Saiful Akmal, M.A   Sebagai Pembimbing pertama
2. Drs. Lukmanul Hakim, M.Ag   Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama   : Farahiyatul Banat
NIM   : 180203023
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Students' analysis on Textbook Used In Contemporary Issues in Islamic Subject

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 29 Desember 2023
Dekan

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B　　　　　**:** Confirmation Letter from English Department

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : https://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-942/Un.08/PBI/Kp.01.2/12/2023

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	:	**Farahiyatul Banat**
NIM	:	180210023
Fak/Prodi	:	Pendidikan Bahasa Inggris/ Fakultas Tarbiyah Keguruan
Alamat	:	Pango Deah

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"Students Anaysis on Textbook Used in Contemporary Issues in Islamic Studies"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 19 Desember 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix C   **:** List of Interview Questions

QUESTION LIST OF INTERVIEW SESSION

1. **How would you describe your overall opinion on the relevance of textbooks in addressing contemporary issues within the context of Islam?**

2. **In your experience, do you believe the current textbooks effectively cover and address the key contemporary issues in Islam?**

3. **Can you share specific examples or instances where you feel the textbooks have successfully addressed contemporary issues in the Islamic context?**

4. **How do you think the textbooks contribute to your understanding of how Islamic teachings relate to and address the challenges of the modern world?**

5. **From your perspective, what improvements or changes would you suggest to enhance the relevance of textbooks in addressing contemporary issues within the framework of Islam?**
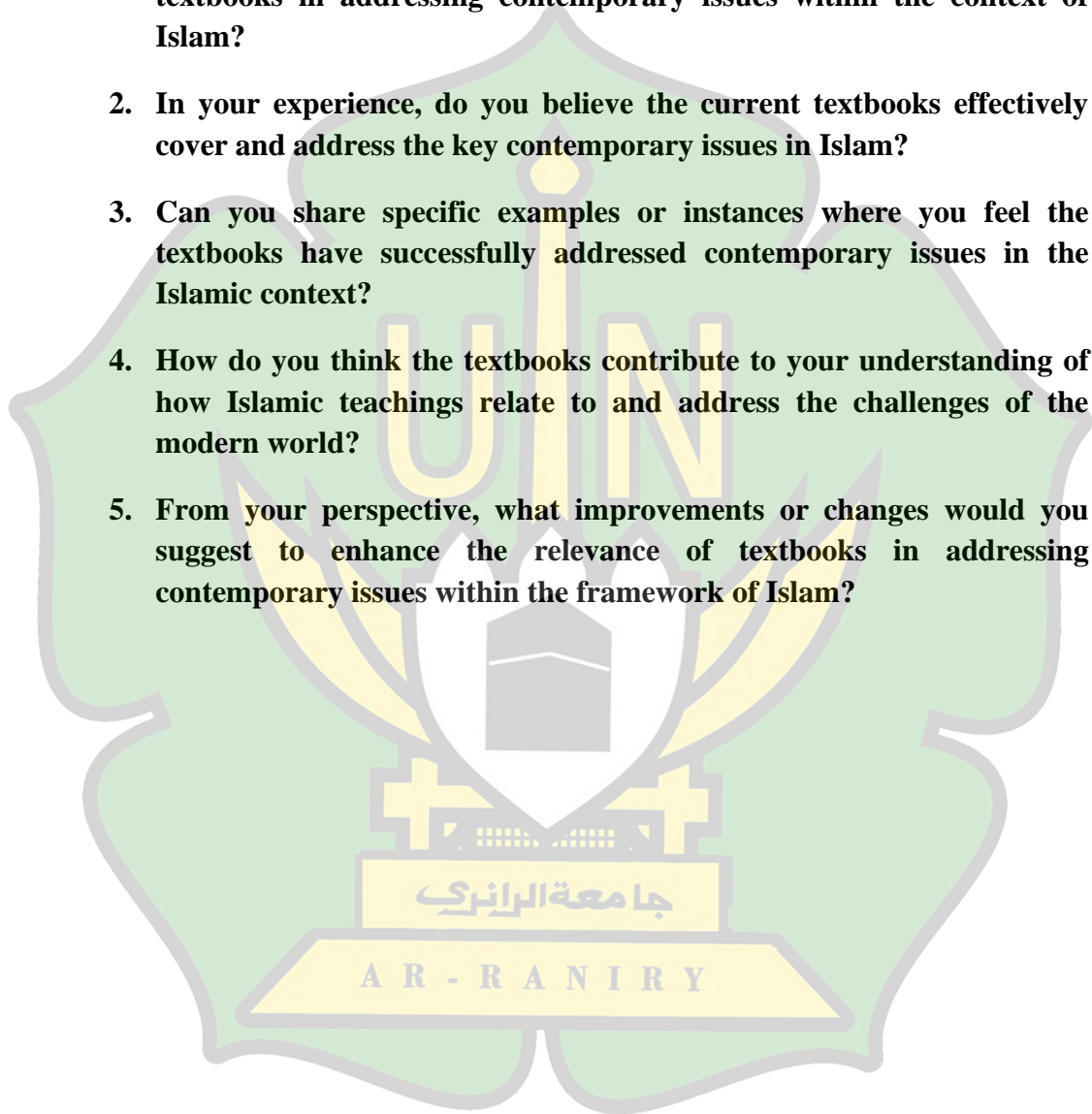
Appendix D   **:** Checklist Table of Textbook Content Analysis

TABLE OF CONTENT ANALYIS CHECKLIST FOR CIIS TEXTBOOK

Criteria	Questions/Points
1. Accuracy of Information	a. Are the facts presented accurate and up-to-date?
	b. Is the information supported by reliable sources?
	c. Are any biases in the presentation of information?
2. Relevance to Contemporary Issues	a. Does the textbook address current Islamic issues?
	b. Is the content relevant to the target audience?
	c. Are real-world examples provided for better understanding?
3. Clarity of Writing Style	a. Is the language clear and easily understandable?
	b. Are complex concepts explained in a user-friendly manner?
	c. Does the writing style engage the reader effectively?
4. Inclusivity and Diversity	a. Does the textbook represent diverse perspectives?
	b. Is it inclusive of various cultural and regional contexts?
	c. Does it avoid stereotypes and promote cultural sensitivity?
5. Alignment with Curriculum Objectives	a. Does the content align with educational goals?
	b. Are the learning outcomes clear and achievable?
	c. Does it provide a comprehensive coverage of the subject matter?
6. Use of Multimedia	a. Are multimedia elements used effectively?
	b. Do visual aids enhance understanding of concepts?
	c. Is there a balance between text and multimedia elements?
7. Critical Thinking and Analysis	a. Does the textbook encourage critical thinking?
	b. Are students prompted to analyze and evaluate concepts?

Criteria	Questions/Points
	c. Does it stimulate discussion and debate?
8. Practical Applications	a. Are practical examples provided for application?
	b. Does it offer real-world scenarios for better comprehension?
	c. Are there activities or case studies for hands-on learning?
9. Ethical Considerations	a. Does the textbook address ethical issues appropriately?
	b. Is there a consideration of ethical conduct in Islamic studies?
	c. Does it promote a sense of responsibility and integrity?
10. Pedagogical Features	a. Are therestudy aids, summaries, and review questions?
	b. Does it offer additional resources for further study?
	c. Are the pedagogical features effective in enhancing learning?
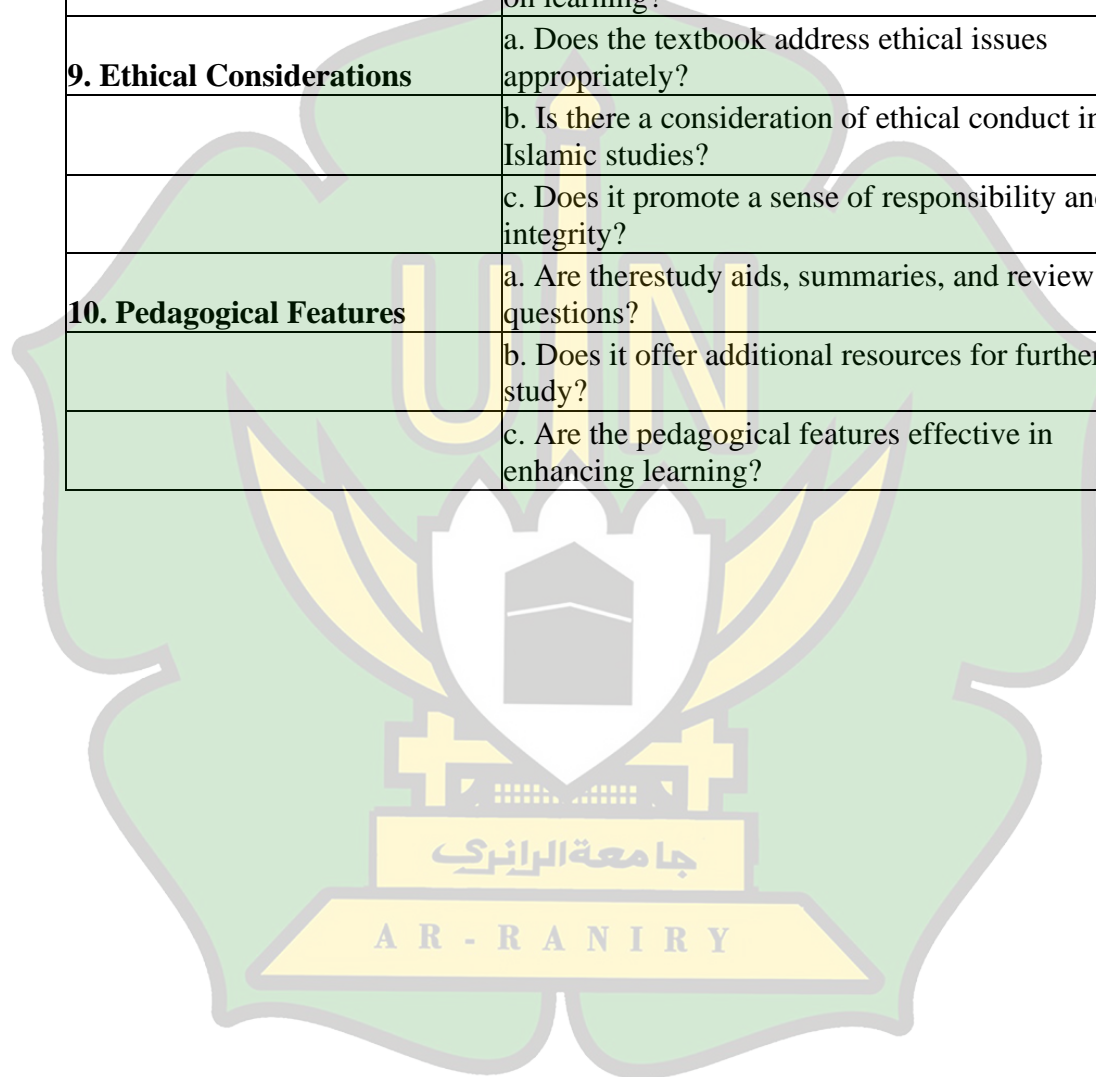
Appendix E : RPS Contemporary Issues in Islamic Subject

UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS ILMU TARBIYAH DAN KEPENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

A. IDENTITAS

1. Prodi : PBI
2. Kode Mata kuliah : PBI 236060
3. Nama Mata kuliah : Contemporary Issues In Islamic Studies
4. Semester/SKS : VI /2
5. Jenis Mata Kuliah : Wajib/Pilihan/Prasyarat
6. Koordinator Mata Kuliah : Dr. Muhammad AR. M.Ed
7. Dosen Pengampu : Dr. Nashriyah, M.A.

B. CAPAIAN PEMBELAJARAN LULUSAN (CPL-Prodi)

1. Sikap : Mahasiswa memahami issue-isue yang berkembang dalam dalam masyarakat sehingga membuka cakrawala pemikiran mereka dalam menghadapi berbagai perbedaan dalam masyarakat Indonesia. Dengan demikian lahirlah sikap saling menghargai perbedaan dan keberagaman dalam berbangsa dan bernegara., serta tidak saling menuduh dan memberi cap negative terhadap hal-hal yang belum memiliki pengetahuan tentang sesuatu issu yang berkembang.

2. Pengetahuan : Mahasiswa mendapatkan pengetahuan tentang isus-issu yang terdapat dalam masyarakat baik sengaja dicetuskan ataupun provokasi murahan oleh pihak-pihak yang tidak bertanggungjawab sehingga merusak persatuan dan kesatuan bangsa. Dengan demikian mahasiswa memiliki dan bertambah pengetahuan tentang hal-hal yang berkembang dalam masyarakat sehingga mereka mempelajari informasi yang muncul dengan akurat disertai berbagai dalil kuat dan dapat dipertanggung jawabkan secara ilmiah.

3. Keterampilan Umum : Mahasiswa memiliki pengetahuan bukan hanya dalam Islamic Studies , akan tetapi memperoleh pemahaman tentang cara pandang yang berbeda setiap isu-isu yang berkembang sehingga mereka biasa memperoleh ilmu-ilmu lain seperti ilmu tafsir, ilmu hadis, ilmu fikih, ilmu usul fikih, ilmu sosiologi, ilmu filsafat, ilmu politik, dan perbandingan mazhab.

4. Keterampilan Khusus : Mahasiswa dapat memiliki skil khusus tentang perbedaan pemikiran dalam Islam serta asal muasal terjadinya perbedaan tersebut . Mereka memiliki pengetahuan tentang kronologis terjadinya perbedaan dan asal muasalnya serta memiliki keilmuan yang tangguh untuk menyampaikan kepada masyarakt luas dengan nas yang dapat dipertanggung jawabkan secara akademis.

C. CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK) : Selepas mengikuti mata kuliah ini mahasiswa diharapkan mengetahui asal muasal terjadinya berbagai issu yang berkembang dalam masyarakat Islam, sehingga tidak salah dalam mengambil sikap dalam bertindak dan mengeluarkan pendapat sehingga tidak terjadi kesalah pahaman dalam menanggepi isu-isu tersebut.

D. DESKRIPSI MATA KULIAH :

Materi yang didiskusikan dalam mata kuliah ini adalah issu-issu yang berkembang dalam masyarakat seperti issu terrorisme, radikalisme, sekularisme, liberalisme, pluralisme, jihad, Syari'at Islam, peradaban Islam, persoalan dunia modern, pemikiran Islam modern, Freemasonry, Rotary club, dan Lion Club (oreganisasi Yahudi terbesar di dunia), human Rights dan Gender perlakuan non Muslim terhadap Muslim minorities dan kontribusi Islam kepada dunia.

E. MATRIKS KEGIATAN PEMBELAJARAN

Tatap Muka	Kemampuan akhir yang diharapkan	Bahan kajian (materi ajar)	Metode pembelajaran, estimasi waktu dan pengalaman belajar	Kriteria penilaian dan indikator	Bobot nilai (%)
1	Pengantar Kuliah, Kontrak Kuliah, dan Strategi Perkuliah	Islam and Modern World (The World Without Islam)	• Ceramah, selama 30 menit • Diskusi, selama 30 menit • Perbincangan dan rumusan kesimpulan 40 menit	Mahasiswa masuk kelas tepat waktu, aktif dalam memberikan pendapat dalam diskusi mengenai Islam dan dunia moderen	5
2	Mampu memahami ajaran Islam, eksistensi Partai Politik dan peran Organisasi-organisasi Islam	Islam, Political Parties, and Islamic Organizations	• Curah pendapat, diskusi, dan penugasan. • 1×2×50	1. Ketepatan menjelaskan dan penguasaan materi 2. Mahasiswa memahami dinama posisi Islam, peran partai politik dan peran organisasi Islam .	10
3	Mengetahui perbedaan	Jihad and Suicide: A Modern World	• Curah pendapat, diskusi, dan	Mahasiswa memahami	10

Appendix F   **: Autobiography**

AUTOBIOGRAPHY

1. Name : Farahiyatul Banat
2. Place/Date of Birth : Lhokseumawe, 15 Januari 2001
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Occupation : Student
8. Address : Pango Deah, Banda Aceh
9. Email : 180203023@student.ar-raniry.ac.id
10. Parents' name
    a. Father : Abd Muis
    b. Mother : Rahmawati
11. Educational Background
    a. MIN Kuta Blang Lhokseumawe : Graduated in 2012
    b. MTS Misbahul Ulum : Graduated in 2015
    c. SMAN Modal Bangsa Arun : Graduated in 2018