

DEVELOPING INTENSIVE READING MATERIALS INTEGRATED WITH ISLAMIC VALUES FOR SHARIA FACULTY STUDENTS

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Abstract

The absence of contextually relevant English intensive reading materials for Islamic law students in Indonesian Islamic universities represents a significant pedagogical gap. This study aimed to develop ESP intensive reading materials integrated with Islamic values for first-year students at the Faculty of Sharia, UIN Datokarama Palu. Employing a Research and Development (R&D) design based on the 4D model (Define, Design, Develop), this study involved first-year students from four departments: Family Law, Islamic Economic Law, Comparative Madhab, and Islamic Constitutional Law, whose English proficiency was identified at CEFR A1–A2 level. A needs analysis was conducted through observation, document review, and lecturer interviews, revealing the absence of discipline-specific reading materials within the faculty. Based on these findings, six reading units were developed covering core Islamic law topics: Fiqh Ibadah, Muamalah, Zakat, Munakahat, Mawarish, and Wakaf. The developed materials were validated by three experts, two Islamic Law experts and one ESP/language expert, with an overall validation score of 94.55%, categorized as Very Valid. The findings confirm that needs-based, context-specific ESP materials integrating Islamic values are both feasible and pedagogically appropriate for Sharia Faculty EFL learners.

Keywords: ESP, Intensive Reading, Islamic Values, Materials Development

INTRODUCTION

Reading is one of the most essential skills in foreign language learning, serving as a foundation for vocabulary development, critical thinking, and academic achievement (Nation, 2008). At the university level, intensive reading plays a particularly crucial role, as it equips students with the ability to comprehend complex texts, analyze arguments, and engage meaningfully with academic content (Insuasty Cárdenas, 2020). In higher education, English for Specific Purpose (ESP)-based reading instruction ensures that students engage with texts that are directly relevant to their academic and professional fields, making learning more meaningful and effective (Dudley-Evans & St John, 1998).

In the context of State Islamic Universities (UIN) in Indonesia, English language instruction carries additional significance. The integration of Islamic values into English courses aligns with the university's vision of scientific integration between religious and general knowledge. For students at the Faculty of Sharia, whose academic and

professional trajectories are deeply rooted in Islamic law, English reading materials that reflect their disciplinary context are not only pedagogically appropriate but academically necessary. Exposure to English texts within Islamic law discourse prepares students to access global Islamic scholarship, engage with international research, and compete in professional environments that demand both linguistic and disciplinary competence.

However, the availability of appropriate ESP reading materials remains limited, and existing resources are often not well-aligned with students' proficiency levels and background knowledge, which can hinder the effectiveness of ESP-based reading instruction (Sari & Atmanegara, 2018). Studies have shown that English instruction in Islamic higher education institutions has traditionally relied on general English materials using non-Islamic content, which does not align with the specific academic needs of students in Islamic disciplines ((Muhsinin et al., 2017; Rohmawati et al., 2025). This mismatch highlights a critical gap, particularly in the context of Islamic values and disciplines, where discipline-specific ESP reading materials remain scarce. While ESP instruction in Indonesian higher education has expanded across numerous fields, including law, chemistry, business, and tourism, the development of reading materials specifically tailored to Islamic studies disciplines remains comparatively underexplored (Kusumah P. & Imani, 2025)

This issue is particularly evident in the context of Islamic Law. A preliminary needs analysis conducted through observation, lecturer interviews, and document review at the Faculty of Sharia, UIN Datokarama Palu, revealed that no intensive reading materials integrating Islamic law content were available within the faculty. Existing materials consisted predominantly of general English for Law texts or generic EFL reading passages, none of which specifically addressed the needs of Islamic Law students. Furthermore, most available texts were written at an advanced level, unsuitable for the students' current proficiency, which was identified as ranging between CEFR A1 and A2 (pre-elementary to elementary level). This mismatch between available materials and student needs has resulted in low engagement and limited reading comprehension development among first-year Sharia Faculty students (Angel Sophia Intan, 2025).

To address this gap, the development of contextually relevant, proficiency-appropriate intensive reading materials is imperative. Drawing on ESP principles (Hutchinson & Waters, 1987), and the 4D development model (Thiagarajan, 1974), this study systematically develops and validates intensive reading materials integrated with Islamic values for first-year students across four departments: Family Law, Islamic Economic Law, Comparative Madhab, and Islamic Constitutional Law.

This study is guided by the following research questions: (1) What are the intensive reading material needs of first-year students at the Faculty of Sharia, UIN Datokarama Palu? (2) How are ESP intensive reading materials integrated with Islamic values developed using the 4D model? (3) How valid are the developed materials based on expert validation?

METHOD

This study employed a Research and Development (R&D) design, utilizing the 4D development model proposed by Thiagarajan et al. (1974), which consists of four stages:

Define, Design, Develop, and Disseminate. However, due to scope limitations, this study was conducted only up to the Develop stage, excluding the Disseminate stage.

The subjects of this study were first-year students from four departments at the Faculty of Sharia, UIN Datokarama Palu: Family Law, Islamic Economic Law, Comparative Madhab, and Islamic Constitutional Law. From the total population of 194 students, one class from the second semester Family Law department was selected using purposive sampling based on its relevance to the research objectives, as the students were enrolled in an English for Islamic Law course. All participants voluntarily participated in the study and provided informed consent prior to data collection. Their English proficiency was identified at CEFR A1–A2 level, as determined through a standardized online English proficiency test provided by the British Council (British Council, n.d.) administered at the beginning of the semester, complemented by regular course-based assessments, which informed the complexity and scaffolding of the developed materials.

The research procedures followed three stages. In the Define stage, a needs analysis was conducted through observation, document review, and interviews with English lecturers at the Faculty of Sharia. This stage aimed to identify students' learning needs and the gap in available reading materials relevant to Islamic law contexts. The observation showed that during reading activities, students paused frequently when reading, relied on Google Translate during reading task, and demonstrated difficulty in identifying main ideas of the text. These behaviors indicated limited vocabulary mastery, insufficient background knowledge, and a lack of effective reading strategies.

The document review, focusing on the syllabus and lesson plans of the English course at the Faculty of Sharia, showed that the existing materials were generally not designed for students' needs based on the field study. The syllabus and lesson plans were primarily oriented toward general English language skills development rather than English for Specific Purposes. The reading texts were mostly general in nature, with limited adaptation to students' English proficiency level and minimal integration of Islamic contexts. In addition, the lesson plans provided limited scaffolding for reading comprehension, with little guidance to support students in constructing meaning from the text. Classroom tasks were also found to be monotonous, mainly on answering questions from the text without varied reading activities. These findings confirm a gap between instructional materials and students' learning needs.

To enrich the data obtained from observation and document review, semi-structured interviews were conducted with two English lecturers at the Faculty of Sharia. The participants were selected due to their direct involvement in teaching English courses at the faculty. The interviews were conducted online to accommodate accessibility and scheduling considerations. This interview design allowed flexibility in exploring lecturers' perspectives on students' reading challenges, teaching strategies, and the alignment between instructional materials and students' needs.

A questionnaire was also administered to students of the Faculty of Sharia to identify their English learning needs, particularly in relation to reading skills within the context of Islamic law studies. The questionnaire used was reviewed by an expert to ensure clarity and appropriateness before being administered. It consisted of close-ended multiple-choice items designed to identify students' English learning needs, difficulties,

and preferences in the Faculty of Sharia context. The items covered several aspects, including the most needed English skills, preferred learning resources, perceived importance of English for Islamic law studies, areas of English use in academic activities, students' learning difficulties, challenges in learning English integrated with Islamic law, preferred reading sources, difficulties in accessing English reading materials, and preferred classroom reading activities. The questionnaire was used to obtain quantitative data to support and triangulate the findings from observation and interviews.

In the Design stage, the researcher developed an initial draft of intensive reading materials integrated with Islamic values based on the findings of the needs analysis, which included observation, interviews, and document review. The materials were designed by selecting topics relevant to Islamic law studies, simplifying text complexity to match students' A1–A2 proficiency level, and incorporating Islamic values through contextualized reading texts and guided comprehension activities. This design aimed to address the identified gaps by providing more meaningful, structured, and contextually relevant reading materials for first-year students of the Faculty of Sharia.

In the Develop stage, the initial draft materials underwent expert validation to ensure their quality and feasibility. The developed materials were evaluated by three content experts, consisting of two Islamic Law experts and one ESP/language expert. The Islamic Law experts primarily evaluated the accuracy of Islamic concepts, the appropriateness of Islamic legal content, and the integration of Islamic values within the materials. Meanwhile, the ESP/language expert focused on language appropriateness, material depth, and clarity of presentation for A1–A2 learners. Based on the validation results, both quantitative scores and qualitative feedback were obtained, which were then used as the basis for revising and improving the final version of the materials.

Data analysis employed both qualitative and quantitative approaches. Qualitative data were obtained from validators' comments and suggestions, which were used to identify areas for revision and improvement of the developed materials. Quantitative data were derived from the validation scores given by the experts and analyzed using a percentage formula:

$$P = (\Sigma X / \Sigma X_i) \times 100\%$$

where P represents the percentage score, ΣX is the total score obtained, and ΣX_i is the maximum possible score. This formula was used because the study employed descriptive quantitative analysis to determine the level of validity of the developed materials based on expert judgments. The results were interpreted based on predetermined validity criteria, namely 85.01%–100% (very valid), 70.01%–85% (sufficiently valid), 50.01%–70% (less valid), and below 50% (not valid).

FINDINGS

Needs Analysis Results

The development of ESP intensive reading materials integrated with Islamic values responds directly to the gap identified in the needs analysis, the absence of contextually relevant reading materials for Islamic law students at UIN Datokarama Palu. This finding aligns with (Basturkmen, 2010), who argues that effective ESP materials must emerge

from systematic needs analysis that considers both target and learning needs of specific learner groups. The needs analysis questionnaire was conducted to identify students' difficulties, specific reading challenges, and learning preferences in English reading. The results are presented selectively based on key categories to highlight the most relevant findings.

The initial findings indicate that reading comprehension is the most challenging skill for students (37%), followed by vocabulary limitations (31%). This suggests that students not only struggle to understand texts but also face difficulties in processing unfamiliar English terms, which may hinder their overall comprehension. These findings confirm that students' reading problems are both global (comprehension) and linguistic (vocabulary-related), indicating the need for structured and level-appropriate materials.

Further analysis from different questionnaire items reveals more specific challenges in reading. Most students (53%) reported difficulty in reading long texts like a journal article, while 21% indicated difficulty in identifying the main idea. The high percentage for difficulty in reading long texts suggests that text length is a significant barrier for students at the beginner level. Meanwhile, difficulty in identifying the main idea indicates limited reading strategies, which are essential for effective comprehension.

In terms of content relevance, students showed a preference for reading materials related to their field of study, particularly Islamic law. The findings indicate that 31% of students preferred reading Islamic law cases, while 30% preferred reading current news related to Islamic law. In terms of content relevance, students showed a preference for reading materials related to their field of study, particularly Islamic law. The findings indicate that 31% of students preferred reading Islamic law cases, while 30% preferred reading current news related to Islamic law.

Regarding learning activities, many students (56%) preferred reading activities combined with varied tasks, compared to other options such as analyzing articles, summarizing, or discussion. This finding suggests that students benefit more from interactive and structured activities rather than single-mode tasks. It also indicates the need for integrating multiple task types to support comprehension and engagement.

Overall, the needs analysis reveals that students require reading materials that are simplified, structured, and contextually relevant to Islamic law, supported by varied and guided learning activities. These findings serve as the primary basis for designing the developed ESP reading materials. To strengthen the findings from the questionnaire, short interviews were conducted with lecturers teaching English in the Faculty of Sharia. It should be noted that only selected excerpts are presented here to highlight the most relevant findings. The interviews first revealed an institutional gap regarding the availability of teaching materials.

Lecturer JA explained that: "There is no official or standardized teaching material used for English courses in the Faculty of Sharia. Lecturers usually rely on various online sources and focus more on teaching general language skills." This indicates that the current instructional practice is not yet supported by structured and discipline-specific materials. As a result, the learning process tends to emphasize general English skills rather than content relevant to students' academic field. Further findings from the interviews support the quantitative data on students' difficulties.

Lecturer JA stated that: “Many students struggle to understand longer English texts. They have limited vocabulary and tend to translate word by word, which causes them to lose the overall meaning.” This statement aligns with the finding that 53% of students experience difficulty in reading long texts and indicates a lack of effective reading strategies, particularly in processing longer texts.

Lecturer PA highlighted the issue of vocabulary: “Students are not familiar with English terms in Islamic law, which makes it difficult for them to understand even relatively simple texts.” This supports the questionnaire result where 31% of students reported vocabulary as a major challenge.

In addition, Lecturer JA emphasized the importance of contextual materials: “Students tend to understand texts more effectively when the content is related to Islamic law, as it aligns with their academic discipline.” This confirms students’ preference for Islamic law-related reading materials, such as cases and current issues.

Overall, the interview findings not only reinforce the questionnaire results but also reveal a gap between existing teaching practices and students’ academic needs. This triangulation strengthens the rationale for developing contextually relevant ESP reading materials.

To complement the findings from the questionnaire and interviews, relevant course documents and teaching materials were examined to understand the current instructional practices in English classes at the Faculty of Sharia. Only selected aspects of the documents are discussed here to highlight issues directly related to the research focus. The review indicates that there is no standardized or officially developed teaching material specifically designed for English courses in the Faculty of Sharia. The available materials are mostly general English resources, which primarily focus on basic language skills such as reading, writing, and vocabulary, without integrating discipline-specific content.

Furthermore, the reviewed documents show that the reading materials used in class are not systematically structured based on students’ proficiency level. There is also limited inclusion of Islamic law-related topics, which are essential for students’ academic context. This condition reveals a gap between existing instructional materials and students’ actual needs. Overall, the document review findings are consistent with the questionnaire and interview results, confirming that the absence of structured and contextually relevant materials contributes to students’ reading difficulties.

Materials Development

Based on the needs analysis findings, the development of intensive reading materials was carried out to address students’ difficulties in reading comprehension and vocabulary, as well as the lack of discipline-specific materials in the Faculty of Sharia. The materials were developed by adopting the Define, Design, and Develop stages of the 4D model (Thiagarajan et al., 1974), with a focus on aligning content with students’ academic needs and English proficiency level.

Referring to the identified needs, particularly students’ difficulty in understanding long texts (53%), identifying main ideas (21%), and their preference for Islamic law-

related topics, the materials were structured into six units representing core subjects in the Faculty of Sharia curriculum: Fiqh Ibadah, Muamalah, Zakat, Munakahat, Mawarish, and Wakaf. The selection of six units is considered sufficient to represent key disciplinary areas while remaining manageable for one semester of instruction.

Each unit is systematically organized into three main stages: pre-reading, while-reading, and post-reading activities. The pre-reading stage is designed to activate students' prior knowledge and introduce key vocabulary to address their limited lexical resources. The while-reading stage focuses on guided comprehension through simplified texts, with tasks targeting main idea identification, scanning, and understanding contextual meaning. The post-reading stage provides follow-up activities such as discussion, reflection, and short written responses to reinforce comprehension and encourage deeper engagement with the content.

The reading texts were adapted and simplified from authentic English-language sources, including academic textbooks on Islamic jurisprudence, peer-reviewed journal articles from Islamic studies publications, and official documents issued by Indonesian religious institutions. The adaptation process prioritized content directly relevant to the six core subjects in the Sharia Faculty curriculum while ensuring linguistic accessibility for students at the A1–A2 proficiency level. This design reflects ESP principles that emphasize relevance, learner needs, and contextualized language use (Hutchinson & Waters, 1987), ensuring that the materials are not only linguistically accessible but also academically meaningful for students in the Faculty of Sharia.

Expert Validation Results

The developed materials were validated by three experts: two Islamic Law experts and one ESP/language expert. As presented in Table 1, Validator 1 (Islamic Law) awarded an overall score of 98.18%, Validator 2 (Islamic Law) awarded 93.64%, and Validator 3 (ESP/Language) awarded 90.91%. The mean validation score across all validators was 94.24%, which falls within the range of 85.01%–100%, categorized as Very Valid and usable without major revision.

Table 1 presents the detailed scores for each validation aspect. Across all validators, the Graphics aspect received the highest mean score (96.00%), followed by Language Feasibility (94.67%), Content Feasibility (94.44%), and Presentation (93.33%). These results indicate that the materials were consistently rated highly across all four aspects by experts from both Islamic law and ESP backgrounds.

Table 1. Expert Validation Results

Aspect	V1 Islamic Law (%)	V2 Islamic Law (%)	V3 ESP/Language (%)	Mean (%)
Content Feasibility	96,67	93,33	93,33	94,44
Language Feasibility	100	96,00	88,00	94,67
Presentation	96,67	90,00	93,33	93,33

Aspect	V1 Islamic Law (%)	V2 Islamic Law (%)	V3 ESP/Language (%)	Mean (%)
Graphics	100	93,64	90,91	94,24
Overall	98,18	93,64	90,91	94,24

The high validation scores reflect the materials' strong alignment with both Islamic law content and ESP pedagogical principles. However, validators provided several constructive suggestions that were incorporated into the final revision. These included: (1) adding clarification of complex Islamic legal terms through short explanatory notes or contextual examples to support beginner-level comprehension; (2) ensuring consistency in the use of Islamic law terminology throughout the materials; and (3) balancing the number of comprehension activities across units to maintain pedagogical consistency. These revisions strengthened the materials' overall quality and ensured their suitability for first-year Sharia Faculty students.

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To illustrate the structure and content of the developed materials, Figure 1 presents a sample unit from the textbook. Each unit follows a consistent five-stage structure: Pre-Reading, While Reading, Comprehension Questions, Vocabulary Exercise, and Post-Reading Discussion. This structure was designed to guide beginner-level learners (CEFR A1–A2) through a scaffolded reading experience, moving from vocabulary preparation to text comprehension and reflective discussion. The sample unit on Zakat demonstrates how Islamic law content is integrated into English reading instruction, ensuring that both linguistic and disciplinary learning objectives are addressed simultaneously.

ENGLISH FOR ISLAMIC LAW · UNIT 3

Zakat: Obligation and Blessing

LEARNING OBJECTIVES

- Identify the main idea and supporting details in a short text about Zakat
- Understand key Islamic law vocabulary related to Zakat
- Answer comprehension questions based on the reading text
- Discuss the relevance of Zakat in everyday life

A. PRE-READING

Activity 1 – Key Vocabulary

Study the words below before reading the text.

Zakat

Obligatory almsgiving in Islam; one of the Five Pillars

Nisab

The minimum amount of wealth required before Zakat is due

Muzakki

A Muslim who is obligated to pay Zakat

Mustahiq

A person who is entitled to receive Zakat

Haul

One lunar year; the time period for Zakat calculation

Asnaf

The eight categories of Zakat recipients

Activity 2 – Discussion Prompt

Before reading, discuss with a partner:



"What do you know about Zakat? Who must pay it, and who receives it?"

B. WHILE READING

Activity 3 – Read the text carefully. Pay attention to the bold words.

Zakat: A Pillar of Islamic Social Justice

Zakat is one of the Five Pillars of Islam. It is an obligation for every Muslim who has enough wealth. The word "zakat" comes from Arabic, meaning *purification* and *growth*. Muslims believe that paying Zakat purifies their wealth and brings blessings from Allah.

There are two types of Zakat. The first is **Zakat Fitrah**, which every Muslim must pay at the end of Ramadan. It is usually paid in the form of food, such as rice. The second is **Zakat Maal**, which is paid on wealth. This includes money, gold, silver, and business income.

Not all Muslims must pay Zakat Maal. A Muslim only pays Zakat Maal when his or her wealth reaches the minimum amount, called **nisab**, and has been owned for one full lunar year, called **haul**. The amount of Zakat Maal is 2.5% of the total wealth.

The Quran mentions eight groups of people who can receive Zakat. These groups are called **asnaf**. They include the poor (*fakir*), the needy (*miskin*), Zakat administrators (*amil*), new Muslims (*muallaf*), slaves seeking freedom (*riqab*), people in debt (*gharimin*), those fighting for Allah's cause (*fisabilillah*), and stranded travelers (*ibnu sabil*).

In Indonesia, Zakat is managed by a national institution called **BAZNAS** (Badan Amil Zakat Nasional). BAZNAS collects and distributes Zakat to help people in need. Through Zakat, Islam promotes social justice and reduces poverty in society.

C. COMPREHENSION QUESTIONS

Activity 4 – Answer the questions based on the text.

- 1 What does the word "zakat" mean in Arabic?
Write your answer here...
- 2 What are the two types of Zakat? Explain each one briefly.
Write your answer here...
- 3 What is *nisab*? Why is it important for Zakat Maal?
Write your answer here...
- 4 How much is the percentage of Zakat Maal?
Write your answer here...
- 5 Mention THREE groups of people who are entitled to receive Zakat.
Write your answer here...
- 6 What is the role of BAZNAS in Indonesia?
Write your answer here...

D. VOCABULARY EXERCISE

Activity 5 – Fill in the blanks using the correct words from the box below.

1. A Muslim who pays Zakat is called a _____.
2. Zakat must be paid after one full lunar year, which is called _____.
3. The minimum wealth required to pay Zakat is called _____.
4. The eight categories of Zakat recipients are called _____.
5. Zakat _____ is paid at the end of Ramadan, usually in food.

nisab haul asnaf muzakki Fitrah

E. POST-READING DISCUSSION

Activity 6 – Compare and discuss with your group.

Aspect	Zakat Fitrah	Zakat Maal
Who pays it?		
When is it paid?		
What form does it take?		
How much is paid?		

DISCUSSION

The overall validation score of 94.24% demonstrates that the developed materials meet the validity threshold for classroom use, confirming that the materials are both content-appropriate and pedagogically sound for first-year Sharia Faculty students at the A1–A2 proficiency level. This result is consistent with similar R&D studies in the ESP context, such as (Suwarso & Praseno, 2022) who reported high validity scores in the development of intensive reading materials for EFL students. However, what distinguishes the present study is not merely the validity score achieved, but the deliberate integration of Islamic law content into ESP reading instruction, an approach that remains underexplored in Indonesian Islamic higher education. While many ESP materials development studies focus on general academic or vocational contexts, this study responds to a specific and underserved learner population: first-year students in Sharia faculties who require both disciplinary literacy and English language competence simultaneously.

The integration of Islamic values into the reading materials represents a distinctive contribution of this study. By embedding topics such as Zakat, Munakahat, and Wakaf into English reading instruction, the materials bridge the gap between language learning and disciplinary knowledge. This is consistent with Hutchinson and Waters' (1987) foundational principle that ESP materials are most effective when they connect language learning directly to learners' academic and professional worlds. More specifically, the present study extends this principle to the context of Islamic jurisprudence, where disciplinary terminology and conceptual frameworks are specialized and rarely addressed in general EFL materials available to Indonesian university students. In this sense, the developed materials fill a tangible gap in the existing ESP materials landscape for Islamic higher education institutions.

The validation results further revealed that the Graphics aspect received the highest mean score across all validators (96.00%), while the Presentation aspect received the lowest (93.33%), though both remain within the Very Valid category. The comparatively lower score on Language Feasibility awarded by the ESP expert (88.00%) relative to the Islamic law experts (100.00% and 96.00%) reflects the more stringent linguistic standards applied in evaluating English accuracy and suitability for A1–A2 learners, rather than indicating a deficiency in the materials. This differentiated perspective across validators is a methodological strength, as it ensured the materials were evaluated from both disciplinary and linguistic standpoints, a dual scrutiny that is essential for ESP materials intended for content-integrated instruction.

This study acknowledges several limitations. The research was conducted only up to the Develop stage of the 4D model, excluding the Disseminate stage. Consequently, the effectiveness of the materials in improving students' actual reading achievement remains to be empirically tested. Additionally, while the use of three expert validators ensured triangulation of perspectives, the validation instrument applied was uniform across all validators regardless of their domain of expertise, which may limit the precision of feedback in domain-specific aspects. Future studies are encouraged to develop differentiated validation instruments and conduct full-scale implementation trials to measure the materials' impact on student learning outcomes more rigorously.

CONCLUSION

This study successfully developed and validated ESP intensive reading materials integrated with Islamic law content for first-year Sharia Faculty students at UIN Datokarama Palu, following the Define, Design, and Develop stages of the 4D model (Thiagarajan et al., 1974). The needs analysis confirmed a significant gap between available materials and students' actual academic needs. The validation results further indicate that the developed materials meet a high standard of quality, with a mean expert validation score of 94.24%, categorized as Very Valid across all four assessed aspects. Together, these results affirm that needs-based, content-integrated ESP materials can be developed to a high standard of validity within an Islamic higher education context.

The principal contribution of this study lies in the development of contextualized ESP reading materials that simultaneously address four underserved dimensions in the existing literature: disciplinary relevance through the integration of Islamic law content, institutional fit within Indonesian Islamic higher education, linguistic accessibility for beginner-level learners at the CEFR A1–A2 proficiency level, and the embedding of Islamic values as an organizing framework for English language instruction. Unlike general EFL materials or broad ESP resources, these materials are explicitly designed for a specific learner population whose academic identity, disciplinary knowledge, and linguistic needs have rarely been addressed together in a single instructional resource. In doing so, this study offers a model for content-integrated ESP materials development that other Islamic higher education institutions in Indonesia.

Future research is recommended in three directions. First, proceeding to the Disseminate stage of the 4D model through full-scale implementation trials would allow empirical measurement of the materials' effectiveness in improving students' reading achievement. Second, extending the development to cover all study programs within the Faculty of Sharia; including Family Law, Islamic Economic Law, Comparative Madhab, and Islamic Constitutional Law, would broaden the reach and impact of content-integrated ESP instruction. Third, expanding the validation process to include language testing experts and subject-specific specialists beyond the ESP domain would provide more targeted and comprehensive feedback on the materials' assessment design and disciplinary accuracy.

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