Development of Teaching Module Plan Guidebook for Senior High School Teachers

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Article Info	Abstract
	This study aims to develop a guidebook for designing teaching modules for Islamic Education (PAI) teachers at SMAIT Al Mawaddah Warrahmah Kolaka to enhance the quality of learning. The research utilized the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The validity of the product was tested through assessments by media and content experts, while practicality and effectiveness aspects were evaluated through field trials involving PAI teachers. The results indicate that the guidebook achieved a very high validity level, with an average score of 4.18 from media experts (83.7%) and 4.14 from content experts (82.8%). The practicality aspect was rated very good, with an average score of 4.12 (82.8%), highlighting that the guidebook is engaging and beneficial for teachers. Furthermore, the effectiveness test showed a significant improvement in teachers' understanding of module design, with the average score increasing from 3.6 (categorized as "Good") to 4.5 (categorized as "Very Good") after using the guidebook. These findings indicate that the developed guidebook is valid, practical, and effective for classroom implementation. The study's implications include strengthening teachers' capacity to design innovative learning and contributing to Islamic education literature in the context of module development. Further development is recommended to ensure the guidebook's flexibility across various educational contexts and school levels

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1. INTRODUCTION

Education is a process of maturing the quality of human life which aims to understand the meaning, nature and purpose of life, as well as how to live life correctly. Education also plays an important role in the formation of a superior personality, with emphasis on the maturation of logic, heart, morals and faith (Hermino, 2020). In addition, education is the process of developing all human potential through good habits, which are artistically designed to help individuals achieve educational goals, namely positive habits in daily behavior (Riadi et al., 2017). Education must also be seen as a process of human adaptation to the surrounding social and natural environment, as well as a sustainable effort to improve the quality of life.

In a modern educational perspective, learning systems must be able to develop creativity, critical thinking skills, communication skills and collaboration (Faiz & Kurniawaty, 2020). The concept of "Freedom to Learn" initiated by the Indonesian

Ministry of Education and Culture emphasizes the importance of freedom to think creatively, critically, and be spiritually and emotionally intelligent (Mustaghfiroh, 2020). This supports the understanding that education not only aims to educate individuals, but also builds a civilization that is broad-minded and adaptive to change (Supratman, 2022).

However, in its implementation, challenges are still found, especially in preparing teaching modules that are relevant to the local context and student needs. The modules used in schools are often generic and pay little attention to cultural aspects and social conditions in the learning environment. This has an impact on the lack of relevance of learning material to the needs of students. Apart from that, most teachers still face difficulties in compiling teaching modules, either because there is no standardized guide or because of variations in the contents of the modules in circulation. This condition was also experienced by SMAIT Al Mawaddah Warrahmah Kolaka, where teachers found it difficult to prepare teaching modules that were in accordance with the Independent Curriculum due to the lack of clear preparation guidelines.

Islamic Religious Education (PAI) at SMAIT Al Mawaddah Warrahmah Kolaka is one of the subjects that has a strategic role in shaping the character and morals of students. To ensure the quality of PAI learning, a valid, practical and effective guide is needed to help teachers design teaching modules that suit student needs. Based on initial observations and interviews with school principals and teachers, it was found that the available PAI teaching modules were not standardized and were not able to meet learning needs optimally.

Based on these problems, this research aims to develop a Design Guidebook for Making Islamic Religious Education (PAI) Teaching Modules for SMAIT Al Mawaddah Warrahmah Kolaka Teachers. With this guide, it is hoped that teachers can more easily develop relevant and standardized teaching modules according to the Independent Curriculum, so that PAI learning can run more effectively and provide students with a deeper understanding. This research is important to carry out to improve the quality of religious education and holistically educate the nation's generation.

2. RESEARCH METHOD

2.1. Research Approaches and Types

The approach used in this research is a combination of quantitative and qualitative. (Azhari, et al, 2023) A quantitative approach is used to measure numerically and statistically the results of data collection instruments, such as questionnaires and observations, which will be analyzed descriptively to describe the effectiveness of the design guide for creating Islamic Religious Education (PAI) teaching modules. A qualitative approach was used to explore in-depth perceptions through interviews with teachers and school principals regarding the need for and acceptance of the guidelines developed.

The type of research used is development research (Research and Development or R&D). This research aims to produce a product in the form of a design guidebook for making PAI teaching modules and test the effectiveness and practicality of the product. This research follows development research procedures based on the ADDIE model *(Analysis, Design, Development, Implementation, Evaluation)* (Waruwu, 2023).

2.2. Research Location and Time

This research was carried out at SMAIT Al Mawaddah Warrahmah Kolaka, which is located on Jalan Pondok Pesantren Number 10, Lamokato Village, Kolaka District, Kolaka Regency, Southeast Sulawesi. The selection of this location was based on suitability to the characteristics of the research object, namely Islamic Religious

Education teachers at the school who were still experiencing difficulties in creating teaching modules based on the Independent Curriculum.

Research Time This research was conducted during the period July to September 2024. The time of this research was adjusted to the academic schedule and readiness of the participants involved, with more complete details available in the attachment.

2.3. Development Procedures

This research uses a development procedure that refers to the ADDIE model which consists of five stages:

1. Analysis

    At this stage, researchers carried out an analysis of the curriculum, learning materials and teacher needs related to the design guide for creating PAI modules. The purpose of the analysis is to get a clear picture of the needs and problems faced by teachers in teaching PAI.

2. Design (Design)

    Based on the results of the analysis, the next step is to design a guidebook for designing teaching modules. At this stage, the researcher prepared relevant book references, designed the concept for the contents of the guidebook, and prepared assessment instruments and design of the guidebook itself.

3. Development (Development)

    At this stage, the designs that have been prepared are tested to produce real products. Researchers carried out revisions based on input from material and media experts, as well as teachers to perfect the guidebook developed.

4. **Implementation**

    After the guidebook is complete and validated, the next stage is to test the guide with teachers. Trials were carried out through small group evaluations and field tests, to analyze the use of the guide and get feedback from teachers.

5. **Evaluation (Evaluation)**

    At the evaluation stage, researchers assessed the products developed based on the results of teacher and expert response questionnaires. This assessment aims to assess the quality of the product and the suitability of the guide in helping teachers create PAI teaching modules.

    The ADDIE model research flow is:
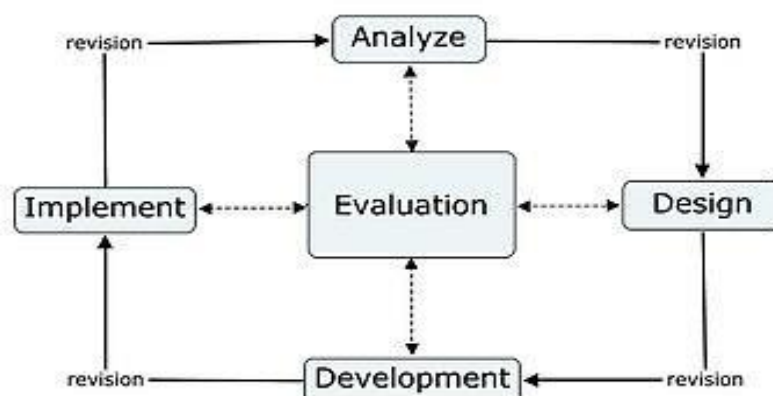
2.4. Data Analysis Techniques

Data collected from validation instruments for design guidebooks for making teaching modules and teacher response questionnaires were analyzed using

quantitative descriptive analysis techniques. Analysis was carried out by calculating the average score obtained from the assessment results using a Likert scale, then categorized according to predetermined criteria. The collected data is converted into quantitative data, and the results of the analysis are presented in the form of score distributions and percentages.

1. **Validity Analysis**

    Data obtained from assessments by media experts and material experts are analyzed to assess product validity. Score calculations are carried out based on the Likert scale provisions, and the results are categorized as very valid, valid, quite valid, less valid, or invalid.

2. **Practicality Analysis**

    Data from teacher response questionnaires were used to analyze the practicality of using guidebooks in the field. The analysis was carried out in the same way as validity analysis, and the results were presented in the categories very practical, practical, quite practical, less practical, or not practical.

3. **Effectiveness Analysis**

    Data from teacher assessments of the products developed are used to measure the effectiveness of teaching modules. Analysis was carried out to assess the increase in teacher knowledge about creating teaching modules after using the guide. The results will be used to evaluate the extent to which this product is successful in achieving its desired goals.

3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

3.1. Research result

a. Evaluation of Validity Aspect Assessment

    Evaluation of the feasibility test assessment based on the validity aspect is obtained from the results of the feasibility test validation carried out by experts, namely media experts and material experts.

1) Members of the Media

    The assessment of the results of the feasibility test based on validity aspects carried out by media experts was discussed during the development stage. The results of the feasibility test assessment obtained from media experts are as follows:

Table 1
Evaluation Results of Media Members

No	Assessment Aspects	Total Average Score	Category
1	Visual Design	24	Good
2	Design the contents of the guidebook	17,5	Very good
3	Graphics Qualification	17,5	Very good
4	Typography of the contents of the guidebook	24	Good
5	Language Qualification	29,5	Very good
	Rate-Rata	4,18	Very good
	Presentation	83,7%	Very Valid

    Of the five aspects and 27 indicators above that were assessed in the feasibility test based on the validity aspect by media experts, using the same value and percentage calculation formula, an average value of 4.18 was

obtained, including in the Very Good category with a total percentage of 83. 7% are included in the Very Valid category. So, it can be concluded that according to the media expert's assessment, the product is very valid for field testing.

2) Material Expert Due Test Assessment

The assessment resulting from the feasibility test by material experts has been discussed during the development stage. There are four aspects assessed in the material expert feasibility test, namely the content quality aspect, the language appropriateness aspect, the conformity aspect with the curriculum and the usability aspect of the guidebook. The following are the assessment results obtained from the feasibility test by material experts:

Table 2
Material Expert Assessment Results

No	Assessment Aspects	Total Average Score	Category
1	Content quality	61	Very good
2	Language Qualification	38	Very good
3	Compatibility with the curriculum	8	Good
4	Applicability	9	Very good
	Rate-Rata	4,14	Very good
	Presentation	82,8%	Very Valid

Based on the assessment carried out by material experts on all aspects, using the same formula an average score of 4.14 from 28 indicators was obtained so that it is included in the Very Good category with a total percentage of 82.8% which is included in the Very Valid category. So , it can be concluded that according to the assessment obtained from material experts, the product is very valid for field testing.

3) Evaluation of Practical Aspects Assessment

There are two aspects assessed in the practicality test, namely the interest aspect and the benefit aspect. The following are the assessment results obtained from the feasibility test by the Islamic religious education teacher:

Table 3
Practical Aspects Assessment

No	Assessment Aspects	Rate-Rata	Category
1	Interest	13	Very good
2	Teacher Benefits	15,9	Good
	Rate-Rata	4,12	Very good
	Presentation	82,8%	Very Valid

4) Effectiveness Test

In the research to assess the effectiveness aspect, it was carried out through two assessments, namely assessing the knowledge of Islamic religious education teachers regarding the products being developed and knowledge about creating teaching modules. The following are the results of the assessment which contain aspects of effectiveness

Table 4
Teacher Knowledge Assessment Results

	Towards the Making of Teaching Modules	
No	Before Using the Handbook	After Using the Manual
1	3,6	4,5
	Good	**Very good**

3.2.Discussion

This research aims to evaluate the validity, practicality and effectiveness of the teaching module design guidebook for Islamic Religious Education (PAI) teachers. Evaluation is carried out through assessments by media experts, material experts, as well as practicality and effectiveness tests involving PAI teachers. The research results show that the guidebook developed meets the criteria very well in these three aspects. This discussion describes research findings by referring to educational theory, previous research, as well as practical implications and scientific developments in the field of education.

Based on the results of the validity evaluation, the media expert's assessment produced an average score of 4.18 which is included in the "Very Good" category with a validity percentage of 83.7%. The aspects assessed include visual design, book content design, appropriateness of graphics, typography, and appropriateness of language. These findings confirm that the manual has been systematically designed to meet users' needs in terms of aesthetics and clarity. In the context of instructional design theory, Alshaykha (2022) emphasizes that attractive and informative visual elements can enhance the learning experience and help users understand information more effectively. Design principles such as alignment, proximity, and the use of appropriate colors play an important role in supporting readability and message delivery.

In the aspect of content validity, the assessment carried out by material experts produced an average score of 4.14 with a validity percentage of 82.8%. This assessment includes the quality of the content, suitability of the language, suitability to the curriculum, and usability of the guidebook. The high validity score indicates that the guidebook has been designed to meet applicable curriculum standards and is relevant to PAI learning needs. This is in line with the views of Mbogo (2018), who states that curriculum design must be oriented towards specific learning objectives and relevant to the student's context. High content validity also reflects the success of developing research-based learning tools, which refer to real needs in the field.

The practical aspect of the guidebook is also evaluated through PAI teacher assessments, which include interest and usefulness. The assessment results show an average score of 4.12 with a validity percentage of 82.8%, which is included in the "Very Good" category. The interest in this guidebook reflects the developer's success in designing a product that is not only functional, but also visually appealing and practical to use. Users' interest in learning tools or media can increase intrinsic motivation and encourage them to utilize them optimally. Apart from that, the benefits felt by teachers include increasing understanding of the preparation of effective teaching modules. In andragogical learning (adults) Practical and hands-on learning activities are very important, because adults prefer task-oriented and flexible educational methods that improve occupational competence (Hikmah & Wahyuni, 2020)]. (Lemoine et al., 2021).

The effectiveness of the guidebook is tested by increasing teacher knowledge regarding the preparation of teaching modules. The evaluation results showed an increase in the average score from 3.6 before the use of the guidebook (category "Good") to 4.5 after use of the guidebook (category "Very Good"). This increase shows

that the guidebook functions as an effective learning medium in helping teachers understand the steps in preparing teaching modules. In research by Azizah et al (2022), practical needs-based training was proven to have a significant impact on increasing teacher professional competence. This also supports constructivism theory, where learning centered on users' needs allows them to build deeper understanding through direct experience.

The results of this research provide several important implications for scientific development in the field of education. First, this guidebook can be used as a model for developing learning tools based on teacher needs. As a practical reference, this guidebook not only helps PAI teachers in compiling teaching modules, but can also be applied in various other educational contexts with certain adjustments. Second, this guidebook contributes to the literature on developing learning tools that integrate educational theory with real practice in the field. These findings enrich theoretical and empirical studies on instructional design, content validity, and the practicality and effectiveness of learning tools.

In educational practice, this guidebook provides significant benefits in improving PAI teacher competency. With systematic and easy-to-follow guidelines, teachers can develop teaching modules that suit the curriculum and student needs. (Divan. 2018). Apart from that, this guidebook also encourages teachers to develop innovative learning strategies based on the principles of Islamic education. For example, teaching modules prepared using this guide can integrate religious values with the context of students' lives, thereby supporting the goals of holistic Islamic education.

Overall, the results of this research indicate that the teaching module design guidebook for PAI teachers is a valid, practical and effective product. These findings not only contribute to the development of learning tools, but also have the potential to improve the quality of Islamic education in Indonesia. With further development, this guidebook can become a significant innovation in supporting learning that is relevant, meaningful and oriented to student needs.

4. CONCLUSION

Based on the research results, the development of a teaching module design guidebook for Islamic Religious Education (PAI) teachers was proven to be valid, practical and effective. The media expert's assessment showed validity in the "Very Good" category (83.7%), while the material expert gave the same result with a score of 82.8%. This guidebook was also considered very practical by teachers, with an average score of 4.12, and was able to increase teachers' knowledge about creating teaching modules, as evidenced by the increase in scores before and after use. The validity of the design, content, language, and relevance to the curriculum are the main strengths of this product. The implication is that this guidebook not only supports the development of teacher professional competence, but also contributes to Islamic education literature and innovation in learning tools. With further development, this book can become a relevant and contextual reference model in improving the quality of Islamic education in Indonesia.

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