
Development of A Coaching-Based Teaching Module to Improve the Achievement of Santri at Pondok Tahfidz Alkhair Padang

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Abstract

Islamic education plays a strategic role in shaping a generation that excels intellectually, spiritually, and religiously, as reflected in the routine coaching program at Pondok Tahfidz Alkhair Padang, which focuses on tilawah (Qur'anic recitation), tahfidz (memorization), tartil, the Qur'an Recitation Contest (MSQ), juz 30, and the call to prayer (azan). However, the implementation of this coaching has so far relied solely on the verbal direction of the instructors without being supported by a specifically designed teaching module, so that the material delivered remains unstructured and the santri (students) lack a resource for independent learning. This study aims to develop a valid and practical coaching-based teaching module, as well as to design a plan for testing its effectiveness in improving the achievement of santri at Pondok Tahfidz Alkhair Padang. The study is designed using the Research and Development (R&D) method with the ADDIE model, which covers the stages of analysis, design, development, implementation, and evaluation. The research subjects are planned to involve tahfidz content experts, learning experts/pesantren practitioners, and the santri of Pondok Tahfidz Alkhair Padang as trial subjects. Data will be collected through expert validation sheets and a Likert-scale santri response questionnaire, then analyzed descriptively and quantitatively in percentage form. This article presents the conceptual framework, theoretical review, and methodological design of the research, as the stages of product development, validation, and field trials have not yet been carried out. The resulting teaching module is expected to serve as a systematic coaching guide for instructors as well as an independent learning resource for the santri of Pondok Tahfidz Alkhair Padang.

Keywords

Teaching Module; Coaching; Santri Achievement; Tahfidz Boarding School; Research and Development.



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INTRODUCTION

Islamic education plays a strategic role in shaping a generation that is intellectually excellent while also strong in spiritual, moral, and religious skills (Abdullah & Noor, 2024),

because it is not only oriented toward cognitive mastery but also toward the holistic coaching of faith (aqidah), morals (akhlak), and worship (ibadah) (Azra, 2015), so that students are guided to understand the purpose of life and to make Islamic values the basis of their thinking and attitudes (Siregar & Aswirna, 2021). In the spiritual dimension, Islamic education cultivates closeness to Allah SWT through habitual worship practices such as reading and memorizing the Qur'an, congregational prayer, and remembrance (dhikr) (Hefner, 2016; Mahmood & Ali, 2018), thereby producing a balance between intellectual intelligence and spiritual sensitivity (Nata, 2019). In this context, the tahfidz boarding school (pondok tahfidz) serves as an institution for coaching a Qur'anic generation that emphasizes not only memorization but also the quality of recitation and religious skills (Sukardi & Rahmawati, 2020; Syafruddin, 2022), as applied at Pondok Tahfidz Alkhair Padang through a routine coaching program held on the second and fourth weeks of each month, focusing on the development of tilawah, tahfidz, tartil, MSQ, juz 30, and azan skills.

This coaching program is important because santri need not only memorization skills but also the ability to read the Qur'an fluently according to the rules of tajwid, to recite the call to prayer well, and to be prepared to take part in various religious competitions (Wahid & Hamid, 2020). Achieving these abilities requires a directed, continuous learning process supported by clear teaching tools, given that teaching methods and educational facilities are external factors that greatly influence students' learning achievement (Yunus & Karim, 2021). One important tool for supporting structured learning is the teaching module, namely written teaching material that is compiled concisely and systematically, containing objectives, content, learning steps, and evaluation, so that it can serve as a guide for educators as well as an independent learning resource for students (Zainuddin & Latif, 2020; Zubaidah, 2023).

Based on initial field observations, the implementation of coaching at Pondok Tahfidz Alkhair Padang has not yet been supported by a specifically designed teaching module or written guide, so that the delivery of material still depends on the experience and individual approach of each instructor. This condition has the potential to create several problems, namely: coaching material in the areas of tilawah, tahfidz, tartil, MSQ, juz 30, and azan that is not yet structured or continuous; the unavailability of an independent learning resource for the santri; and unclear achievement standards for each coaching area. These various problems have the potential to affect the effectiveness of the coaching process, given that learning success is also influenced by teaching methods, learning resources, environment, and supporting learning facilities.

Linguistically, development is defined as the process of developing or expanding something that already exists (Depdiknas, 2018). Putra (2012) defines development as the utilization of knowledge in an effort to produce materials, products, or services aimed at substantially improving what has previously been used or produced. Thus, development can be understood as an effort to improve the quality of an existing work through renewal that is

appropriate to the needs and context of its use, whether in the form of a product, design, or process.

In the context of education, development aims to produce better, more effective learning products or tools that suit students' needs, such as teaching modules, learning media, or evaluation instruments (Maulida, 2023). Specifically in research and development (R&D), the goal of development is to produce a product that is valid, practical, and effective for use in learning: valid means it has been assessed as appropriate by experts, practical means it is easy to use by educators and students, and effective means it is able to provide a positive impact on both the learning process and outcomes (Dewi & Prasetyo, 2025). Through stages of trial and revision, development is directed so that the resulting product truly matches the needs of users in the field.

A module is teaching material compiled systematically using language that is easy for students to understand according to their age and level of knowledge, so that it can be used as independent learning material with minimal guidance from educators (Nadiansyah, 2020). A module is viewed as a unified, planned learning program designed to help students individually achieve their learning objectives, so that students with a higher learning pace can master the material more quickly, while those with a slower pace can repeat sections they have not yet understood (Gusniawati et al., 2025). Learning modules have several key characteristics. First, they are self-instructional, meaning they are equipped with usage instructions, learning objectives, a sequence of material, exercises, and systematic evaluation so that students can follow the learning flow without always depending on direct explanation from the educator (Pratama & Lestari, 2021). Second, they are adaptive, meaning they are able to adjust to developments in knowledge, technology, and the needs and characteristics of students without changing the module's main structure (Nursafitri et al., 2020). Third, they are structured and systematic, with the module's content arranged from objectives, prerequisites, material, learning activities, to evaluation in a logical order. Fourth, they are user friendly, both in terms of language, appearance, and activity instructions, so that students do not experience confusion when using the module (Kosasih, 2020).

A coaching-based teaching module can be understood as a teaching module that does not only contain objectives, content, learning steps, and assessment, but is also designed to integrate the function of coaching students, covering attitudinal, disciplinary, spiritual, and social aspects, in a planned and systematic manner. In other words, this module is not merely a technical guide for implementing learning, but also a coaching instrument that facilitates educators in guiding, directing, and monitoring students' overall development. Each learning component within it is designed with consideration of the values intended to be instilled, such as independence, responsibility, discipline, and noble character, so that learning activities also include reflection, habituation, and mentoring activities that encourage positive behavioral change in students (Raqiztya & Agung, 2022).

Referring to Setyaningsih (2024), the development of the coaching-based teaching module in this study was conducted through several systematic stages. The process began with identifying learning and coaching needs by analyzing the challenges faced by students and educators, including learning difficulties and the need to strengthen coaching values within the instructional process. Subsequently, an analysis of the curriculum, competencies, and student profiles was carried out to ensure that the module aligned with learning outcomes, student characteristics, and targeted attitudinal values. The next stage involved designing the structure and content of the coaching-based module, including learning objectives, competency maps, instructional materials, learning activities, exercises, and evaluation components. Coaching principles were integrated throughout the module to support both academic and personal development. Following the design stage, teaching materials, learning activities, and assessment instruments were developed to measure cognitive, affective, and psychomotor outcomes. The draft module was then reviewed and revised based on feedback regarding content accuracy, language clarity, instructional suitability, and visual presentation. Finally, the module underwent limited usability testing to evaluate its practicality, attractiveness, and effectiveness, with the results used to refine the module before broader implementation.

Achievement is the result of an activity that has been carried out or produced, either individually or in groups (Rosyid, 2019). Learning achievement is specifically defined as the result of learning activities attained by students in the form of knowledge, attitudes, skills, and competencies, which are usually expressed in the form of scores, letter grades, or awards given to students considered to have achieved well (Setiawan, 2017). Thus, learning achievement can be understood as a measurable, real competency and represents an educator's assessment of the process and outcomes of students' learning in accordance with established instructional objectives.

Students' learning achievement is influenced by internal and external factors (Simanjuntak, 2013). Internal factors include intelligence, motivation, attitude, interest, aptitude, and concentration in learning, while external factors include the family environment, school or educational institution, and the community. The teaching method applied by the instructor, for example, helps determine how well students can learn independently, while the family and community environment serve as sources of learning and social interaction that also shape students' learning achievement. A number of efforts can be made to improve students' learning achievement, including through directed learning guidance, individual or group learning (Serin, 2016), the use of appropriate and varied teaching methods, students' active involvement in the learning process (Sari, 2018), and support from parents or family during the learning process (Rahmawati, 2019). In the context of a tahfidz boarding school, these efforts can be realized through a coaching-based teaching module that provides clear learning direction while also supporting the formation of disciplined attitudes and independence among the santri.

The development of a teaching module in the context of Islamic education is closely related to efforts to improve the quality of the learning process and outcomes of students, because a good module makes coaching more systematic, directed, and measurable, and supports the integration of Islamic values that touch the domains of knowledge, attitude, and skills simultaneously (Aswirna & Abshary, 2020). The Islamic dimension of the module does not only function as content, but also as a philosophical foundation that shapes a tauhidic, critical, and morally upright mindset (Aswirna et al., 2022), while also providing a planned, repeated, and reflective learning experience so that competencies are achieved gradually (Aswirna & Nurhasnah, 2022). A good coaching-based teaching module is characterized by being systematic, contextual, and encouraging of independent learning, and contains objectives, activity steps, and core material that suit the needs of the santri (Aswirna & Fahmi, 2022), thereby increasing the effectiveness of coaching as well as the efficiency of the instructor's role in managing learning.

A number of previous studies have developed teaching modules in the context of religious education and pesantren-based institutions. Firdaus et al. (2023) developed a pesantren-based module on set theory for grade X Madrasah Aliyah, while Setyaningsih (2024) developed a learning discipline module using a self-management technique for junior high school students. Both studies show that contextually designed teaching modules can support both learning achievement and the formation of students' attitudes. Nevertheless, teaching modules that specifically integrate Qur'anic tahfidz material—namely tilawah, tahfidz, tartil, MSQ, juz 30, and azan—with the function of coaching attitudes, discipline, and independence among santri within a tahfidz boarding school environment remain relatively limited. This gap underlies the importance of developing a Coaching-Based Teaching Module in this study, with Pondok Tahfidz Alkhair Padang as the development site and the planned trial location for the product.

Based on the description above, this study aims to: (1) produce a valid and practical coaching-based teaching module to support coaching activities for the santri of Pondok Tahfidz Alkhair Padang; and (2) design a plan for testing the effectiveness of the teaching module in improving santri achievement. Given that the stages of development, expert validation, and product trials have not yet been carried out, this article focuses on presenting the conceptual framework, theoretical review, and methodological design of the research, which will serve as a reference for the subsequent stages of the development research.

METHOD

This study is a research and development (R&D) study. According to Hasyim (2016), R&D is research that begins with research aimed at obtaining information about usage needs, while development is an activity to produce a learning tool. Sugiyono (2012) explains the development research method as research used to produce a particular product and test the product's effectiveness, in line with Sukmadinata (2017), who states that research and

development is a process or series of steps for developing a new product or improving an existing product in an accountable manner (Okpatrioka, 2023).

Research and development does not stop at producing a product, but also goes through a series of systematic steps, namely needs analysis, product design, expert validation, limited trials, revision, and broader trials. Through these stages, the coaching-based teaching module to be produced is expected to meet the criteria of being valid, practical, and effective for use in tahfidz learning as well as in the coaching of santri character. This study adapts a simplified research and development model appropriate to the needs and limitations of master's-level research, focusing on the process of developing a coaching-based teaching module and designing a plan to test its effectiveness in improving santri achievement.

This study is planned to be conducted at Pondok Tahfidz Alkhair Padang, starting in April until the research is completed. The development model used in this study is the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen because it is systematic and provides room for evaluation at every stage, so that the resulting product is more directed and valid for use in coaching santri at Pondok Tahfidz Alkhair Padang. Rayanto and Sugianti (2020) explain that the ADDIE model helps analyze how each learning component interacts according to its respective phase, in line with Branch (2009), who states that ADDIE is effective because it functions as a guiding framework for complex learning situations. The planned development stages are as follows.

At this stage, the researcher will analyze the need for developing a coaching-based teaching module at Pondok Tahfidz Alkhair Padang, covering the condition of santri achievement, the ongoing tahfidz learning process, the coaching patterns applied, the availability of teaching materials, the curriculum or tahfidz program, learning objectives (memorization, muroja'ah, and comprehension), and santri characteristics. The results of this analysis will form the basis for determining the focus of coaching, namely spiritual development, discipline, responsibility, and learning independence, which will be integrated into the teaching module. Based on the results of the analysis, the researcher will develop a design for the coaching-based teaching module, covering the module's structure (identity, usage instructions, competency/achievement map, learning and coaching objectives, content, learning activities, santri activity sheets, exercises, and assessment). The flow of learning activities is designed to fit the tahfidz boarding school context, for example by integrating memorization recitation, muroja'ah, habituation of manners (adab), and coaching reflection in each session. At this stage, instruments for assessing santri achievement and coaching aspects, such as attitude observation sheets and coaching journals, will also be designed.

At the development stage, the researcher will compile the complete coaching-based teaching module according to the design that has been made, with content, learning

activities, tasks, and assessments written in clear language suited to the characteristics of the santri. The module will be equipped with a guide for instructors as well as santri activity sheets covering cognitive, spiritual, and attitudinal aspects. The module draft will then be validated by tahfidz content experts, learning experts, and/or pesantren practitioners to assess the appropriateness of the content, language, presentation, and the suitability of the coaching elements, as a basis for the initial revision of the module. The implementation stage is the stage of applying the revised coaching-based teaching module in actual learning at Pondok Tahfidz Alkhair Padang. The module will be used by instructors in learning activities with the santri in predetermined groups. At this stage, the researcher will observe the implementation of the steps in the module, the responses of the santri and instructors, and will collect data on santri achievement through tests/learning outcome assessments and on the development of coaching aspects through attitude observation.

The evaluation stage will be carried out to assess the quality and effectiveness of the coaching-based teaching module based on the results of expert validation and the implementation of field trials, covering formative evaluation at each stage of development and summative evaluation after the module is used in learning. The planned evaluation results, in the form of data on the module's validity, practicality of use, and effectiveness in improving santri achievement, will form the basis for the final refinement of the module before it is recommended as one of the learning tools at Pondok Tahfidz Alkhair Padang. The trial subjects planned for this study are the santri of Pondok Tahfidz Alkhair Padang as users of the Coaching-Based Teaching Module, accompanied by tahfidz content experts, learning experts, and/or pesantren practitioners who will serve as product validators. The trial is intended to test the feasibility of the coaching-based teaching module in supporting tahfidz learning activities and the coaching of santri character.

The types of data to be used in this study consist of qualitative and quantitative data. Qualitative data consists of information obtained from interviews with caregivers, religious teachers (ustaz/ustazah), or instructors involved in the learning and coaching of santri, as well as the results of direct observation of the learning and coaching process using the Coaching-Based Teaching Module. Quantitative data consists of the results of tests or assessments of santri achievement before and after using the module, product validation data from the expert validation sheets, and a santri response questionnaire regarding the practicality and applicability of the module being developed. A research instrument is a tool used to measure phenomena that occur, whether in a natural or social context (Sugiyono, 2013). The instruments planned for use in this study are a Likert-scale validation sheet to determine the level of validity of the coaching-based teaching module in terms of content, appearance, language, and the integrated coaching aspects, as well as a questionnaire to determine the level of practicality of the module from the user's point of view.

The Coaching-Based Teaching Module Validation Sheet was designed to evaluate the quality and feasibility of the developed module. The validation focuses on the suitability of

the content with the intended learning outcomes and objectives, the clarity and appropriateness of the language used, the organization and visual presentation of the module, and the extent to which coaching aspects such as spirituality, discipline, responsibility, and learning independence are integrated into the learning materials and activities.

FINDINGS AND DISCUSSION

The Santri Response Questionnaire Validation Sheet was developed to assess the quality of the questionnaire before its implementation. The validation process examines the clarity of each statement item, the relevance of the items to the objectives of measurement, and the readability of the language to ensure that respondents can easily understand and answer the questionnaire accurately. Meanwhile, the Practicality Sheet was used to determine the practicality of the coaching-based teaching module when implemented in the learning process. The assessment includes the ease of use of the module, the clarity of the presentation of learning materials and coaching activities, the visual attractiveness of the module, and its usefulness in supporting santri learning and daily coaching activities. The results of this assessment provide important information regarding the practicality and user acceptance of the developed module. The validation sheets and questionnaires are planned to be completed using a Likert scale with a value range of 1 to 5, as presented in Table 1.

Table 1. Rating Scale for the Validation Stage

No	Score	Category	Description
1	1	STS	Strongly Disagree
2	2	TS	Disagree
3	3	KS	Slightly Disagree
4	4	S	Agree
5	5	SS	Strongly Agree

The data in this study are planned to be analyzed using a descriptive analysis technique, with a Likert-scale questionnaire as the data collection instrument, using a value range of 1 to 5. The data analysis techniques to be used are as follows. The collected validation results will be tabulated and the percentage calculated for each assessment aspect using the formula:

$$P = (\text{score per item} / \text{maximum score}) \times 100\%$$

The percentage results will then be interpreted using the criteria in Table 2.

Table 2. Validation Categories

Percentage	Criteria
$81\% < P \leq 100\%$	Very Valid
$61\% < P \leq 80\%$	Valid

41% < P ≤ 60%	Fairly Valid
21% < P ≤ 40%	Less Valid
0% < P ≤ 20%	Invalid

If the validation results fall into the very valid or valid category, only a minor revision is required according to the validator's input, without the need for re-validation. For the fairly valid category, a major revision is required but re-validation is not mandatory. Meanwhile, if the results fall into the less valid or invalid category, a major revision accompanied by a re-validation process is required (Riduwan, 2005).

The practicality questionnaire is planned to be given to the santri after using the Coaching-Based Teaching Module in tahfidz learning and coaching activities, either individually or in groups. Questionnaire data will be obtained by calculating the santri's score on each statement item, then analyzed using the same formula as the validation analysis, namely:

$$P = (\text{score per item} / \text{maximum score}) \times 100\%$$

The level of practicality will then be determined based on the criteria in Table 3.

Table 3. Practicality Categories

Percentage	Criteria
81% < P ≤ 100%	Very Practical
61% < P ≤ 80%	Practical
41% < P ≤ 60%	Fairly Practical
21% < P ≤ 40%	Less Practical
0% < P ≤ 20%	Impractical

If the results fall into the very practical or practical category, only a minor revision is required according to the validator's input, without re-validation. If classified as fairly practical, a major revision is required but re-validation is not mandatory. If classified as less practical or impractical, a major revision accompanied by a re-validation process is required (Riduwan, 2005). The module validation sheets and practicality questionnaires are planned to be completed by tahfidz content experts, learning experts, and instructors/pesantren practitioners, while the validation data will be processed descriptively, namely data processing expressed in the form of percentages and categories, rather than inferential statistical testing.

CONCLUSION

This article presents the conceptual framework and methodological design of development research on a Coaching-Based Teaching Module to improve the achievement of santri at Pondok Tahfidz Alkhair Padang. Based on the background and theoretical review described above, the coaching of tilawah, tahfidz, tartil, MSQ, juz 30, and azan at the

boarding school still relies on the verbal direction of instructors without the support of a systematic teaching module, so that the development of a teaching module that integrates learning objectives with the function of coaching attitudes, discipline, and santri independence is needed.

This study is designed using the R&D method with the ADDIE model, which covers the stages of analysis, design, development, implementation, and evaluation, supported by expert validation sheet instruments and a Likert-scale santri response questionnaire to measure the validity and practicality of the product. This design is expected to serve as a reference for the implementation of the product development and field trial stages in the next phase of the research. The stages of development, expert validation, and product trials will be carried out in the next phase of the research, with the results to be reported separately once all field data have been obtained. The resulting coaching-based teaching module is expected to serve as an official guide for instructors as well as an independent learning resource for the santri, thereby contributing to the sustainable improvement of santri achievement at Pondok Tahfidz Alkhair Padang.

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