



Development of Al-Qur'an and Hadith Modules to Improve Students' Understanding of Long Readings

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Abstract: One of the problems that often occurs in learning is students' inability to understand the existing teaching materials, so that the learning process is hampered. To overcome this obstacle, it is necessary to develop teaching materials that are appropriate to students' needs. The purpose of this development research is to apply the ADDIE model of teaching material development while also testing and implementing it in learning. Data collection using interviews, observations, questionnaires, and tests. Data analysis using qualitative descriptive analysis and quantitative analysis. The findings of this study are that the development steps using the ADDIE model were carried out sequentially from the first step to the last step, paying attention to the substance of each step. The teaching materials resulting from this development were categorized as very valid based on the assessment of material experts with a score of 4.8 and media experts with a score of 4.7. For effectiveness, the effective category is based on the results of pre-tests and post-tests in the use of developed teaching materials, with high significance of 70% and moderate significance of 30%.

Abstrak: Salah satu masalah yang sering terjadi dalam pembelajaran adalah ketidakmampuan siswa untuk memahami materi pembelajaran yang ada, sehingga proses pembelajaran terhambat. Untuk mengatasi kendala ini, perlu dikembangkan materi pembelajaran yang sesuai dengan kebutuhan siswa. Tujuan penelitian pengembangan ini adalah untuk menerapkan model ADDIE dalam pengembangan materi pembelajaran sekaligus menguji dan mengimplementasikannya dalam pembelajaran. Pengumpulan data menggunakan wawancara, observasi, kuesioner, dan tes. Analisis data menggunakan analisis deskriptif kualitatif dan analisis kuantitatif. Hasil penelitian ini menunjukkan bahwa tahapan pengembangan menggunakan model ADDIE dilakukan secara berurutan dari langkah pertama hingga langkah terakhir, dengan memperhatikan substansi setiap langkah. Materi pembelajaran hasil pengembangan ini dikategorikan sangat valid berdasarkan penilaian ahli materi dengan skor 4,8 dan ahli media dengan skor 4,7. Untuk efektivitas, kategori efektif didasarkan pada hasil pre-test dan post-test dalam penggunaan materi pembelajaran yang dikembangkan, dengan signifikansi tinggi 70% dan signifikansi sedang 30%.

Keywords : *teaching materials, al-quran hadith, long readings.*

INTRODUCTION

Teaching materials are an important element in learning, as they contain information, materials, and tools that can help teachers and students achieve learning objectives (Akhiruddin & Sujarwo, 2020). Teachers can develop their own teaching materials, taking into account the needs, characteristics, and availability of the materials (Sulubere et al., 2024). There are several types of teaching materials, including printed materials, which include books, modules, and so on, audio materials, such as recordings, and audiovisual materials, which display sound and images (Djuwairiyah Ahmad, 2019). Therefore, with the above considerations, it is hoped that students' difficulties can be overcome and help them understand the content of the teaching materials provided, while simultaneously achieving the predetermined learning objectives.

Each subject has a different level of difficulty due to several factors. These include individual differences, learning styles, interests, and previous learning experiences (Bramley, 2016). For example, the Qur'an and Hadith subject, which focuses on the ability to read the Qur'an and Hadith, presents difficulties in differentiating between different types of readings. This is the case at MTs Al-Ma'arif Tulungagung. From an initial survey, the researcher found that many seventh-grade students still have difficulty understanding and applying long readings. Students mostly memorize the rules of tajweed without understanding their application in the context of actual Qur'an reading (*Observasi*, 2024). Existing teaching modules do not yet provide a comprehensive and interactive approach that can help students understand long readings systematically and applicably. This requires improvements in the learning process, one of which is through the development of teaching modules that focus more on long reading material with innovative and adaptive methods

to student needs. From this, the author was interested in developing teaching materials for the Qur'an and Hadith in the form of teaching modules to help students understand long readings.

Many researchers have conducted research on the development of Al-Qur'an and Hadith teaching modules. One example is the research conducted by Lailan Nahari Maha et al., entitled "Pengembangan Modul Ajar Development of Al-Qur'an Hadith." This study focused on the procedures, feasibility, and effectiveness of Al-Qur'an and Hadith learning modules. The research method used was research and development (R&D) using the 4-D model. The results of this study indicate that the developed learning module is feasible and effective for use in teaching Al-Qur'an and Hadith at MTsN 1 Dairi (Maha et al., 2022). The study, entitled "Pengembangan Modul Al-Quran Hadits Menggunakan Canva pada Materi Keseimbangan Hidup Dunia dan Akhirat" by Tanti Prasetiowati et al., focused on the use of technology in learning. The research method used was research and development. This study resulted in the discovery of an Al-Qur'an and Hadith module using the Canva application, which has the potential to be a learning medium that demonstrates and explains the balance of life in this world and the afterlife, as well as provides practice questions (Prasetiowati et al., 2023). The two studies mentioned above differ from the research I will conduct, particularly regarding the development procedures and understanding of the material. Therefore, this research is still feasible.

This research was conducted with the aim of developing an Al-Qur'an Hadith teaching module designed to improve students' understanding of long readings in the Qur'an using the ADDIE model. Through the development of this module, it is hoped that a more structured, directed, and appropriate learning can be created for students, so that their ability to read the Qur'an, especially long

readings, can be improved. The development of this teaching module is also expected to be one of the solutions in overcoming the problem of students' low understanding of tajwid, while also supporting the improvement of the quality of Al-Qur'an Hadith learning at MTs Al-Ma'arif Tulungagung as a whole. In addition, this research was also conducted to determine the validity of the developed teaching module.

METHODS

The type of research used in this study is research and development (R&D), which aims to create a product or test an existing product (Sugiyono, 2019). This research and development utilizes the ADDIE development model, which consists of five development stages: Analysis, Design, Development, Implementation, and Evaluation (Gustiani & Sriwijaya, 2023).

Data collection used interviews and observations to obtain initial data for the development of teaching materials. A 5-point Likert-scale questionnaire was used to obtain data on the validity of the teaching materials. To determine the effectiveness of the teaching materials, a small group trial of the developed Al-Qur'an and Hadith module was conducted. Prior to the trial, a pretest was conducted to determine students' initial abilities. Then, learning using the developed module was conducted, and a posttest was administered at the final stage of the learning process. The pretest and posttest scores were used to determine the effectiveness of the developed module.

Data analysis used qualitative and quantitative descriptive analysis. Data from interviews and observations were analyzed using qualitative descriptive analysis. Data from expert validation and testing (pre-test and post-test) were analyzed using quantitative analysis.

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Data analysis used qualitative descriptive analysis and quantitative analysis. Data from interviews and observations were analyzed using qualitative descriptive analysis. Data from expert validation and tests (pre-test and post-test) were analyzed using qualitative analysis.

RESULTS AND DISCUSSION

1. Procedures for developing Al-Qur'an Hadith teaching modules to improve understanding of long readings in the Al-Qur'an in class VII students at MTs Al-Ma'arif Tulungagung

In developing this Al-Qur'an Hadith teaching module, the researcher used the ADDIE model, with the stages of Analysis, Design, Development, Implementation, and Evaluation.

a. Analysis

In this study, the analysis stage was conducted to identify the problems faced by students in understanding the rules of long recitation (mad) in the Quran and the needs of teachers in teaching this material. The needs analysis consisted of an analysis of student needs, an analysis of educator needs, a curriculum analysis, and an analysis of facilities and infrastructure. The results of the above stages served as the basis for the researcher in designing an appropriate product for developing Al-

Quran and Hadith teaching modules. Based on the analysis of educator needs conducted through initial observations at MTs Al-Ma'arif Tulungagung and interviews with Al-Quran and Hadith teachers, the study was conducted (Nur Kholis, 2024).

The analysis results show that teachers want a more varied, interesting teaching module that can improve student learning outcomes. Furthermore, observations indicate that many students have difficulty distinguishing and applying the rules of long reading due to the lack of systematic and interesting learning resources. Furthermore, conventional teaching methods (lectures and memorization) are less effective in improving student understanding. Moreover, this madrasah uses the independent curriculum for all seventh graders, where students are asked to be more active (student-centered). Furthermore, the analysis of facilities and infrastructure shows that the school limits the use of mobile phones for students, the madrasah focuses on students using prepared learning resources without any interference from the internet (*Observasi*, 2024). From this analysis, it can be concluded that the development of a more interactive and applicable teaching module is needed to help students understand the rules of long reading better.

The researcher's explanation of the needs analysis above aligns with Ali Mustadi et al steps for analyzing open module needs. Mustadi et al argues that the needs analysis for teaching modules involves three stages: curriculum analysis, material analysis, and learning resource analysis. This entire process is an integral and inseparable part of the open material development process (Mustadi et al., 2024). Likewise, as expressed by Nurhafidhah et al., the development of teaching materials begins with curriculum analysis. This curriculum analysis includes mapping

competency standards, basic competencies, indicators (Fauzi et al., 2024).

b. Design

The design phase begins with developing a module content framework, including an introduction, main material, practice questions, evaluation, enrichment, and remedial sessions. The module is designed to systematically cover the Mad Thabi'i, Mad Wajib Muttashil, and Mad Jaiz Munfashil materials, starting with definitions, reading rules, and examples of their application in Quranic verses. Each type of mad is accompanied by a table to facilitate students' understanding of the concept and its application.

In addition to the material, researchers designed various question formats, including multiple-choice, word identification, descriptive, and reading practice. These questions are designed to gradually assess students' understanding, from an introduction to the types of mad to their application in reading Quranic verses.

Module visualization was also a major focus at this stage. Researchers used an attractive design, with different colors to differentiate the types of mad, and relevant illustrations to enhance the module's appeal. This design aims to facilitate students with visual learning styles and make tajwid learning more engaging. Furthermore, at this design stage, attention was paid to the appropriateness of the content, presentation, and language.

In developing this Al-Qur'an and Hadith teaching module, the author paid attention to the quality of the content by adapting the material to competency standards and basic competencies, ensuring the accuracy of the material, and encouraging students' curiosity. The appropriateness of the content in the module must meet several elements, namely the suitability of the material content to the competency standards and basic

competencies contained in the curriculum, the accuracy of the material, and supporting learning materials (Nadhiva et al., 2025). The suitability of the material to the competency standards and basic competencies must meet several requirements, namely: First, the completeness of the material presented must include at least all aspects of the competency standards and basic competencies that have been formulated in the curriculum. Second, the breadth of the material in the form of presentation of concepts, definitions, examples and exercises contained in the textbook must be in accordance with the needs of the main material that supports the achievement of competency standards and basic competencies. Third, the depth of the material contained in the textbook must include explanations related to concepts, definitions, principles, procedures, examples and exercises so that students can recognize, identify and construct new knowledge (Suprianingsih, 2023)

c. Development

At this development stage, the initial product of the teaching module was produced based on the designed framework. The researcher compiled the material using simple and easy-to-understand language, adapted to the ability level of seventh grade students. Each type of mad is accompanied by examples of relevant Qur'anic verses, complete with explanations of the length of the reading and a brief description of the rules. The physical design of the teaching module includes a front cover page, module identity, introduction, learning materials, practice questions, learning activities, appendices, glossary, bibliography, and a back cover page. The front cover of the teaching module contains the title. This can be seen in Figure 1 below:



Figure 1 Front Cover of Class VII Teaching Module (Sinta Titis Pangesti Putri Ciptami, 2024)

The composition of a teaching module includes an introduction, content, and conclusion. The beginning of the student's book includes a title page, module identity, and an introduction. Figure 2 displays the beginning of a seventh-grade teaching module.

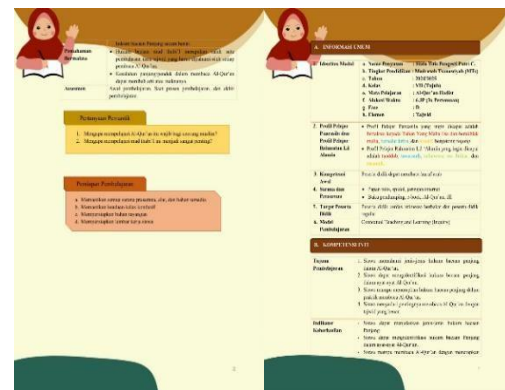


Figure 2: Initial Section of the Class VII Teaching Module (Sinta Titis Pangesti Putri Ciptami, 2024)

The content section consists of learning materials, learning activities, practice questions, and attachments, which are presented in Figure 3 below.

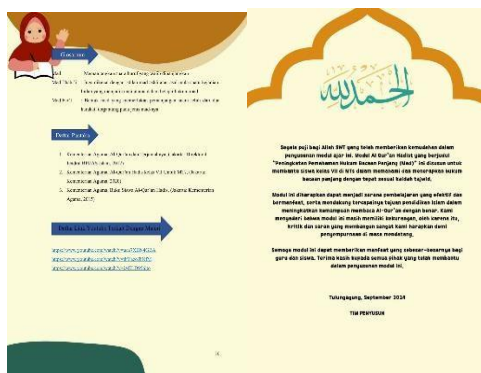


Figure 3 Final Section of the Class VII Teaching Module (Sintia Titis Pangesti Putri Ciptami, 2024)

Then, after the final development of the teaching module, it was validated by subject matter experts to assess content accuracy and by media experts to evaluate visual aspects and interactivity. Expert validation is necessary to identify product weaknesses before implementation. The validation results indicated that the module was of "very good" quality, although there were suggestions for adding more identification exercises. The module was then revised based on the feedback received. The following are the results of the module revisions based on the experts' suggestions:

After the module was developed, the researcher validated it with material experts and media experts. Validation by experts is necessary to identify product weaknesses before implementation (Made et al., 2022). Expert validation is also used as a basis for perfecting the developed teaching materials (Nasution et al., 2019).

From the expert validation results, input was provided for making several improvements. Next, the researcher revised the teaching materials with the following results.

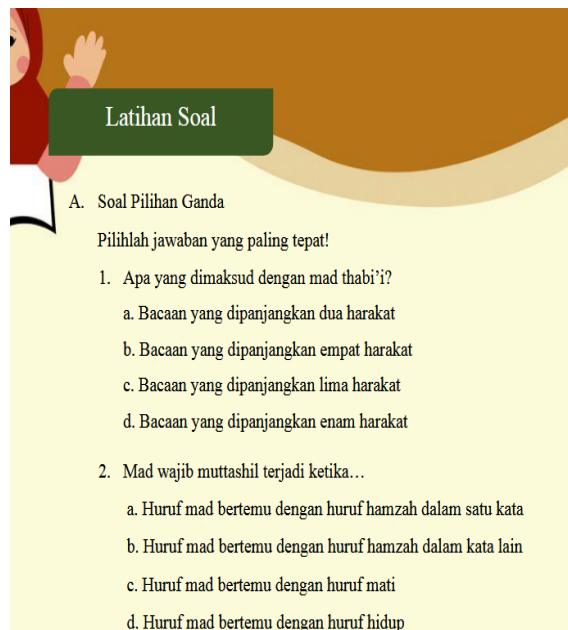


Figure 4: Product before revision



Figure 5: Product after revision

d. Implementation

implementation phase was carried out in class VII B MTs Al-Ma'arif Tulungagung, involving 10 students and 1 Al-Qur'an Hadith teacher. Before the lesson began, students were given a pre-test to determine their initial understanding of the rules of long reading. The pre-test results showed that most students did not understand the differences between Mad

Thabi'i, Mad Wajib Muttashil, and Mad Jaiz Munfashil.

During the learning process, the teacher used a teaching module as the primary guide, then utilized visual learning media to foster enthusiasm and motivation in learning long recitations (mad). Students studied the material independently with the module's assistance. The teacher also facilitated discussions and provided examples of the application of the rules of mad in Quranic recitation. Students appeared more active in working on practice questions and participating in group discussions. After the lesson, students were given a posttest to measure their understanding.

The fourth stage was Implementation. The validated and revised module was piloted in a seventh-grade class at MTs Al-Ma'arif Tulungagung over three sessions. The teacher used the module as the primary learning guide, while students studied the material independently with minimal guidance. Before the lesson, students were given a pretest to gauge their initial understanding. After the lesson, students were given a posttest to gauge their understanding of the rules of long recitations. The following are the results of the pre-test and post-test.

e. Evaluation

After the Al-Qur'an Hadith teaching module was implemented in the classroom through a limited trial, a devaluation was conducted to identify the module's shortcomings. Improvements were then made to address these deficiencies. At this stage, no improvements were made because the results of the limited trial of the Al-Qur'an Hadith teaching module showed a significant increase in student abilities.

From the stages of developing ADDIE model teaching materials above, all stages and sequences are in accordance with the ADDIE

model development procedures. By following the steps and sequence appropriately, it will produce teaching materials that meet expectations (Qomariah, 2025). In its application, the ADDIE model can provide a systematic approach in developing teaching materials and developing learning (Adeoye et al., 2024). Apart from that, the ADDIE model can also develop teaching materials according to student needs (Martatiyana et al., 2023)

2. The validity of the Al-Qur'an Hadith teaching module to improve the understanding of long readings in the Al-Qur'an in grade VII students at MTs Al-Ma'arif Tulungagung.

The design of the Al-Qur'an Hadith teaching module has been assessed by material experts and media experts. The results of the validity/assessment by each expert are presented as follows.

The validation by the material expert was conducted by Mr. Afrizal El Adzim Syahputra, Lc, MA, a lecturer at UIN Sayyid Ali Rahmatullah Tulungagung. The validation by the material expert aimed to obtain information, criticism, and suggestions so that the developed Al-Qur'an Hadith teaching module would become a quality product in terms of content and presentation. The validation by the material expert was conducted on October 31, 2024.

There were three assessment aspects: 5 questions on content suitability, 2 questions on language, and 3 questions on presentation, for a total of 10 questions for the material expert. From all questions, a score of 48 was obtained.

This media validation is to assess the visual media supporting the Al-Qur'an Hadith teaching module. This media was validated by Mr. Moh. Mashudi, M.Pd.I. He is a lecturer at UIN Sayyid Ali Rahmatullah Tulungagung. The assessment by media experts was carried out on October 29, 2024. There are 3 aspects assessed including the media design aspect which

has 5 question items, the learning aspect which has 2 question items, and the media usage aspect which has 3 question items. In total there are 10 question items for the media expert validation sheet. Of the 10 question items, the score obtained was 47.

Based on the assessments from the material experts and media experts above, it can be concluded that the Al-Qur'an and Hadith teaching module is a very valid teaching module in terms of material. In terms of quality, the Al-Qur'an and Hadith teaching module is a valid teaching module. In terms of media quality, the Al-Qur'an and Hadith teaching module is a very valid teaching module.

The following table shows the overall average validation scores by the material experts and media experts:

Table 2
Assessment Results by Material Experts
and Media Experts (Sinta Titis Pangesti Putri
Ciptami, 2024)

Number	Validator	Score	Criteria
1.	Materials Expert	48	Very Valid
2.	Media Expert	47	Very Valid

Based on the table above, the diagram can be described as follows:



Figure 4

Expert Validation Results Diagram (Sinta Titis
Pangesti Putri Ciptami, 2024)

Based on the data above, it can be seen that the results of the development of the Al-Qur'an Hadith teaching materials are stated to be very valid, because the results of expert assessments are a measure of the validity of a product being developed (Suwarno et al., 2023). The validity of the product development is also a requirement for whether the product is suitable for use (Rahayu, 2024).

3. The effectiveness of the Al-Qur'an Hadith teaching materials developed to improve the understanding of long readings in the Al-Qur'an in class VII students at MTs Al-Ma'arif Tulungagung

To determine the effectiveness of the product, researchers conducted a trial of the product with seventh-grade students at MTs Al-Ma'arif Tulungagung. This trial involved both a limited-scale trial and a large-scale trial. The following is an explanation:

After the product underwent design validation by media and material experts, the first stage of the trial was conducted, a limited trial. The limited trial was intended to obtain an overview of the attractiveness of the developed Al-Qur'an Hadith teaching module. The limited trial was conducted with 10 seventh-grade students at MTs Al-Ma'arif Tulungagung. The trial involved administering a pretest and posttest, followed by distributing the questionnaire and module. The procedures for implementing the limited trial of the Al-Qur'an Hadith teaching module are as follows:

- a. Explain to students the purpose of conducting a limited trial (small class).
- b. Give students a pretest in the form of questions on long readings (mad).
- c. Present the Al-Qur'an and Hadith teaching module to students.

- d. Assign students to study the Al-Qur'an and Hadith teaching module.
- e. Then, present supporting media for the Al-Qur'an and Hadith module and explain how to play it.

The results and explanation of the limited trial are as follows:

Table 3 Pretest Scores (Sinta Titis Pangesti Putri Ciptami, 2024)

No	Name	Score			Total Score
		Fasahah	Tajweed	Fluency	
1.	Ahmad Nur Luthfianto	25	15	20	60
2.	Ahmad Sulthan Dzaky	25	25	25	75
3.	Ahmad Ubaydham	25	20	20	65
4.	Al Faiz Maulana	30	20	20	70
5.	Fatih Rahmatillah Adibnnur	25	20	30	75
6.	Galuh Sukma Aura Nurhidayah	25	20	15	60
7.	Kenzhu Nirvana Aristya Mecca	25	15	20	60
8.	Muhamad Fauzan Ali Fahmi	25	15	20	60
9.	Muhammad Kafabihi	30	20	20	70

Next, learning was carried out using the Al-Qur'an and Hadith teaching materials developed by the students for four meetings. And at the final meeting, a post-test was conducted with the following results.

Table 4. Posttest scores (Sinta Titis Pangesti Putri Ciptami, 2024)

No	Name	Score			Total Score
		Fasahah	Tajweed	Fluency	
1.	Ahmad Nur Luthfianto	35	30	25	90

2.	Ahmad Sulthan Dzaky	35	30	30	95
3.	Ahmad Ubaydham	30	35	30	90
4.	Al Faiz Maulana	35	30	30	95
5.	Fatih Rahmatillah Adibnnur	35	35	30	100
6.	Galuh Sukma Aura Nurhidayah	30	35	25	90
7.	Kenzhu Nirvana Aristya Mecca	35	30	35	100
8.	Muhamad Fauzan Ali Fahmi	35	35	30	100
9.	Muhammad Kafabihi	35	30	30	95

a. Homogeneity test

Table 5: Test of Homogeneity of Variances (Sinta Titis Pangesti Putri Ciptami, 2024)

nilai	Based on Mean	Levene Statistic	df1	df2
		2.467	1	48
	Based on Median	.951	1	48
	Based on Median and with adjusted df	.951	1	24.336
	Based on trimmed mean	.965	1	48

0.05, then the conclusion is that the data variance is homogeneous, meaning the homogeneity test assumption is met.

b. The sig value (based on the mean) is <0.05 , then the conclusion is that the data variance is not homogeneous, meaning the homogeneity test assumption is not met.

The table above shows a sig value (based on the mean) of 0.123. This means this value is >0.05 , and the pretest and posttest data are homogeneous.

b. Normality test

Table 6: One-Sample Kolmogorov-Smirnov Test (Sinta Titis Pangesti Putri Ciptami, 2024)

		pretes	postes
N		25	25
Normal Parameters ^{a,b}	Mean	56.384	76.436
	Std. Deviation	9.0957	10.3150
Most Extreme Differences	Absolute	.120	.146
	Positive	.120	.0957
	Negative	-.108	-.146
Test Statistic		.120	.146
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.176 ^c

a. Test distribution is Normal.

b. Calculated from data.

Decision Making

If sig > 0.05, the data is normally distributed.

If sig < 0.05, the data is not normally distributed.

The sig for the pretest data is 0.200, which is greater than 0.05, so the data is normally distributed. The sig for the posttest data is 0.176, which is greater than 0.05, so the data is normally distributed.

Therefore, the pretest and posttest data are normally distributed.

c. Uji t

Table 7: Paired Samples Statistics (Sinta Titis Pangesti Putri Ciptami, 2024)

Pair	Mean	N	Std. Deviation	Std. Error Mean
1	pretest	56.384	9.0957	1.8191
	posttest	76.436	10.3150	2.0630

Table:5 Paired Samples Correlations (Sinta Titis Pangesti Putri Ciptami, 2024)

Pair	N	Correlation	Sig.
1	25	.863	.000

Table 8: Paired Samples Test (Sinta Titis Pangesti Putri Ciptami, 2024)

Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	df	Sig. (2-tailed)
			Lower	Upper			

Pair 1	pretest	-	5.213	1.042	-	-	-	24	.000
	posttest	20.0520	9	8	22.2042	17.8998	19.230		

Hypothesis

Ho: There is no difference in pretest and posttest scores. Type equation here.

Ha: There is a difference in pretest and posttest scores.

Decision Making

If sig > 0.05, then Ho is accepted.

If sig < 0.05, then Ho is rejected.

Because the sig in the table above is < 0.05, Ho is rejected, meaning there is a difference in pretest and posttest scores.

The significant criteria are shown and explained in the table as follows:

The difference between the pretest and posttest values in the limited trial can be seen in the following image:

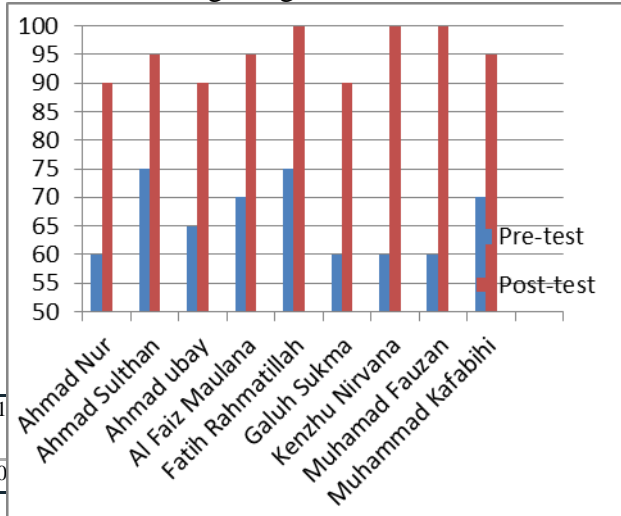


Figure 5 Comparison of Pretest and Posttest Values (Sinta Titis Pangesti Putri Ciptami, 2024)

Based on the table above, students received a score below 70. Nine students were able to achieve a 100% pass rate and were able to achieve a level of understanding according to the indicators being studied. This can be understood that the use of the Al-Qur'an Hadith teaching module in the limited trial can be said to have met the effectiveness criteria. Teaching materials are said to be effective if the post-test score is higher than the pre-test

score (Suwarno et al., 2024). The same thing was conveyed by Tukiyo et al. that the effectiveness of teaching materials can be seen from the increase in learning outcomes, even though there are other influences outside the teaching materials (Tukiyo, Haryono & Suwartini, 2024).

The existence of a significant difference between the pre-test and post-test is also evidence of the effectiveness of the teaching materials used (Net et al., 2024). Likewise, according to Hendi Firdaus et al., teaching materials can be said to be effective if they can improve students' learning achievements (Firdaus et al., 2024).

CONCLUSIONS

Based on the research findings above, it can be concluded that, First, the development of teaching materials for the Qur'an and Hadith using the ADDIE model has been carried out in accordance with the stages and is carried out sequentially. Second, the validity of the teaching materials developed based on the assessment of material experts is categorized as very valid with a score of 4.8, very valid based on the assessment of media experts with a score of 4.7. Third, based on the results of the implementation of the use of teaching materials at the limited trial stage, it can be categorized that the teaching materials developed are effective in improving understanding and application of long readings in the Qur'an with high significance of 70% and moderate significance of 30%.

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