



DEVELOPMENT OF A GUIDEBOOK FOR SEKOLAH PLUS NGAJI (SPN) IN STATE ELEMENTARY SCHOOLS IN NGANTANG DISTRICT

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Abstract. This study provides an overview of the development of a guidebook for Sekolah Plus Ngaji (SPN) program in State Elementary Schools in Ngantang District. The objectives of this study are: (1) Describe the development of a guidebook for the SPN program, (2) Describe the applicability of the SPN guidebook. This research is a development research with the ADDIE model. The research instrument is a non-test instrument in the form of a structured questionnaire. SPN Guidebook is very important because the implementation of this program is new. It is an implementation of the Gemma program (Gerakan Malang Mengaji). In its implementation, SPN requires a guidebook that can be used by teachers as a guideline for implementing activities. In accordance with the analysis of teacher and student needs, the guidebook created covers all programs in SPN, namely Reading and Writing the Al-Quran (BTQ), congregational Dhuha prayer, Dhuhr prayer, habituation of Asmaul Husna and character. The results of expert validation and user responses show that the SPN digital guidebook can be used well. The response to the applicability of the guidebook reached 92.9%. This study shows the importance of this guidebook in activities at school.

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INTRODUCTION

The objectives of national education as outlined in Law No. 20 of 2003 on the National Education System are to develop the potential of students to become individuals who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizen (Arifin et al., 2024). This objective emphasizes achieving good results in the areas of knowledge (cognitive), attitude (affective), and skills (psychomotor). Thus, character education is one of the key elements in achieving the National Education Goals as mandated by the Law.

Character education is the main foundation in shaping the whole personality of students, especially in responding to the challenges of globalization, technological advances, and rapid social changes. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) through the Character Education Strengthening Program (PPK) emphasizes that education must integrate academic aspects with the development of character values, such as integrity, nationalism, independence, cooperation, and religiosity (Sanjani, 2024). Sekolah plus Ngaji (SPN) program at state elementary schools is a strategic approach to character strengthening, particularly in fostering religious values, which form the foundation of students' behavior and attitudes. Structured and integrated of reciting Al-Qur'an activities within the school program not only enhance religious literacy but also serve as a means to internalize moral and spiritual values in daily life. By strengthening these values, Sekolah Plus Ngaji is able to provide students with a solid character foundation to face the currents of globalization and technological advancement, as well as build resilience amid complex social changes. Therefore, the development of Sekolah Plus Ngaji program has high relevance as part of a systemic effort to realize contextual, sustainable character education that is in line with the needs of the times.

Based on the results of a literature review of relevant research journals, many studies have been conducted on character education to achieve national education goals. The following

are some previous studies on character education. Innovation in Character Education to Create the Golden Generation of 2045. This study was motivated by the importance of character education in producing Indonesia's golden generation by 2045, in accordance with Law No. 20 of 2003 on the National Education System. The qualitative method used by the researchers aimed to describe the phenomenon as experienced by the subjects. Character development, as one of the objectives of education under Law No. 20 of 2003 on the National Education System, is crucial to be cultivated from an early age. Character education must continue to evolve, both through formal and non-formal education. This study employs literature review and its implementation, discussing character education globally in both formal and non-formal education.

The Application of Character Education for Elementary School Students in Facing the Era of Globalization (Insani et al., 2021). In the era of globalization, there are significant impacts on various aspects of life, such as the decline in good character among students. Therefore, educational institutions must implement character education for students. The method used is a qualitative approach, namely literature or reference. The results of this study indicate that character education is very important to be implemented in every education, and its application can be done by implementing character education in every learning process and through modeling through habits in the school environment.

The Relevance of Character Education in Islam to Pancasila Character Education (Rifka & Quddus, 2024). This study discusses character education policies in Indonesia based on Pancasila. The purpose of this study is to analyze the history of character education from time to time up to its policies in K13 and the Merdeka Curriculum. This research uses a literature review method with a text analysis approach by examining books to find the relevance of character education in Islam with Pancasila character education.

Previous research has discussed the many efforts to improve character in accordance with the objectives of national education mandated by law. Tsani & Ali (2025) said that this qualitative study evaluates the implementation of the Sekolah Plus Ngaji program at an elementary school and reports significant improvements in students' Qur'an reading ability, alongside positive shifts in attitudes toward religious learning. While (Azzahra, 2021), Faqih (2020) said that it found that combining creativity, patience, and dedication of teachers helped young learners actively concentrate and internalize the Quranic learning process. But they are still no specific reference to the integration of religious education with general education, especially in state elementary schools. In this study, the researcher discusses the Sekolah Plus Ngaji program in state elementary schools, which is certainly different in its implementation from Islamic schools due to differences in government regulations. Additionally, this study also seeks to bridge the gap between *das sein* and *das solen* by using a research model for developing a guidebook for implementing the SPN program.

This program is designed to integrate general education and religious education in a balanced and comprehensive manner that balances intellectual and spiritual aspects in education. Thus, the SPN program not only focuses on academic achievement but also nurtures the morals and character of students. This approach enables students to not only master general knowledge but also strengthen their religious beliefs and practices in their daily lives (Uyuni & Program, 2024).

SPN is a flagship program of the Malang Regency Education Office, which is an implementation of Gemma (Gerakan Malang Mengaji). The legal basis for the implementation of the SPN Program is Regent Regulation Number 29 of 2020 concerning the Strengthening of Character Education and Anti-Corruption Education in Formal and Non-Formal Education in Basic Education Units, Early Childhood Education, and Equivalency Education. SPN is expected to realize the implementation of a religious environment within the Malang Regency Education Office.

The objectives of the SPN Program in Malang Regency elementary schools include: (1) enhancing the image of elementary schools and creating a religious environment in elementary schools; (2) providing a platform for moderation in elementary schools; (3) fostering a



generation with good moral character; and (4) achieving a balanced education between worldly and spiritual aspects.

However, the implementation of the SPN Program in some elementary schools faces various challenges. First, time management is a challenge because the program requires additional time allocation for Quran recitation activities, which are not always easy to integrate with the already intensive teaching and learning activities. In Ngantang Sub-district, the implementation of the SPN Program varies between schools. This leads to differences in the outcomes of the SPN Program. Some schools conduct SPN in the morning from 6:00 AM to 7:00 AM, while others incorporate it into morning routines from 7:00 AM to 8:00 AM. Additionally, in other schools, the SPN program is integrated into the curriculum by increasing the hours allocated to Islamic Religious Education. This has led to other issues related to additional learning time. Some schools collaborate with nearby Quran study centers, so students attend school as usual and study the Quran in the afternoon at the center. Only a few students who do not attend Quran study are provided with materials about the SPN Program at school. These differences naturally result in varying outcomes among students across different schools.

The shortage of qualified religious educators or teachers is also an issue, especially in areas where access to highly qualified educators is still limited (Pandia et al., 2023). SPN program at the Ngantang District State Elementary School is implemented by utilizing the existing religious teachers at the school and collaborating with Quran study teachers in the surrounding area. Regarding teacher competence, some schools have already undertaken competency enhancement by enrolling Quran teachers in appropriate education and training programs. However, many Quran teachers still lack knowledge and understanding of religious education and pedagogy. The absence of clear and structured implementation guidelines often makes it difficult to consistently implement this program across various elementary schools. Implementation guidelines for the SPN program are urgently needed to provide a reference for teachers and educators in implementing the program effectively and efficiently. Therefore, efforts are needed to overcome these various obstacles through the development of a guidebook that can be used by teachers and schools as a reference in implementing this program. A good guidebook can help optimize the program so that it has a positive impact on the character and spiritual development of students.

This study aims to (1) Develop a guidebook for the SPN program at state elementary schools in Ngantang District, Malang Regency; (2) Determine the applicability of the guidebook for the implementation of SPN program at state elementary schools in Ngantang District. The benefits of this development research for teachers include (1) Serving as a practical guide for teachers in implementing SPN program; (2) Facilitating the development of SPN lesson plans related to religious education content and methods; (3) Providing a reference for delivering content in an appropriate and engaging manner for students. For future researchers, the benefits of this study are to serve as a reference in developing or reviewing similar programs. The specifications of the developed product are a SPN guidebook for public elementary schools, which includes: 1) introduction; 2) objectives of SPN program; 3) program structure; 4) learning materials and methods; 5) program description consisting of reading and writing the Qur'an, prayer, Asmaul Husna, character building, and selected letters; 6) assessment and evaluation; and 7) conclusion. The guidebook is also accompanied by appendices containing worksheets for students.

RESEARCH METHODS

This research located in Ngantang Malang. The subjects are SD Negeri 2 Sumberagung, SD Negeri 1 Sidodadi, and SD Negeri 4 Pandansari. In this development research, the researcher used the ADDIE Model which is one of the approaches often used in research and development, especially in the field of education and training (Zainuddin et al., 2023). These methods provide valuable insight into the practical application and impact of the ADDIE model in various educational settings (Abuhassna et al., 2024). ADDIE is an acronym for the five main stages: Analysis, Design, Development, Implementation, and Evaluation (Nirmayani & Dewi,



2021). This model is designed to provide a systematic framework for designing, developing, and evaluating learning programs or products (Spatioti et al., 2023).

In Analysis stage, an analysis is conducted to understand the field needs and context of developing the guidebook (Agus et al., 2024). The steps in the analysis stage include: (1) Identifying program needs to explore the needs of schools and communities related to the implementation of the Sekolah Plus Ngaji program; (2) Analyzing user targets to determine user profiles, such as school principals, teachers, students, and parents; (3) Conducting a literature review to examine education policies, the national curriculum, and best practices in integrating religious activities in schools; and (4) Identifying obstacles in the implementation of similar programs, such as a lack of guidance or coordination.

The design stage focuses on planning the structure and content of the guidebook. In this design stage, the following steps are taken: (1) Determining the objectives of the guidebook, including the schedule, learning methods, and evaluation of activities; (2) Developing the content framework or outline of the book, which includes the introduction (program objectives, background), implementation guide (program stages, materials, schedule), evaluation and reporting techniques, and examples of best practices; (3) Selecting the format, ensuring the book design is user-friendly, using infographics, illustrations, and simple language; (4) Validating the graphic design.

At implementation stage, the guidebook is tested in the field to determine its applicability and user response (Bandiaky et al., 2024). The steps taken at this stage are (1) small-scale testing by using the guidebook in several state elementary schools that have implemented in SPN program, namely SD Negeri 1 Sidodadi and SD Negeri 4 Pandansari; and (2) data collection using questionnaires for students at the sample state elementary schools, and interviews in focus group discussions to measure the usefulness and ease of use of the guidebook.

Evaluation is conducted formatively throughout the process and summatively after implementation. Formative evaluation is used to identify weaknesses during the pilot test and make improvements to the guidebook, while summative evaluation is used to measure the impact of the guidebook's use on the program's effectiveness by asking questions such as (1) Is the program running according to the guidebook? (2) How do teachers, students, and parents respond to the book? (3) Have the religious education objectives been achieved?. The next step is the final revision. At this stage, the book is adjusted again before being widely distributed.

In data validity checking is an important step in researching the development of the SPN guidebook for state elementary schools. This step aims to ensure that the data obtained is truly valid, reliable, and accountable as a basis for final product development. While credibility testing at the Analysis stage is conducted using data triangulation by comparing the results of interviews, observations, and documentation to ensure the accuracy of the requirements (Kakar et al., 2023). Next, at the Design stage, credibility testing is conducted through Focus Group Discussions (FGD) to discuss the initial design with the school principal, classroom teachers, and Quran teachers. The aim is for the initial design of the guidebook to receive constructive feedback from the stakeholders involved.

During the Development stage, credibility testing is conducted by seeking evaluations from graphic design experts and subject matter experts regarding the content, materials, and completeness of the guidebook, to determine whether it aligns with academic standards and the learning needs of SPN. Beside that transferability test is carried out through context documentation, ensuring that the results of the needs analysis include detailed descriptions of the characteristics of teachers, students, and the school environment (Cacang et al., 2025). While in dependability is carried out through process auditing, which involves reviewing the steps used in the requirements analysis to ensure that all processes are well documented and carried out systematically. At the design stage, dependability testing is carried out by documenting the design process and reviewing the process by instructional design experts to verify consistency in the application of design principles (Valerian et al., 2025). The last is objectivity test, it is carried out by triangulating data sources, combining the results of

interviews, observations, and related documents to ensure objective needs analysis. At the design stage, design validation is carried out by graphic design experts and material experts (Susanna et al., 2024). In the evaluation stage, objectivity testing is done by analyzing data from previously validated instruments (Kusumasari & Muhtarom, 2025).

RESULTS AND DISCUSSION

Results

A needs analysis was conducted to identify the needs and problems in the implementation of a program (Alrashed & Abdel Latif, 2024). Here, the analysis was conducted to determine how the relevant SPN program guidebook is used in state elementary schools in Ngantang Subdistrict. From the analysis conducted at five public elementary schools in Ngantang Subdistrict, the researcher identified several issues. The analysis was conducted through interviews with teachers, ngaji instructors, and students at state elementary schools in Ngantang Subdistrict, Malang Regency.

The following are data on the Sekolah Plus Ngaji programs that are already running well, including: (1) reading and Writing the Qur'an (BTQ), a total of 45% of teachers and students agreed that the Reading and Writing the Qur'an program had been implemented well in SPN activities; (2) Asmaul Husna, a total of 32% of teachers and students believed that Asmaul Husna activities were running well through the habit of reading Asmaul Husna together every morning before starting lessons in class; (3) Dhuha prayer habit, a total of 26% of teachers and students believe that the Dhuha prayer habit has been implemented well at school. The main obstacle in performing the Dhuha prayer is that the school does not have a prayer room or the existing school prayer room is inadequate, so students have to take turns by class to perform the Dhuha prayer. Even if it is performed at the nearest mosque, there are often obstacles, such as the mosque being cleaned at that time, especially on Friday mornings in preparation for Friday prayers; (4) The habit of performing Dhuhur prayer, 18% of teachers and students believe that the implementation of Dhuhur prayer activities has been successful. A total of 17% of teachers and students believe that character education has been implemented well. This low percentage is due to the lack of clear guidelines on character education. The above data is taken into consideration in compiling the content of the guidebook to support and strengthen the existing program.

The results of the needs analysis conducted serve as the basis for the next step, which is to develop the initial design of the Program. This design aims to address the issues identified and meet the expectations of teachers, reciting instructors, and students (Adeoye, 2024). At this stage, the researcher designed product specifications and materials tailored to the needs of the SPN. The steps taken in designing the SPN program guidebook are as follows: creating cover designs for the guidebook, materials, and student worksheets. It designs covers with attractive fonts, images, colors, and backgrounds, designing the product specifications for the SPN program guidebook with the following structure: outer cover, inner cover, foreword, introduction, SPN concept, implementation of the SPN program in public elementary schools, effective teaching guidelines, core materials, Islamic activities for children, evaluation and assessment guidelines, technology utilization in SPN, community support and participation, SPN learning outcomes per phase, weekly SPN activity schedule, evaluation format, short letters from Juz 30, and daily prayers. Incorporating images relevant to SPN materials and graphic design expert validation.

The guidebook design was then reviewed by a colleague who is an Islamic religion teacher, author, and publisher, as well as a graphic design expert. The graphic design expert's evaluation used a Likert scale for each aspect related to design and layout, visuals and aesthetics, ease of use, media suitability, and uniqueness of the book (Marandy, 2023). Additionally, the graphic design expert provided comments in the expert notes column. The SPN guidebook is A5 size (14 cm x 21 cm); consists of 114 pages; the cover is printed on 310 gsm soft cover paper with a matte finish; the contents are printed on 70 gsm bookpaper. The content of the guidebook is written in accordance with the 5 SPN programs: Quran reading and



writing (BTQ), developing the habit of performing Dhuha prayer in congregation, developing the habit of reciting Asmaul Husna, developing the habit of performing Dhuhur prayer in congregation, and content on moral values/noble character. The content is structured based on Learning Outcomes per phase, which have been developed into 3 SPN classes. The appendices included at the back are: guidelines or weekly schedules for SPN per phase, evaluation formats, and student worksheets.

The draft guidebook was then validated by the subject matter expert, Mrs. Dyah Ayuningtyas, M.Pd. The subject matter expert validation was used to determine and evaluate the suitability of the developed guidebook, including its appearance, color scheme, illustrations, presentation of materials in accordance with the SPN Learning Outcomes, and a review of some of the content. The material validation was conducted on Friday, February 7, 2025. The feedback was used to revise the draft guidebook. Based on the suggestions and feedback from the validators, the draft guidebook was revised and finalized. The implementation phase was carried out to test the feasibility and applicability of the developed guidebook (Baderiah & Munawir, 2024). Limited trials were conducted in several public elementary schools in Ngantang Subdistrict, including: SD Negeri 1 Sidodadi on Tuesday, February 11, 2025. SD Negeri 4 Pandansari on Thursday, February 13, 2025. SD Negeri 2 Sumberagung on Friday, February 14, 2025. To observe the ease with which teachers understood and used the guidebook, researcher used pilot test. The pilot test was conducted by involving Islamic Education teachers as SPN coordinators and Quran recitation teachers in phases A, B, and C, totaling 9 teachers. Additionally, a pilot test was conducted at another school, SD Negeri 1 Banturejo on Friday, February 14, 2025, to assess transferability.

After the researcher did the pilot test, the researcher did evaluation. In this evaluation was conducted in two stages: formative evaluation and summative evaluation. Formative evaluation was conducted during the product development stage, namely: Design expert evaluation. The graphic design expert evaluation was conducted by Mrs. Dyah Ayuningtyas, M.Pd., to evaluate the content of the guidebook in terms of material suitability, alignment with educational objectives, Islamic moral values, and integration with the elementary school curriculum. The final evaluation was conducted on Friday, April 11, 2025. The evaluation results indicate that the book is highly suitable for use, with some suggestions for improvement, such as simplifying the language in the section on prayer etiquette and adding examples of daily habit-forming activities.

Before used the guidebook, the researcher validated the book. The first expert validation of the guidebook's graphic design on February 7 showed good results. The researcher scored 46 out of a total of 56 points in the first expert material validation. This score was derived from 4 aspects scoring 4 points and 10 aspects scoring only 3 points. The score is already in the good category. The questionnaire column states that the developed product is suitable for use as a guidebook with revisions. Therefore, the researcher revised the developed guidebook and conducted a second evaluation of the guidebook on April 11, 2025, with subject matter experts, resulting in a good score and suitability for use.

This second material validation is a validation of the improvements made during the implementation phase. The researcher received a score of 4 out of 10 validated aspects. This improvement makes the guidebook suitable for use and testing at SD Negeri 1 Sidodadi, SD Negeri 2 Sumberagung, and SD Negeri 4 Pandansari. The results of the calculation, which reached 92.9%, showed excellent results. Based on these results, Ms. Dyah Ayuningtyas, M.Pd., a graphic design expert, concluded that the School Plus Ngaji program guidebook at SD Negeri Ngantang is suitable for use. The subject matter expert validation was conducted by the religion teacher, who serves as the SPN coordinator at SD Negeri 1 Banturejo, Mr. Amir Fahmi Amrulloh, S.Pd. The subject matter expert validation was conducted by the religion teacher because they have a better understanding of the SPN program and its implementation, as well as the characteristics of the students. The subject matter expert validation was conducted once on February 6, 2025. Before developing the guidebook, the researcher provided guidance to the religious education teacher. Before printing the guidebook, the researcher asked about the

suitability of the content and language in accordance with PUEBI. If the content was still unsuitable, the religious education teacher immediately evaluated it and revisions were made on the spot.

Expert validation of the material was conducted on February 6, 2025. On that date, the researcher provided the guidebook that had been printed independently. The religious education teachers filled out the validation form, which consisted of aspects, assessments, and scores. The total score obtained in the validation was 47, with the highest score being 52. The scores were then processed into percentages. The score calculation was categorized as very good. With these results, Mr. Amir Fahmi Amrulloh, S.Pd. stated that the guidebook developed is suitable for use in SPN activities at public elementary schools.

After the final product was completed researcher conducted Summative evaluation. It determined the level of applicability of the guidebook in actual implementation at schools. This evaluation included field Trial and satisfaction questionnaire. The guidebook was tested at 3 public elementary schools in Ngantang District, namely SD Negeri 2 Sumberagung, SD Negeri 1 Sidodadi, and SD Negeri 4 Pandansari. The School Plus Ngaji program was implemented for 2 weeks. Teachers and students participated in morning religious study activities and daily etiquette practices in accordance with the guidebook. Observation results showed increased student engagement in religious activities, improved understanding of moral values among students, and teachers' enthusiasm in implementing the program. Interviews with teachers indicated that the guidebook was highly helpful in providing direction for activities and facilitating coordination with school principals and parents. The questionnaire was distributed to 9 teachers who used the guidebook. The results showed that 89% of respondents stated that the book was "very useful" and "easy to implement." Additional suggestions were made regarding variations in Quran recitation methods and the addition of audio recitations as support material.

Discussion

Based on the results obtained from each stage of the ADDIE development model, it can be understood that the development of a guidebook (Purwaningsih et al., 2025). In the School Plus Ngaji Program Guidebook is indeed capable of providing solutions to a number of fundamental problems that have been faced by public elementary schools, particularly those related to the implementation of ngaji activities in schools.

In previous research has explained that many efforts to improve character in accordance with the objectives of national education mandated by law (Tsani & Ali, 2025). While (Azzahra, 2025) and Faqih (2020) said that it found that combining creativity, patience, and dedication of teachers helped young learners actively concentrate and internalize the Quranic learning process. But they are still no specific reference to the integration of religious education with general education, especially in state elementary schools. In this study, the researcher found that the Sekolah Plus Ngaji program in state elementary schools, which is certainly different in its implementation from Islamic schools due to differences in government regulations. Additionally, this study got gap between *das sein* and *das sollen* by using a research model for developing a guidebook for implementing the SPN program.

Based on the needs analysis, the main challenges in implementing the School Plus Ngaji program include insufficient facilities, limited materials, the absence of adequate teaching guidelines, as well as time constraints and teacher training limitations. This guidebook was specifically designed to address these issues by: providing a comprehensive curriculum structure, from BTQ (Basic Islamic Knowledge), the fundamentals of Islamic teachings, to daily worship guidelines that can be flexibly utilized by teachers within limited time constraints; outlining clear and systematic teaching steps, so teachers do not have to design their own teaching methods or strategies; and providing evaluation and assessment guidelines, enabling teachers to measure student progress despite time constraints.

The Guidebook as a Practical Innovation (Angelidou et al., 2025). The guidebook developed is not merely a collection of materials but a practical innovation that can be directly used by teachers in the classroom or during school religious activities, featuring: detailed implementation guidelines, creative and enjoyable activity examples, and practical evaluation



rubrics. This book serves as an effective learning tool in supporting the School Plus Ngaji program.

CONCLUSIONS AND SUGGESTIONS

The process of developing the Sekolah Plus Ngaji guidebook for public elementary schools in Ngantang Subdistrict can be summarized as follows:

1. There is a high demand for the Sekolah Plus Ngaji guidebook in public elementary schools in Ngantang Subdistrict. This is evident from the results of a needs analysis conducted among teachers, principals, and other education stakeholders, who emphasized the importance of systematic and structured guidance in implementing religious programs in elementary schools.
2. The guidebook was developed using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which has proven effective in producing products that meet the needs. The analysis stage successfully identified existing conditions and real needs in the field, while the design and development stages produced a guidebook that meets the aspects of curriculum, religious content, character, and local culture.
3. Expert validation and limited trials showed that the guidebook is of very good quality in terms of content, appearance, language, and usefulness. Assessments by subject matter experts, design experts, teachers, and school principals showed that the guidebook is suitable for use and effective in supporting the implementation of the Sekolah Plus Ngaji program.
4. The implementation of the guidebook in elementary schools shows that its use improves the regularity of ngaji activities, increases student participation in religious activities, and strengthens Islamic character values in the school environment. The guidebook also facilitates teachers in designing, implementing, and evaluating the Sekolah Plus Ngaji program in a targeted manner.

The final evaluation shows that this guidebook can be transferred and widely used in other elementary schools with similar characteristics, especially in religious rural areas such as Ngantang District. This guidebook also has the potential to serve as a reference in the development of religious character-based learning policies at the district level.

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