

## **DEVELOPMENT OF TEXTBOOKS ON FAMILY ENVIRONMENT AND CHILD EDUCATION**

Akmal Sutja <sup>\*1)</sup>, Firman <sup>2)</sup>, Yantoro <sup>3)</sup>, K.A. Rahman <sup>4)</sup>, Rully Andi Yaksa <sup>5)</sup>

<sup>1)</sup>*Bimbingan dan Konseling 1<sup>st</sup> Akmal Sutja (FKIP, Universitas Jambi, Indonesia)*

<sup>2)</sup>*Administrasi Pendidikan of 2<sup>nd</sup> Firman (FKIP, Universitas Jambi, Indonesia)*

<sup>3)</sup>*Pendidikan Guru dan Sekolah Dasar 3<sup>rd</sup> Yantoro (FKIP, Universitas Jambi, Indonesia)*

<sup>4)</sup>*Administrasi Pendidikan 4<sup>th</sup> K.A Rahman (FKIP, Universitas Jambi, Indonesia)*

<sup>5)</sup>*Bimbingan dan Konseling 5<sup>th</sup> Rully Andi Yaksa (FKIP, Universitas Jambi, Indonesia)*

\*email: [sutja.akmal@unja.ac.id](mailto:sutja.akmal@unja.ac.id)

### Abstract

*This research is designed to develop the textbook "Family Environment and Child Education" aimed at meeting the specific needs of the Guidance and Counseling Study Program. Using the Lee and Owens research and development model, the study involves five key stages: assessment / analysis, design, development, implementation, and evaluation. In order to obtain valid data, instruments such as questionnaires and tests were used, with participation from subject matter experts and students through various trials including individual, small group, and field tests. The research results indicate a high level of alignment between the developed textbook and the applicable curriculum, as well as its effectiveness in enhancing students' competencies. The significance of this improvement is evident from the increase in the average test scores of students after the implementation of the textbook. Furthermore, data from the Likert Scale obtained from student questionnaires indicate a substantial increase in satisfaction and understanding of the material. In conclusion, this textbook successfully meets the expected quality standards of teaching materials and is effective in enhancing the learning effectiveness in the Family Environment and Child Education course.*

**Keywords:** *Development of textbooks, family environment, child education, guidance and counseling, learning effectiveness*

### Abstrak

Penelitian ini dirancang untuk mengembangkan buku teks "Lingkungan Keluarga dan Pendidikan Anak" yang bertujuan memenuhi kebutuhan khusus dari Program Studi Bimbingan dan Konseling. Dengan menggunakan model penelitian dan pengembangan Lee dan Owens, penelitian ini melibatkan lima tahapan utama: asesmen/analisis, perancangan, pengembangan, implementasi, dan evaluasi. Untuk memperoleh data yang valid, digunakan instrumen seperti kuesioner dan tes, dengan partisipasi dari para ahli materi pelajaran dan mahasiswa melalui berbagai uji coba, termasuk uji individual, kelompok kecil, dan uji lapangan. Hasil penelitian menunjukkan tingkat keselarasan yang tinggi antara buku teks yang dikembangkan dengan kurikulum yang berlaku, serta efektivitasnya dalam meningkatkan kompetensi mahasiswa. Signifikansi peningkatan ini terlihat dari peningkatan rata-rata nilai tes mahasiswa setelah implementasi buku teks tersebut. Selain itu, data dari Skala Likert yang diperoleh dari kuesioner mahasiswa menunjukkan peningkatan yang substansial dalam kepuasan dan pemahaman terhadap materi. Kesimpulannya, buku teks ini berhasil memenuhi standar kualitas yang diharapkan dari bahan ajar dan efektif dalam meningkatkan efektivitas pembelajaran pada mata kuliah Lingkungan Keluarga dan Pendidikan Anak.

**Keywords:** *Development of textbooks, family environment, child education, guidance and counseling, learning effectiveness*

### **Introduction**

Textbooks are works that play an important role in enhancing knowledge, insight, skills, and personality. In general, textbooks contain essential material rich in learning elements, so that readers

gain knowledge from the reading process. Text to translate: Textbooks are also used as one of the main learning media by students as a source of study. The use of learning resources serves to enhance the productivity of learning, both for educators and

learners. Additionally, learning resources can also increase motivation and interest in learning, support the achievement of optimal learning completion through an individual learning approach, and assist in the systematic management of learning, including the utilization of multimedia in the learning process<sup>1</sup>.

Teaching materials are systematically organized so that they can be used by educators in the learning process<sup>2</sup>. According to the Association for Educational Communications and Technology (AECT), learning resources are anything or potential that can be utilized by teachers, either individually or in combination, to achieve learning objectives effectively and efficiently<sup>3</sup>. There are four standards that must be met for teaching materials to be considered good, namely: (1) the alignment of content with the curriculum, (2) the presentation of material in accordance with learning principles, (3) the use of clear language and good readability of the teaching materials, and (4) an attractive book format or graphic display<sup>4</sup>.

The Guidance and Counseling study program has a course on Family Environment and Child Education. In this course, the lecturer uses several textbooks as learning resources. This is due to the absence of a comprehensive book that meets the needs of the lectures. Some of the books used in the lectures are also not fully aligned with the academic requirements in the field of guidance and counseling. Therefore, lecturers often adjust the material to ensure that the course objectives are still met. Teaching materials that are organized based on the needs of the learners make it easier for them to develop knowledge concepts more effectively<sup>5</sup>.

This book has a strategic role because of its high benefits when organized systematically according to needs. Based on this, the development of a textbook titled Family Environment and Child Education is considered very important.

## Method

This research adopts the research and development model from Lee and Owens, which is structured into five systematic stages: assessment/analysis, design, development, implementation, and evaluation<sup>6</sup>. This model was chosen to ensure the development of a comprehensive textbook that focuses on the specific needs of users.

The development process begins with a needs assessment that involves the collection of initial data to understand the shortcomings in the existing learning materials. This is carried out through a detailed needs analysis, which focuses on identifying

the gap between the current materials and the actual needs of students and lecturers in the context of guidance and counseling education. The design phase follows, where the structure and content of the textbook are organized based on the analysis results. This design includes the creation of a framework and initial prototype that will be further developed.

The development phase involves refining the content and format of the textbook based on initial user feedback. At this stage, the material writers work to ensure that the content of the textbook is informative, relevant, and easily accessible to the target readers. Implementation is the stage of testing the textbook in real classroom settings, providing an opportunity to assess the effectiveness of the textbook in actual learning conditions. The final stage, evaluation, is conducted to assess the results of the implementation through comprehensive data collection and feedback from end users.

To collect the necessary data for this research, two main instruments were used: questionnaires and tests. The questionnaires used contain a series of questions designed to be answered using a Likert Scale, including positive items (such as understanding) and negative items (such as not understanding or complaints) to measure how well the material is understood and to what extent the material meets the learning needs of the students<sup>7</sup>. Tests, on the other hand, are designed to measure students' competencies that reflect the achievement of specific learning objectives. The results of the questionnaires from subject matter experts and students in individual and small group trials, as well as test scores from field trials, will be used to evaluate the effectiveness of the textbook. This data will be analyzed to gain deep insights into the successes and areas needing improvement in the developed textbook.

## Results of Validation and Testing of the Family Environment and Child Education Textbook

Validation is an important stage in the development of textbooks to ensure that the provided content meets high academic and practical quality standards. In this research, validation is carried out through two main pathways: validation by subject matter experts and validation by design experts. Both processes are carried out to evaluate the content and design aspects of the developed textbook.

### 1. Expert Validations

The subject matter experts involved in this research are professors and educational practitioners with

expertise in the fields of Guidance and Counseling as well as educational psychology. They evaluate textbooks based on the criteria of material relevance, content depth, and alignment with student learning needs. This validation process resulted in an overall score of 84% out of 100%, indicating that the textbook has met most of the established material standards. However, several experts also suggested adding more real case examples related to social and family conditions in Indonesia, so that the material can be more applicable and easily connected to students' experiences.

## 2. Design Expert Validation

Graphic design and book layout experts were invited to assess the visual aspects of the textbook, including color choices, font types, image usage, and overall layout. The textbook received a design validation score of 88.5%, reflecting a high level of success in visual and aesthetic aspects. The experts highly rated the book's readability and visual appeal, but they suggested enriching the textbook with more varied colors and a more dynamic layout to enhance reader visual engagement.

---

<sup>1</sup> Samsinar, S. (2019). Urgensi learning resources (sumber belajar). *Jurnal Kependidikan*, 13, 194–205.

<sup>2</sup> Magdalena, I., Sundari, T., Nurkamilah, S., Nasrullah, & Amalia, D. A. (2020). Analisis bahan ajar. *Jurnal Pendidikan dan Ilmu Sosial*, 2(2).

<sup>3</sup> Susilawati, S., Pramusinta, P., & Saptaningrum, E. (2020). Penguasaan konsep siswa melalui sumber belajar e-modul gerak lurus dengan software flipbook maker. *UPEJ Unnes Physics Education Journal*, 9(1), 36–43. Books, 2014), p. 40.

<sup>4</sup> Arsanti, M. (2018). Pengembangan bahan ajar mata kuliah penulisan kreatif bermuatan nilai-nilai pendidikan karakter religius bagi mahasiswa Prodi PBSI, FKIP, Unissula. *Jurnal Kredo*, 1(2), 71–90.

<sup>5</sup> Habibi, M. W., Suarsini, E., & Amin, M. (2016). Pengembangan buku ajar mata kuliah mikrobiologi dasar. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(5), 890–900.

<sup>6</sup> Lee, W. W., & Owens, D. L. (2004). Multimedia-based instructional design. Pfeiffer.

<sup>7</sup> Purnomo, P., & Palupi, M. S. (2016). Pengembangan Tes Hasil Belajar Matematika Materi Menyelesaikan Masalah yang Berkaitan dengan Waktu, Jarak, dan Kecepatan untuk Siswa Kelas V. *Jurnal Penelitian (Edisi Khusus PGSD)*, 151–157.

## Student Trial Results

After the validation process is complete, the textbook is tested on its target audience, namely third-semester students of the Guidance and Counseling study program. This trial is designed to collect data on how textbooks are received by students in terms of material comprehension, engagement in learning, and visual comfort when using the textbooks. The trials were conducted in three different scenarios: individual trials, small group trials, and large group trials.

### 1. Individual Trial

The individual trial was conducted with 7 randomly selected students. They were asked to read and interact with the textbook material, then provide their assessment through the prepared questionnaire. The results of this trial show an average satisfaction score of 91%, with very positive feedback regarding the depth of the material and the readability of the book. Students appreciate the use of case studies that are relevant and aligned with the reality of children's education in Indonesian family environments.

### 2. Small Group Trial

The small group trial involves 15 students who work in groups to discuss and analyze the cases presented in the textbook. The average score of this group also reached 91%, demonstrating consistency in understanding and engagement. Group discussions show that students are able to effectively connect theory with practice, and they appreciate the opportunity to collaborate and learn from their peers.

### 3. Large Group Trial

The large group trial was conducted by involving 30 students in an interactive class session using a textbook as the main learning material. In this trial, pre-tests and post-tests were conducted to measure the improvement in students' understanding. The average score of the pre-test was 29, while the post-test reached 86, showing a significant increase of 197% in material comprehension. This indicates the effectiveness of textbooks in enhancing the understanding of concepts and applications in real-world contexts.

## Implications and Next Steps

The trial results indicate that the developed textbook successfully meets its educational objectives effectively. Positive feedback from students confirms that the approach used in this textbook—which combines solid theory with practical applications

through case studies and group activities—is a successful strategy. Although this textbook has succeeded in many aspects, some suggestions from students and experts indicate room for improvement, particularly in the areas of visual design and the presentation of more interactive and engaging materials. Additionally, the need for more case studies that can be applied in the social and cultural context of Indonesia is also an area that can be further enriched.

The results of this validation and testing are also very beneficial in guiding further revisions of the textbook. By considering input from subject matter experts, design experts, and students, the next iteration of the textbook is expected to better address the specific needs of users and improve the quality of learning. The next step will involve adjusting the material based on the feedback received and further testing to ensure that the improvements made truly enhance the effectiveness of learning.

This research also opens up opportunities for further studies in the development of more inclusive and relevant educational materials, which not only focus on cognitive improvement but also on a comprehensive and satisfying learning experience for students.

### Conclusion

Based on the research and development results that have been conducted, this newly developed textbook on Family Environment and Child Education has proven to be very effective in enhancing students' understanding and competence in the field of guidance and counseling. Validation from subject matter experts and various trials with students show that this book is not only relevant but also very beneficial in supporting the achievement of learning objectives effectively and efficiently. This textbook meets four main standards: content alignment with the curriculum, presentation of material in accordance with learning principles, use of clear and easily understandable language, and an attractive graphic format that supports the learning process. The implementation of this textbook in the learning process has resulted in a significant increase in test scores and student satisfaction levels, affirming its effectiveness in the academic context. Overall, this textbook provides a valuable learning resource and is expected to become a primary reference for students and lecturers in the field of guidance and counseling, enriching the curriculum and raising educational standards in this discipline.

## Bibliography

### *Journals*

- Arsanti, M. (2018). Pengembangan bahan ajar mata kuliah penulisan kreatif bermuatan nilai-nilai pendidikan karakter religius bagi mahasiswa Prodi PBSI, FKIP, Unissula. *Jurnal Kredo*, 1(2), 71-90.
- Habibi, M. W., Suarsini, E., & Amin, M. (2016). Pengembangan buku ajar mata kuliah mikrobiologi dasar. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(5), 890-900.
- Lee, W. W., & Owens, D. L. (2004). Multimedia-based instructional design. Pfeiffer.
- Magdalena, I., Sundari, T., Nurkamilah, S., Nasrullah, & Amalia, D. A. (2020). Analisis bahan ajar. *Jurnal Pendidikan dan Ilmu Sosial*, 2(2).
- Purnomo, P., & Palupi, M. S. (2016). Pengembangan Tes Hasil Belajar Matematika Materi Menyelesaikan Masalah yang Berkaitan dengan Waktu, Jarak, dan Kecepatan untuk Siswa Kelas V. *Jurnal Penelitian (Edisi Khusus PGSD)*, 151-157.
- Samsinar, S. (2019). Urgensi learning resources (sumber belajar). *Jurnal Kependidikan*, 13, 194–205.
- Susilawati, S., Pramusinta, P., & Saptaningrum, E. (2020). Penguasaan konsep siswa melalui sumber belajar e-modul gerak lurus dengan software flipbook maker. *UPEJ Unnes Physics Education Journal*, 9(1), 36–43.

