

# Parental Education Program Based on the ADDIE Text Book Model

Mallevi<sup>1\*</sup> Nur Ika Sari Rakhmawati<sup>1</sup> Wulan Patria Saroinsong<sup>1</sup> Mas'udah<sup>1</sup> Sri Setyowati<sup>1</sup>

<sup>1</sup>*Department of Teacher Education of Early Childhood Education, State University of Surabaya, Surabaya, Indonesia*

*\*Corresponding author. Email: mallevingrum@unesa.ac.id*

## ABSTRACT

The development of student textbooks on children's education courses in the family has a mission to build student competencies in the Department of Early Childhood Teacher Education in understanding material about children's education in the family. The use of this textbook can provide systematic direction because the written material is consistent with the RPS on children's education courses in the family so that students are expected to be able to have fun and meaningful learning by using this textbook during lectures. Based on the results of observations and polls to students who have taken courses in children's education in the family of 2017, the Department of PG PAUD FIP Unesa, totaling 98 students, it was found that almost 80% of students still had difficulty in understanding and doing assignments on children's education courses in the family. This research aims to: 1) find out the validity of student textbooks on children's education courses in the family and 2) knowing the proper use of student textbooks on children's education courses in the family.

Research conducted is development research. The development model used is ADDIE Model (analyze, design, development, implementation, evaluation). The instruments used were questionnaires and interview guidelines. Data were analyzed with qualitative descriptive analysis techniques and quantitative descriptive analysis.

The results of the material validation test showed that the assessment of student textbook products in children's education courses in the family was 88.9%, while the results of the validation test of media experts showed that the assessment of student textbook products in children's education courses was 87.5% so it can be concluded that the textbook product developed has reached a very good category used for the lecture process in children's education courses in the family.

The results of small-scale trials show the assessment of student textbook products on children's education courses in the family from the results of student assessments on a small scale of 4 people through a questionnaire obtained an average score of 87%, so it can be concluded that the developed textbook products have reached an excellent category for the lecture process in children's education courses in the family. While the results of large-scale trials indicate that the assessment of student textbook products in children's education courses in the family from the results of the assessment of students on a large scale of 10 people through a questionnaire obtained an average score of 85%, so it can be concluded that the developed textbook products have reached an excellent category for the lecture process in children's education courses in the family.

**Keywords:** *ADDIE Textbooks Model, Parental Education*

## 1. INTRODUCTION

The Curriculum of Higher Education in Indonesia is always changing from year to year, it aims to make students easy to receive courses and knowledge given according to their times. [2] The new curriculum has an impact on the renewal of teaching materials, media and assessment for students. For this reason, the role of lecturers during lectures is very meaningful for students. Performance, performance, personality, smiles shown by lecturers not only become the main media in communication, but also as role models that are part of a meaningful learning process that is about the spirit of learning, pleasant personality, having a strong will, honesty, etc. Requirements to be a good lecturer are not easy, lecturers

must have four competencies, namely professional, pedagogic, social, and personality. Lecturers at the time of teaching need to plan what will be taught to their students so that the lectures that are conducted become an arena of exchange of ideas, thoughts, and creativity that is fun and meaningful for students.

The use of instructional media during lectures has become a necessity. The rapid use of information technology has also become a representative choice during lectures. In addition, the use of textbooks, textbooks, and even textbooks is a must for students to study the material in each course. Therefore, lecturers also need to make updates on student teaching materials, one of which is in the form of student textbooks based on RPS (Semester Learning Plan) in order to improve

the quality of their lectures. This is in line with [3] states that textbooks are able to help students and lecturers in understanding certain subject matter.

The existence of a written textbook makes lecturers do not need to present too much material in class. Lecturers have more time to provide guidance to students. As for students, textbooks can increase their motivation to learn because they do not continuously listen to lecturers' lectures and can learn actively and independently through reading so as to enrich the information they receive [4].

The development of RPS-based student textbooks on children's education courses in the family has a mission to build student competencies in the Department of Early Childhood Teacher Education in understanding material about children's education in the family. The use of RPS-based textbooks can provide systematic direction because the written material is consistent with the RPS in children's education courses in the family so students are expected to be able to have fun and meaningful learning with the use of RPS-based textbooks during lectures. This is also reinforced by the opinion [5] that the use of textbooks leads students to understand concepts, explain instructional objectives to be achieved, motivate students to learn, provide summaries and exercises, and is oriented towards individual students.

Based on the results of observations and polls to students who have taken children education courses in the 2017 class of PG PAUD FIP Unesa family, totaling 98 students, it was found that almost 80% of students still have difficulty in understanding and doing assignments in children's education courses in the family . This is because during lectures in these courses use a lot of references in the form of textbooks, this certainly makes students less likely to understand the material because the textbooks still do not meet the needs and achievement of the target tasks of children's education courses in the family. In addition, the textbooks that are used as references are not in accordance with the RPS prepared by lecturers so that the impact on student motivation is low. Therefore, it is felt necessary to improve student learning outcomes by developing RPS-based textbooks on children's education courses in the family.

Based on the description above, of course at the time of lecture a student textbook is needed as the main reference for students to be able to understand the material delivered by the lecturer in the course taken. For this reason, research is needed that is able to analyze the above problems so that the title of this research is the development of RPS-based student textbooks on children's education courses in the family.

## **2. METHOD**

### **2.1. Designed of Study**

The type of research used is research and development or research and development (R&D). This research aims to develop new products and later will be tested on the feasibility of the product and its implementation during lectures. The development product produced in this study is a student textbook. This textbook development model uses ADDIE (Analysis, Design, Development, Implementation, and

Evaluation) adapted [1]. The development of a product using the ADDIE process remains one of the most effective tools used today. ADDIE is only used as a process that functions as a guiding framework in complex situations. Development with the ADDIE model is very appropriate for developing an educational product and other learning resources.

### **2.2. Subject**

In trials using field trials, namely by conducting trials limited to one class in the class of 2018. Based on field trials it can be seen whether student textbooks still need to be revised or not. If it is deemed necessary to revise it must be revised then the student textbook is ready to use. The test subjects are the parties involved in this research activity, namely: 1) material experts, namely senior lecturers with a minimum education of S3 who understand material about children's education in the family, 2) textbook experts, namely lecturers with the last education a minimum of S3 who understands the writing of textbooks, 3) a class of 2018 students who are taking courses in children's education in the family as a target for small group trials and large group trials.

### **2.3. Measurements**

The data collection technique used was a questionnaire. The questionnaire in this study used the Guttman scale. The questionnaire / questionnaire analysis technique in this study used the Guttman scale.

## **3. RESULTS AND DISCUSSIONS**

In this chapter we will discuss the results and discussion of the development of student textbooks in the educational subjects of children in the family. Research on the development of textbooks on children's education courses in the family uses the ADDIE model development model.

Textbooks on children's education courses in the family consists of five chapters, namely: Chapter 1 about the nature of the family, Chapter 2 about family types, Chapter 3 about effective communication of parents to children, Chapter 4 about the model of family care based on cultural diversity in Indonesia , and Chapter 5 about character education in the family.

Textbooks for children's education in families have gone through the process of material validation and media expert validation. Material expert validation covers several aspects, including: 1) material compatibility with the principles of teaching material development, 2) textbook format, 3) material coverage and relevance, 4) accuracy (truth of the material), 5) updating, 6) presentation of material in textbooks, 7) linguistic, 8) interesting display of textbooks, 9) usefulness. The results of the material validation test indicate that the assessment of student textbook products in children's education courses in the family from the results of the assessment of material experts is 88.9% so it can be concluded that the material in the textbooks developed has reached the excellent category used for the lecture process at children's education courses in the family. [6] While the results of the media expert validation test include the following aspects: 1)

conformity to the principles of teaching material development, 2) the design of the cover of the textbook, 3) the design of the contents of the book, 4) the rules of writing, 5) the richness of the presentation, 6) the suitability of the presentation with the demands of learning student centered. The results of the validation test of the media experts showed that the assessment of student textbook products in children's education courses in the family from the results of the assessment of media experts (student textbooks) was 87.5% so it can be concluded that the textbook products developed had reached the excellent category used for the lecture process on children's education courses in the family.

The results of small-scale trials indicate the assessment of student textbook products in children's education courses in families from the results of student assessments on a small scale of 4 people through a questionnaire obtained an average score of 87%, so it can be concluded that the developed textbook products have reached excellent category for the lecture process on children's education courses in the family. While the results of large-scale trials indicate that the assessment of student textbook products in children's education courses in the family from the results of the assessment of students on a large scale of 10 people through a questionnaire obtained an average score of 85%, so it can be concluded that the textbook products developed has reached a very good category for the lecture process on children's education courses in the family. The results of this study are supported that textbooks are useful for students in understanding gene expression material.

Based on the description above, some aspects of the alignment of the textbook content accessed through the validation sheet also indicate that the textbook is in accordance with the RPS, which is able to guide students to be able to know and have skills in understanding the study of children's education in the family.

#### **4. CONCLUSION**

The conclusions that can be generated from this research activity are as follows: 1) Based on the results of the validation of the material experts with a percentage score of 88.9% and

the results of the validation of the media experts 87.5% so that the student textbooks on children's education courses in the family are declared appropriate to be used in the process lectures, 2) Based on the results of the test of the use of student textbooks on children's education courses in the family shows that the results of small-scale trials reached 87% while the results of large-scale trials reached 85%. For this reason, the use of this student textbook shows a very good category.

#### **REFERENCES**

- [1] Branch, R M. 2009. *Instructional Design The ADDIE Approach*. New York: Springer.
- [2] Diaz, Gabriel dan Maggioli. 2004. *Teacher-Centered Professional Development*. New York: Association for Supervision and Curriculum Development.
- [3] Kristiana, Evi, et al. 2018. Pengembangan Buku Ajar Ekspresi Gen menggunakan Penelitian Deteksi dan Identifikasi Conception Rate Gene Sapi (Bos Taurus) Kembar Berbasis Mikrosatelit. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*. Volume 3 Nomor 3 Halaman 302-311. <http://journal.um.ac.id/index.php/jptpp/>.
- [4] Suhardjono. 2008. *Makalah Penulisan Buku Ajar*. Malang: Universitas Brawijaya.
- [5] Sukerni. 2014. Pengembangan Buku Ajar Pendidikan IPA Kelas IV Semester I SD No. 4 Kaliuntu dengan Model Dick and Carey. *Jurnal Pendidikan Indonesia* Vol. 3 No. 1 Halaman 386-396. <http://ejournal.undhiksa.ac.id/index.php/JPI/article/view/2920>.
- [6] Sweeney, Diane. 2003. *Professional Development By and For Teacher: Learning Along The Way*. New York: Stenhouse Publishers