Development of Teaching Materials in the Form of Daras Books Student Management Courses

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Abtract: This study aims to develop teaching materials in the Student Management Study Program to determine the feasibility of teaching materials in improving the quality of classroom learning. This research was development research adapted from the ADDIE model. There are five stages of this research, namely: 1. Analysis 2. Design, 3. Development, 4. Implementation, and 5. Evaluation. Validation was carried out by material experts, media experts, linguists, and practicality assessments from MPI students at UIN Mahmud Yunus Batusangkar. Based on the assessment of validators, the first material expert scored aspects of the material presentation 3.4 (85%), and the second material expert scored 3.6 (90%) of the maximum score of 4.0. The results from the first material expert validator in the aspects of content eligibility were 3.4 (85%), and from the second material expert aspects of content feasibility were 3.2 (80%) of the maximum value of 4.0. The validation results from the first media expert validator were 3.4 (85% and the second media expert was 3.4 (85%) from a maximum value of 4.0, namely in the aspect of language feasibility; all aspects of the validator regarding the textbook of student management have been suitable to use as learning media for student management courses in improving the quality of learning.

Abstrak: *Penelitian ini bertujuan untuk mengembangkan bahan ajar pada mata kuliah Manajemen Kesiswaan untuk mengetahui kelayakan bahan ajar dalam meningkatkan kualitas pembelajaran di kelas pada mata kuliah Manajemen Kesiswaan. Penelitian ini merupakan penelitian pengembangan yang diadaptasi dari model ADDIE. Ada 5 tahapan yang dilakukan yaitu: 1. Analisis 2.Desain, 3.Pengembangan, 4.Implementasi, 5. Evaluasi. Validasi dilakukan oleh ahli materi, ahli media, ahli bahasa dan penilaian kepraktisan dari mahasiswa MPI UIN Mahmud Yunus Batusangkar. Berdasarkan penilaian validator ahli materi 1 aspek penyajian materi mendapat skor 3,4 (85%) dan ahli materi 2 aspek penyajian materi mendapat skor 3,6 (90%) dari skor maksimal 4,0. Hasil dari validator ahli materi 1 aspek kelayakan isi adalah 3,4 (85%) dan dari ahli materi 2 aspek kelayakan isi adalah 3,2 (80%) dari nilai maksimal 4,0. Hasil validasi dari validator ahli media 1 adalah 3,4 (85%) dan ahli media 2 adalah 3,4 (85%) dari nilai maksimal 4,0 yaitu pada aspek kelayakan bahasa, semua aspek validator mengenai buku ajar manajemen kemahasiswaan telah layak digunakan sebagai media pembelajaran mata kuliah manajemen kesiswaan dalam meningkatkan kualitas pembelajaran.*

INTRODUCTION

The quality of educational institutions is essentially measured by the quality of learning. Therefore, the criteria for quality and success in learning must be described in detail so that they can be measured and observed (Hidayat Rahmat, 2016). The requirements for training have changed significantly. Educators must design and carry out teaching and learning activities that allow children to construct their knowledge actively (Wahyuni et al., 2022). This is to the view of constructivism, which states that learning success depends not only on the environment or learning conditions but also on students' prior knowledge. Learning involves students constructing "meaning" based on what they do, see, and hear (Parmin & Savitri, 2022).

Students' success in achieving learning goals is also the success of lecturers. This shows that the lecturer successfully provided new material and information to students (Mutawakkil & Nuraedah, 2019). Students achieve learning achievement through their participation in learning activities. Of course, to determine the progress and success of student learning, separate indicators are needed whose results can be used to evaluate further learning activities. Learning success requires learning perfection and learning perfection (Supriyoko et al., 2022).

This means that deepening learning is the acquisition of competencies involving knowledge, skills, attitudes, or values reflected in thinking and acting (Bastari et al., 2019). The task of learning completeness is to ensure that all students have mastered the competencies required by the subject before moving on to the next subject. Learning completeness benchmarks refer to competency standards and basic competencies and measures included in the curriculum (Lubis et al., 2022).

Meanwhile, learning completeness refers to implementation standards regarding the components of lecturers and students, namely understanding learning success criteria, qualification standards, and basic skills, as well as indicators in the important curriculum for managers. One of the successes of the learning process cannot be separated from learning tools, namely courses (Monalisa & Trapsilasiwi, 2016). Learning materials are an important part of teaching on campus and a factor in achieving learning objectives. Courses are also part of the learning process. Subjects play a very important role in the learning of lecturers and students. Lecturers find it easier to increase the effectiveness of their learning if they have complete teaching materials. Likewise, students without teaching materials experience learning difficulties (Anggraeni et al., 2021).

Therefore, a lecturer must be creative to be able to compile teaching materials that are innovative, diverse, interesting, and contextual. To the needs of students (Andi, 2015). Andi (2015) states that teaching materials refer to all systematically arranged knowledge that is fully controlled by students and used in the learning process to plan and research the implementation of learning. Appropriate teaching materials affect students' ability to solve student management problems. Using good teaching materials is also very important to make the learning process effective and efficient. To increase lecturers' effectiveness in class, lecturers must use teaching materials whose content is easy to understand, according to competence, and attracts students' attention.

Ika (2013) explains that teaching materials are content related to the curriculum that achieves predetermined standards of achievement and competence. The presence of learning materials allows competency learning as a whole to be integrated. The role of the lecturer changes from the production of knowledge to the promotion of learning by providing the necessary learning resources, arousing enthusiasm for learning, providing opportunities to put learning outcomes into practice, providing feedback on learning

progress, and helping students become useful in life.

Using appropriate teaching materials according to the characteristics of the learning process can be an alternative teaching material that supports smooth learning and quality of learning (Magdalena et al., 2020). Munir, (2019) claims that material developers should be thoughtful about students' interests, attitudes, and expectations in designing teaching materials. He further states that material developers should accommodate different learning styles and students' needs.

Teaching materials have several characteristics. Ika (2013) show that teaching materials have the following characteristics: (1) Independent, that is. Teaching materials can enable students to teach independently with the help of developed teaching materials. Therefore, educational materials must have clear objectives and provide learning materials packaged into more specific units or activities; (2) Independent, e.g., each learning content of a competency unit or part of the competency is contained in the teaching material; (3) Stand Alone, i. H. Educational materials that have been developed separately from other educational materials or do not need to be used with other educational materials. (4) Adaptable, that is. Teaching materials must have high adaptability to the development of science and technology; (5) User-friendly, e.g., H. Every instruction and presentation of information presented is useful and usable, including the convenience of users to answer them and use them as they please.

The presence of teaching materials is very useful not only for supporting student learning but also for teachers. With the help of teaching materials, teachers are more flexible in developing subjects (Sungkono, 2009).

According to Andi (2015), the types of teaching materials are as follows: manuals, modules, textbooks, learning instructions, models (Makeup), audio course materials, and video learning materials

Learning Quality

Quality can be interpreted as quality or efficiency. The quality of learning is the degree of achievement of learning objectives in learning activities influenced by various factors, including the teacher's ability to direct learning and the teacher's teaching competence, reflected in the increase in results. Learn in study (Parmin, 2007).

According to Uno (2007), the quality of learning means that the learning activities carried out so far tend to lead to something good. In the context of learning programs, without putting aside the importance and ignoring other factors, the quality of learning is a factor that plays a very important role in improving learning outcomes, which ultimately leads to improving the quality of education. Because the culmination of various educational programs is the implementation of quality learning programs.

One of the things that affects the quality of learning is teaching materials, if the teaching materials available are inadequate and inappropriate, it will be difficult to create quality learning. Teaching materials are an important source of material for students in carrying out the learning process (Suprihatin & Manik, 2020).

Without teaching materials, it seems that students will have difficulty in achieving learning objectives. In principle, lecturers must always prepare teaching materials for their students in the implementation of the learning process (Mutaqin, 2009).

In addition, the development of teaching materials for lecturers is very important to do, especially in the subjects they teach. Because the teaching materials used will be very precise. The existence of appropriate and valid teaching materials can help students in the learning process and will improve the quality of learning (Lestari et al., 2020). Likewise, Munir et al., (2021) highlight that providing appropriate materials for students would motivate students in learning.

METHOD

This research used the ADDIE development model, analysis planning, development, implementation, and evaluation. The data collected in this study consisted of two types of data, namely qualitative data and quantitative data (Sugiyono, 2015).

1. Qualitative data is information about developing teaching materials through criticism and suggestions from material experts, media, and students.
2. Quantitative data is the main data in evaluating material experts, media, and teaching materials.

The research instruments used in this study were observation sheets and interview guides that the researchers used at the definition stage. At the validation stage, the researchers used a questionnaire in material expert validation sheets, media expert validation questionnaires, and linguist validation questionnaires. Data was collected through the distribution of validation questionnaires in the form of *a Likert scale* that was distributed to the respondents. Data analysis was carried out using the *Content Validity Index* (CVI) approach (Ayu Dessy Sugiharni, 2018) with an overview of the validity classification as follows:

Table 1. Classification validity

Kriteria	Keterangan
$0,80 < r_{xy} < 1,00$	Very High Validity (Very Good)
$0,60 < r_{xy} < 0,80$	High Validity (Good)
$0,40 < r_{xy} < 0,60$	Moderate Validity (Enough)
$0,20 < r_{xy} < 0,40$	Low Validity (Less)
$0,00 < r_{xy} < 0,20$	Very Low Validity (Bad)
$r_{xy} < 0,00$	Invalid

Sumber: (Guilford, 1956)

Based on the above data classification, the validity test is determined as a modified validity percentage by multiplying it by 100%. The practicality or feasibility test analysis is carried out by comparing the total score obtained with the ideal score. The score results obtained are interpreted according to the practicality category as follows.

Table 2. Practicality Category

Score (%)	Category
$80 < P \leq 100$	Very Practical
$60 < P \leq 80$	Practical
$40 < P \leq 60$	Pretty Practical
$20 < P \leq 40$	Less Practical
$P \leq 20$	Impractical

Source: (Hamdunah, 2015)

RESULTS AND DISCUSSION
Results

Development of material related to student management teaching materials was carried out through several stages. In the first stage, a definition is carried out. Namely, the development of the developed teaching materials adapted to the course or lecture material concept. Material development related to student management is carried out through tests and non-tests. At the planning stage, a design related to the *outline* and *prototype* of teaching materials is carried out using *Microsoft Office*. Next, draft teaching materials in the form of student management textbooks with book covers as follows:

Picture 2. Initial View (Cover)

The picture above is a form of cover or the initial appearance of the student management book in the student management course, which contains the title of the material and a narrative image of the student management learning process.
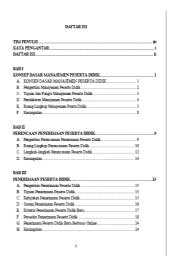

Figure 3. Table of Contents View

Figure 3 illustrates the draft contents of the textbook for the student management course, which contains material content in the form of student management concepts, student admission planning, student acceptance, procedures for grouping students, fostering student discipline, and evaluation of learners. The development stage would be carried out in the next stage of developing the textbook. At this stage, the author validated through a questionnaire to the validator. The validation was carried out regarding the material expert

validator, media expert validator, and linguist validator, with a summary of the results of the validation as follows:

Table 3. Average Material Expert Validation Results

No	Assessment Aspects	Average Yield			
		Validators 1		Validators 2	
		Score	Percentage	Score	Percentage
1	Presentation of material	3,4	85 %	3,6	90 %
2	Content eligibility	3,4	85%	3,2	80 %
	Average	3,4	85 %	3,4	85 %

Table 3 illustrates the average validator results from presenting the material with a maximum value of 4.0 with the material expert validator 1, which was 3.4, and the material expert validator 2, which was 3.6. In the content feasibility aspect, the material expert validator 1 results were 3.4, and material expert 2 was 3.2, with a maximum value of 4.0. The average of the validation results related to the material aspects of the two validators is 3.4 and 3.4. It can be stated that the student management textbook on the material aspect is suitable for use with suggestions from the validator in the material explanation section to be further reproduced by providing examples of problems which is more detailed. The following presents the average validation results from the media aspect.

Table 4. Average Media Expert Validation Results

No	Assessment Aspects	Average Yield			
		Validators 1		Validators 2	
		Score	Percentage	Score	Percentage
1	Media eligibility	3,4	85 %	3,2	80 %

The average validation results based on Table 4 above related to the eligibility aspect of the media are known that the media expert validator 1 is 3.4, and the validator from media expert 2 is 3.4 out of a maximum value of 4.0 so that student management textbooks are appropriate for use based on the results of the media expert validator. Suggestions from the validator were an initial display of the media and language used to be simplified further and practice questions added or reproduced more. The following table presents the average validation results from linguists.

Table 5. Average Linguist Validation Results

No	Assessment Aspects	Average Yield			
		Validators 1		Validators 2	
		Score	Percentage	Score	Percentage
1	Language Presentation	3,4	85 %	3,4	85 %

Regarding language feasibility, the average validation result from the media expert 1 validator based on Table 5 above is 3.4, and media expert 2 is 3.4 out of a maximum value of 4.0. Suggestions from language validator 1 are that the language used in the textbook is already communicative and interactive but still needs some additional references that can support the theory. At the same time, the linguist validator 2 also explained that several sentences need clarification in elaborating the material.

The practical results of developing student management textbooks given to 5 MPI students at UIN Mahmud Yunus Batusangkar through a questionnaire students were selected 25% of the total 20 students in one class of strategy management subject consisting of 2 people with high academic abilities, 1 person with moderate academic ability and 2 people with low academic ability, this was taken based on the GPA which the researchers sorted from highest to lowest in that one class. This can be seen in the following table.

Table 6. Percentage of Practical Results

NO	Respondents	Ability	Score percentage
1	Respondents 1	High	84,71 %
2	Respondents 2	High	83,29 %
3	Respondents 3	Medium	86,14 %
4	Respondents 4	Low	82,71 %
5	Respondents 5	Low	86,14 %
	Average		84,6 %

The average percentage based on Table 6 above shows that the practicality percentage is 84.6% with very practical criteria or categories. Some suggestions for improvement

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CONCLUSIONS

The ADDIE model can be used to improve the quality of learning and develop teaching materials for student management books as a learning tool for student management courses. Teaching materials for student management books with the ADDIE "Decent" model are used to improve the quality of learning. This can be seen from presenting the material with the average validator results from the material expert 1 validator, 3.4, and material expert 2, 3.6, with a maximum value of 4.0. The validation results regarding the content's feasibility aspect with the maximum value through material expert 1 is 3.4 and material expert 2 is 3.2. The average material aspects of the two validators are 3.4 and 3.4, so student management textbooks on material aspects are appropriate to use.

Suggestion

1. For educators and education staff, it can be used as a learning tool in the student management process to improve the quality of learning.
2. It needs to be developed further by adding material and questions to facilitate student participation in the learning process.

from respondents were that the book content was too much, so it had to be shortened to be more concise in finding the main material.

3. From the point of view of future researchers, the experiment should be carried out more broadly. Experiments are not only carried out on one campus but experiments must be carried out on more than one campus so that they can be used to produce an educational management learning environment that can be used widely.

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