

## Extracurricular Management in the Development of Soft Skills For Students

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### Abstract

This study aims to develop a textbook for the Elementary School Teacher Education program, specifically targeting 5th-semester students. The textbook is designed to align with the current syllabus of the Elementary School Curriculum Study and Development course, focusing on enhancing students' conceptual understanding of the subject. To ensure the textbook's effectiveness in promoting learning, the ADDIE model—comprising Analysis, Design, Development, Implementation, and Evaluation—was used as the research framework. Data was collected using a semi-open questionnaire for validation purposes. Expert validation showed strong qualification scores across three key areas: content and material (87.50%), presentation (89.06%), and language (87.50%). In addition, small group trials conducted with 30 students yielded an average acceptance rate of 87.00%, confirming that the textbook is well-received and suitable for use in the course. This study contributes to the development of curriculum materials that are aligned with the evolving educational paradigm and enhances the quality of teaching in elementary education.

**Keywords:** Textbook, Curriculum, Development, ADDIE



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### INTRODUCTION

Textbooks play a crucial role in higher education as both primary and secondary sources, significantly impacting learning outcomes. Recent studies have shown that structured textbooks can enhance student comprehension and learning effectiveness by as much as 65.79% (Amirulmukminin & Purnama, 2023). Beyond supporting instructors in designing teaching and learning activities, textbooks equip students with a solid theoretical foundation, enabling them to explore material more deeply and independently (Sakinah et al., 2023). Textbooks also serve as references that students use to broaden their understanding of a particular discipline. These

texts are developed by experts in their respective fields and are published for the benefit of a wider audience. Currently, the development of textbooks typically aims to fill gaps in existing publications (Febrianto & Puspitaningsih, 2020), providing comprehensive references that enhance the teaching and learning process. Textbooks thus encourage students to actively engage in knowledge construction rather than merely being passive recipients of information (Puspitasari et al., 2019).

The development of textbooks is tailored to the specific discipline being studied. In the context of higher education, particularly within the Elementary School Teacher Education program, courses focused on curriculum study are critical. One such course is *Elementary School Curriculum Study and Development*, which plays a pivotal role in shaping students' understanding of curriculum principles, models, approaches, content, components, and structures in both Indonesia and other countries. The course is aligned with current educational developments and addresses the educational needs of the community in supporting the Sustainable Development Goals (SDGs). Initial observations, however, indicated a gap in students' understanding of the philosophical foundations, theories, and practices of curriculum development. This gap leads to suboptimal discussion dynamics and an over-reliance on online sources. Therefore, this course is essential in bridging these gaps, enabling students to gain a deeper understanding of the material and minimize conceptual misunderstandings.

The development of this textbook is intended to address these issues by facilitating the *Elementary School Curriculum Study and Development* course within the Elementary School Teacher Education program at the State University of Malang, as well as at other universities. By doing so, the textbook aims to support both instructors and students in completing course-related tasks more effectively. The urgency of developing such a textbook is underscored by the gap in learning resources, as students currently seek additional sources to supplement their primary materials. This issue was highlighted by a survey conducted between September and October 2023, involving 159 respondents from the Elementary School Teacher Education Program at the State University of Malang. The survey revealed a significant gap in the availability of textbooks for curriculum studies and development, with most respondents reporting insufficient access to primary learning resources. As a result, students resort to secondary sources, such as the internet, academic articles, and journals. These findings demonstrate an urgent need for comprehensive, relevant, and easily accessible learning materials. The proposed *Curriculum Study and Development* textbook is expected to fill this gap and provide students with the necessary resources for effective learning.

A review of existing literature in curriculum development reveals that many textbooks focus primarily on theoretical and content-based discussions of curriculum design, often lacking in-depth analysis. This proposed textbook aims to fill this gap by offering a more comprehensive and applicable exploration of

curriculum studies (Ayu, 2020). By providing detailed discussions on curriculum definitions, development processes, evaluation methods, and transformation strategies, the textbook is designed to support both instructors and students in adopting more active and constructivist learning approaches. As such, it is intended to serve as a valuable resource for those engaged in elementary school curriculum development and implementation (Suwandi et al., 2019).

To effectively design and develop elementary school textbooks, it is crucial to consider foundational principles and practices that will enhance both the curriculum and the materials used for instruction. Several studies offer insights into the essential elements of curriculum design, each of which can directly inform the process of developing textbooks that are engaging, effective, and aligned with educational goals.

Malau et al. (2024) highlight the importance of curriculum development principles in education, emphasizing the need for structured, effective course materials that can be adapted for elementary education (Malau et al., 2024). This is particularly relevant for creating textbooks that align with educational goals and teaching methodologies. Similarly, Hanifah et al. (2024) stress the significance of understanding curriculum principles to improve the design of educational resources such as textbooks, particularly for new educators who will be implementing these materials in the classroom (Hanifah et al., 2024).

In terms of practical application, Şen and Ünal (2021) provide valuable insights into evaluating mathematics curricula using an educational criticism model, which can guide the design of textbooks that are both comprehensive and pedagogically sound (Şen & Ünal, 2021). Likewise, Fitriah et al. (2023) explore models for improving learning outcomes, which are particularly relevant for developing textbooks aimed at increasing student engagement and performance (Fitriah et al., 2023).

A critical component of textbook development is conducting thorough needs analysis, as emphasized by Li-Ming et al. (2020). Needs analysis helps ensure that the curriculum and corresponding textbooks are tailored to the specific requirements of students, making them more effective in addressing diverse learning needs (Li-Ming et al., 2020). Similarly, Raffing et al. (2023) present a model for curriculum development that begins with a targeted needs assessment and results in practical, ready-to-implement courses, which can inform the creation of textbooks that are both relevant and effective (Raffing et al., 2023).

Moreover, Ali (2020) discusses the importance of coherence in curriculum design, which is essential for structuring textbooks that are aligned with educational objectives and outcomes (Ali, 2020). In line with this, Achadi (2024) emphasizes the value of integrating problem-solving strategies into textbooks, particularly in mathematics, to foster critical thinking and enhance student learning (Achadi,

2024). This approach can enhance textbooks by promoting critical thinking skills and student engagement.

Collaborative learning strategies, as discussed by Rosfiani et al. (2024), offer an innovative approach to textbook design by promoting teamwork and active participation among students (Rosfiani et al., 2024). This can make textbooks more interactive and engaging, thus facilitating a more dynamic learning environment. Furthermore, the integration of ideological education, as suggested by Lv et al. (2023), helps in designing holistic textbooks that promote not only academic knowledge but also broader educational and moral values (Lv et al., 2023).

The primary objective of this textbook is to provide a deeper understanding of curriculum concepts, offering learning materials that are both comprehensive and aligned with the current curriculum standards (Suwandi et al., 2019). The textbook is designed to be a relevant, valid, objective, and up-to-date resource, making it easier for students and instructors to find reliable references. This work is expected to become the main reference for students in the Elementary School Teacher Education program, particularly those enrolled in the *Curriculum Study and Development* course, and for instructors interested in material development.

## METHOD

This research employs a development research design, utilizing the ADDIE (Analysis-Design-Develop-Implement-Evaluate) procedural model. The research follows a systematic approach with five stages: analysis, design, development, implementation, and evaluation. The analysis phase focuses on evaluating actual problems, needs, human resource readiness, and learning infrastructure in the context of Curriculum Study and Development (Cahyadi, 2019). During the design phase, the research team develops the textbook outline and systematics, determines the format and layout design, compiles validation and evaluation instruments, and plans the development and implementation strategies.

In the development phase, the team drafts the textbook, conducts expert validation, revises the material based on expert feedback, and finalizes the product for testing. The implementation phase involves limited trials with small groups, gathering user feedback, analyzing the results, and making revisions based on the trial outcomes. The evaluation phase includes formative evaluation at each stage, as well as a summative evaluation at the end to assess the product's effectiveness (Megawati et al., 2022).

Validators in this research are two experts who are active lecturers in the Elementary School Teacher Education Program, each holding at least a master's degree (S2). The selected validators have a minimum of 5 years of teaching experience, specialize in curriculum development, and have taught courses on Elementary School Curriculum Study and Development. The trial subjects consist of 30 fifth-semester students from the Elementary School Teacher Education Program,

currently enrolled in the Elementary School Curriculum Study and Development course.

Data collection instruments include expert validation sheets that assess the content/material feasibility, presentation, and language. User response questionnaires are designed to measure the ease of use, usefulness, attractiveness, and effectiveness of the textbook. Implementation observation sheets are used to monitor learning implementation, student activities, and any challenges encountered during the use of the textbook.

The data is analyzed using both quantitative and qualitative descriptive analysis techniques. Quantitative analysis is performed on the expert validation scores and user responses using percentage calculations, where a product is considered feasible (valid) if it achieves a minimum of 65%. Qualitative analysis is conducted on validator suggestions and comments, implementation observations, and user feedback. Success criteria for the product are based on expert validation and user responses reaching at least 65%, the absence of significant issues during implementation, and effectiveness test results demonstrating improved student understanding.

The product feasibility criteria are outlined as follows: a score of 85-100% is considered valid/highly feasible, 65-80% as moderately valid/feasible, and  $\leq 65\%$  as invalid/low feasible (Sukmadinata, 2005).

## **RESULTS AND DISCUSSION**

The development of the Elementary School Curriculum Study and Development textbook followed the ADDIE model systematically, yielding significant findings from each development stage. The research findings are presented based on the stages of development, incorporating both quantitative and qualitative data, with a discussion relating to previous research.

### **Analysis Phase**

The analysis phase uncovered key issues in the curriculum learning process. Data from an initial survey with 159 respondents highlighted that 85% of students struggled with basic curriculum concepts, while 78% relied on unverified online resources. These findings are consistent with Ortega-Sánchez et al. (2019), who identified limited access to quality learning resources as a major barrier to effective curriculum learning in higher education.

## Expert Validation Results

The expert validation results, summarized in the table below, show that the developed textbook met the necessary feasibility standards.

**Table 1 - Expert Validation Results**

Assessment Aspects	Validator 1 (%)	Validator 2 (%)	Average (%)	Category
Content	90.00	85.00	87.50	Valid
Presentation	87.50	90.63	89.06	Valid
Language	90.38	84.62	87.50	Valid

With an average score of 88.02%, the validation results confirm that the textbook meets expert standards for content, presentation, and language. This aligns with the findings of Rezat (2021), which suggest that textbooks systematically developed with expert validation are more effective in supporting learning.

## Small Group Trial Results

Results from small group trials with 30 fifth-semester students were as follows:

**Table 2 - Small Group Trial Results**

Assessment Aspects	Students Score (%)	Category
Ease of Use	86.83	Highly Feasible
Usefulness	87.67	Highly Feasible
Attractiveness	86.58	Highly Feasible
Effectiveness	86.92	Feasible

These results indicate that students found the textbook highly feasible in terms of ease of use, usefulness, and attractiveness, with effectiveness being rated as feasible. These findings are consistent with the conclusions of Puspasari (2019), which highlight the positive impact of well-designed textbooks on improving conceptual understanding.

## Textbook Structure and Design

The textbook is divided into three main sections. The first section provides an introduction emphasizing the importance of curriculum understanding for prospective elementary school teachers. This approach is supported by Ilyas and Liu (2020), who found that contextual introductions increase student learning motivation. The core sections consist of four chapters, systematically arranged from basic concepts to curriculum implementation in the field. Each chapter includes case examples and reflective activities that foster critical thinking, which aligns with Sistrans (2020) findings on the value of case-based learning in teacher education. An important feature of the textbook is its integration of theory and practice, specifically tailored to the Indonesian elementary education context. Rouf et al. (2020) underscore the importance of contextual understanding in curriculum for prospective teachers. Moreover, the inclusion of QR codes linking to validated digital



sources addresses the need for integrated learning resources, as suggested by Sakinah et al. (2023).

Despite the positive findings, the research has some limitations. The trials were conducted with small groups from a single institution, and the long-term effectiveness of the textbook remains to be tested. These limitations present opportunities for future research involving larger sample sizes and longer evaluation periods.

### Impact on Student Understanding

The developed textbook showed a 32% increase in student understanding of curriculum concepts compared to pre-usage levels. This result supports Puspasari (2019), who found that systematically developed textbooks have a significant impact on students' conceptual understanding. These results indicate the potential of the textbook to enhance students' grasp of curriculum concepts in a meaningful way.



**Figure 1** - Textbook Design for Elementary School Curriculum Study and Development Course

The development of the Elementary School Curriculum Study and Development textbook demonstrates strong validation, positive student feedback, and improvements in student understanding, with promising implications for future applications in teacher education.

### Discussion

The results of this research provide valuable insights into the development and validation of a textbook for the Elementary School Curriculum Study and Development course. In this section, the findings will be discussed based on the theoretical framework used and compared with previous research to highlight similarities, differences, and the contributions of this study to the existing literature.

## Theoretical Framework and Implications

The development of this textbook follows the ADDIE model, a widely accepted framework for instructional design (Morrison et al., 2019). The stages of this model—Analysis, Design, Development, Implementation, and Evaluation—were utilized to systematically ensure the creation of a resource that is not only theoretically sound but also practical and applicable to the needs of prospective elementary school teachers. The findings from the analysis phase, which indicated that 85% of students struggled with basic curriculum concepts and 78% relied on unverified internet sources, align with the challenges identified in Ortega-Sánchez et al. (2019). Their research revealed that the lack of quality educational resources often impedes the effective delivery of curriculum content in higher education. This alignment reinforces the importance of the current textbook's role in addressing this gap by offering verified, reliable resources and comprehensive coverage of curriculum concepts.

The results of this research align with, and extend, previous findings in several areas. For example, expert validation of the textbook yielded an average score of 88.02%, affirming its feasibility and quality, similar to the findings of Rezat (2021), who reported that textbooks developed with systematic expert validation have higher effectiveness in supporting learning. Additionally, the small group trial results demonstrate high feasibility in terms of ease of use, usefulness, and attractiveness, with an overall effectiveness rating of 86.92%. These results are consistent with Puspasari (2019), who found that systematically developed textbooks significantly improve students' conceptual understanding. This supports the notion that structured, well-designed textbooks can enhance the learning experience for students.

In terms of textbook structure, this research mirrors the findings of Sistermans (2020), who emphasized the importance of case-based learning in teacher education. The inclusion of case examples and reflective activities in each chapter of the textbook allows students to engage in critical thinking, a key factor in the development of effective teaching competencies. Moreover, the research by Rouf et al. (2020) underscores the significance of contextualizing curriculum content for prospective teachers, which this textbook achieves by tailoring content specifically to the Indonesian education system. This contextual focus is further supported by Ilyas and Liu (2020), who found that contextual introductions increase student motivation, a feature incorporated into the textbook's design.

One of the key contributions of this study to existing literature is the integration of digital resources via QR codes, which link to validated online content. Sakinah et al. (2023) highlighted the need for integrated learning resources to support curriculum understanding, and this textbook addresses that need. The inclusion of digital resources not only enhances the learning experience but also keeps the textbook up-to-date with evolving educational technologies.



Furthermore, while previous research has focused on the development of textbooks and resources for teacher education, this study specifically targets the Indonesian context. The integration of local curriculum content and the design of the textbook with the Indonesian elementary school system in mind makes this resource highly relevant for Indonesian educators. By aligning with the needs of local teachers, this textbook contributes to the growing body of research on contextually relevant educational resources in non-Western settings.

While the findings of this research are promising, there are several limitations that warrant attention. The small group trials were conducted with a limited sample size of 30 fifth-semester students from a single institution. This limits the generalizability of the results, and future research should aim to include a larger and more diverse group of participants. Moreover, the long-term effectiveness of the textbook has yet to be evaluated, which is crucial for understanding its sustained impact on student learning. Future studies could explore the textbook's impact over an extended period and across different educational institutions.

Additionally, the textbook's role in supporting various learning styles and accommodating diverse learners has not been extensively investigated in this study. Research that focuses on the textbook's adaptability for students with different learning needs would provide valuable insights into its versatility and broader applicability.

This study makes several important contributions to the field of textbook development and teacher education. It aligns with previous research while offering new insights into the integration of digital resources, the contextualization of content for Indonesian teachers, and the systematic development of learning materials. The positive results from the expert validation and small group trials suggest that the developed textbook holds significant potential for improving the conceptual understanding of prospective elementary school teachers. However, further research is needed to explore its long-term effectiveness and its applicability in diverse educational settings.

## CONCLUSION

The development of the Elementary School Curriculum Study and Development textbook has successfully addressed the pressing need for a high-quality educational resource for prospective elementary school teachers. This textbook, grounded in the systematic ADDIE model, has met both academic and practical learning standards. Expert validation results indicate that the textbook achieves a strong overall feasibility score of 88.02%, demonstrating its alignment with content, presentation, and language standards. These findings are further supported by small group trial results, which show high levels of acceptance from students, with average scores of 86.83% for ease of use, 87.67% for usefulness, 86.58% for attractiveness, and 86.92% for textbook effectiveness.

The success of this textbook can be attributed to its well-organized structure, which bridges theory and practice while being contextually relevant to the Indonesian elementary education system. By incorporating case-based learning, digital resources, and contextual content, the textbook responds to the unique needs of future educators, enhancing their ability to implement curriculum concepts effectively in the classroom.

However, the research also highlights areas for future exploration. To fully optimize the textbook's use, course instructors should consider integrating orientation sessions at the start of the course, along with designing learning activities that tie the textbook's content to real-world teaching experiences. The Elementary School Teacher Education Program could further support this initiative by facilitating workshops and developing supplementary resources to enhance the textbook's practical application.

Looking forward, large-scale trials involving multiple institutions and longitudinal studies are necessary to assess the long-term impact of this textbook on student learning and teaching effectiveness. Moreover, to maintain the textbook's relevance and efficacy, it will require regular updates that reflect changes in the curriculum and evolving pedagogical needs.

This research has provided a valuable contribution to the field of teacher education, particularly in the Indonesian context. The findings underscore the importance of developing textbooks that are not only academically rigorous but also practical and adaptable to the specific needs of local educators. The positive results suggest that the textbook has the potential to make a meaningful impact on the quality of curriculum understanding among elementary school teachers, offering significant implications for both curriculum development and teacher preparation programs.

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