

Analysis of the Feasibility Results of Material and Media Aspects of Educational Psychology Textbook

Yusvidha Ernata

Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi, Fakultas
Eksakta dan Keolahragaan, Universitas Insan Budi Utomo

Article Info

Article history:

Received: 22 Agustus 2025

Publish: 1 November 2025

Keywords:

Matery and Media;
Educational Psychology.

Abstract

This study aims to determine the results of the feasibility of the material and media aspects of the Educational Psychology textbook. This study is a research on the development of an Educational Psychology textbook. The development of this Educational Psychology textbook refers to the 4D model developed by Thiagarajan, et al. (1974) which consists of 4 stages, namely Define, Design, Development, and Disseminate, modified to suit this study. This textbook was tested for feasibility by material and media experts. The instrument used was an expert validation instrument. Based on the results of the study, it can be concluded that the Educational Psychology textbook is declared fit for use as an Educational Psychology textbook by material and media experts.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Yusvidha Ernata

Universitas Insan Budi Utomo

Email: yusvidhaernata@gmail.com

1. INTRODUCTION

The Directorate General of Higher Education (2009) states that a textbook is a handbook for a course, written and compiled by experts in the relevant field and meeting textbook standards. In education, textbooks are closely linked to the learning process and curriculum. Textbooks are a tool for the implementation of education and learning. During learning, teachers can manage learning activities with the aid of textbooks. Students can participate in learning activities through textbooks.

Educational Psychology is one of the compulsory courses in the Physical Education, Health and Recreation Study Program at Insan Budi Utomo University. Educational Psychology is the study of the relationship between dietary management and physical performance, which is beneficial for health, fitness, child growth, and the development of athletic performance, particularly for athletes. Educational Psychology courses aim to understand the relationship between nutrition, lifestyle, and physical performance. Athletes must have adequate nutrition to achieve optimal health and physical ability, enabling them to endure rigorous training and maintain good performance during competitions.

Interviews with students in the Physical Education, Health, and Recreation Study Program found that 80% of students lack interest in the Educational Psychology course. They believe it has no connection to the world of sports. This reality makes the Educational Psychology course less meaningful. Most PJKR students consider Educational Psychology to be a difficult course. It is not surprising that the learning outcomes of Educational Psychology students in the PJKR Study Program, especially at Insan Budi Utomo

University, are still relatively low. Every final semester exam got Minimum Completion Criteria (KKM) only 45% to 55%.

2. RESEARCH METHOD

The development of this Educational Psychology textbook refers to the 4D model developed by Thiagarajan et al. (1974) which consists of 4 stages, namely *Define*, *Design*, *Development*, And *Disseminate*, which was modified to suit this research.

Level Define

At the level *define*, carries out an analysis of the instructional needs required for the development of textbooks which includes the following steps: (1) Analyzing the basic competencies of the Educational Psychology course, (2) Identifying learning problems, and (3) Identifying the weaknesses and deficiencies of the Educational Psychology textbook.

Design Level

This design stage is carried out to produce an initial draft of the Educational Psychology textbook.

Develop level

This aims to revise the initial draft of the textbook that was prepared at the stage of Revisions *design* are based on a validation process conducted by material and media experts. After validation and revisions are complete, development tests are conducted, including individual testing, small group testing, and Classroom Action Research (CAR).

Disseminate level

At the level *disseminate* is a dissemination of textbooks for use in Educational Psychology lectures, especially for the Physical Education, Health and Recreation Study Program at Insan Budi Utomo University.

Feasibility Sheet Data Analysis

Descriptive statistical analysis was used to process data obtained from the Eligibility sheet and student assessment questionnaire. The data was converted into percentages using the following formula:

$$P = x \times \frac{100\%}{xi}$$

Information:

P = Percentage of each criterion

x= Score for each criterion

xi= Maximum score for each criterion

Table 1 Textbook Eligibility Criteria

Scale (%)	Eligibility Criteria
85—100	worthy of the title of very good
65—84	worthy of a good predicate
45—64	worthy of the predicate sufficient
0—44	not feasible

(Source: Center for Books and Curriculum, 2008)

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

This textbook was validated by subject matter and media experts. The assessment results of each validator were calculated and expressed as a percentage.

Table 2 Results of Material Expert Validation

No	Assessment Aspects	Score
1.	The material developed has relevance to CPL and has the final ability to be achieved	4
2.	The material developed is consistent or stable according to the abilities that are to be achieved.	3
3.	The material developed is adequate so that students can master the final skills they want to achieve.	4
4.	The material developed includes types of material in the form of facts, concepts, principles and procedures.	3
5.	The presentation of the material is appropriate so that it makes it easier for students to master the learning material so that they can master the final skills they want to achieve.	4
6.	The examples given can help students to understand the material.	3
	Total Shoes	
Average Score		3,5
Eligibility Percentage		91,6
Evidence of Qualification		worthy of the title of very good
		worthy of a very good predicate

Table 3 Media Expert Validation Results

No	Assessment Aspects	Score
I. Display Aspect		
1.	The cover design is made attractive to attract students' interest in reading.	4
2.	The book design is consistent on every page.	3
3.	The typeface chosen makes it easier for students to read.	4
4.	The font size chosen makes it easier for students to read.	3
5.	The layout of images and text is orderly and harmonious so that it attracts students' interest in reading and is comfortable to read.	3
II. Presentation Aspects		
6.	The presentation of material in each chapter begins with <i>advance organizer</i>	3
7.	The contents of the book are presented in a sequential manner (introductory material, main material, example questions and exercises)	4

8.	The presentation of material from the first to the last chapter in the textbook is continuous and coherent.	3
9.	The textbook contains the final course achievements, competencies, and indicators to be achieved in each chapter of the textbook so that students understand the direction of learning well.	3
10.	Textbooks contain graphic elements such as tables, pictures or relevant illustrations to make it easier for users to understand the material.	3
Average Score		3,3
Eligibility Percentage		80
Evidence of Qualification		worthy of a good predicate
		worthy of a good predicate

3.2. Discussion

The assessment results indicate that the subject matter expert's assessment of the Educational Psychology textbook's suitability is "very suitable," and the media expert's assessment of the Educational Psychology textbook's suitability is "suitable." In addition to the numerical assessment, the subject matter and media experts provided several suggestions as a reference for textbook revision. The suggestions/comments from the Media and Language Experts are as shown in the following table:

Table 4. Suggestions/Comments from Media Experts

No.	Type of Error	Improvement Suggestions
1.	Revision of textbook cover design	Textbook cover design improved
2.	The logos of IKIP Budi Utomo and Kemenristekdikti do not yet exist	Added logos of IKIP Budi Utomo and Kemenristekdikti
3.	Foreign words are italicized	Foreign words are italicized
4.	There are no pages per chapter yet	Added pages per chapter
5.	The page does not exist yet	Added page
6.	There are no practice questions yet	Plus with practice questions

4. CONCLUSION

Based on the research results, it can be concluded that the Educational Psychology textbook is declared suitable for use as a textbook by material and media experts.

5. ACKNOWLEDGEMENTS

Acknowledgements are due to LP2M Universitas Insan Budi Utomo for providing research funds so that research activities can be carried out well and smoothly.

6. BIBLIOGRAPHY

1993 | Analysis of the Feasibility Results of Material and Media Aspects of Educational Psychology Textbook (Yusvidha Ernata)

- Adalikwu, S.A., dan I.T. Iorkpilgh, 2013, The Influence of Instructional Materials on Academic Performance of Senior Secondary School Students in Chemistry in Cross River State, *Global Journal of Educational Research*, 20 (1).
- Arikunto, S, 1993, *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi, Rhineka Cipta, Jakarta.
- Departemen Pendidikan Nasional, 2008, Peraturan Nomor 2 Tahun 2008 Tentang Buku, <http://mediainfo.sourceforge.net/>, Diakses tanggal 2 Januari 2013.
- Direktorat Jenderal Pendidikan Tinggi. 2009, Pedoman Operasional Penilaian Angka Kredit Kenaikan Jabatan Fungsional Dosen ke Lektor Kepala dan Guru Besar, Jakarta: Kemendiknas.
- EXTOXNET (Extension Toxicology Network), 2002, DEET, <http://pmep.cce.cornell.edu/profiles/Exttoxnet/carbaryl-dicrotophos/deet-ext.html>, Diakses 27 November 2017.
- Kusmawati, W., 2005, Efek Embriotoksik dan Teratogenik Diethyltoluamide (DEET) Terhadap Perkembangan Embrio Mencit (*Mus musculus*) Galur BALB/C, *Tesis*, Universitas Airlangga, Surabaya.
- Mbulu, J. dan Suhartono, 2004, Pengembangan Bahan Ajar, Elang Mas, Malang.
- MOTIS (Missouri Teratogen Information Services), 2003, Bug Repellent and Pregnancy, http://www.gnetics.missouri.edu/motis/bud_repellent_and_pregnancy.htm, Diakses 27 November 2017).
- Muslich, Masnur, 2010, *Text Book Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*, Ar-Ruzz Media, Jogjakarta.
- Thiagarajan, S., Semmel, D.S., and Semmel, M.I., 1974, *Instructional Development for Training Teachers of Exceptional Children*, National Center for Improvement of Educational, Washington.
- Thiagarajan, 1974, *Instructional Development for Training Teachers of Exceptional Children*, University of Minnesota, New York-USA.
- Prastowo, A., 2012, Panduan Kreatif Membuat Bahan Ajar Inovatif, Diva Press, Jogjakarta.
- Sugiono, 2010, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Alfabeta, Bandung.
- Winarno, M. E., 2011, *Metodologi Penelitian dalam Pendidikan Jasmani*, Media Cakrawala Utama Press, Malang.
- WNV (West Nile Virus), 2002, DEET (Insect Repellent), http://212.187.155.84/wnv/List_WPMod_Cont/westnile/Chemical?Deet.htm, Diakses 27 November 2017.