



The Development of an Instructional Material Book for Increasing the Effectiveness of the Learning Process in the Department of Religious Extension Education

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Abstract: This study aims to develop an instructional material book for increasing the learning process's effectiveness in the religious extension education department. Religious extension education students at Institut Agama Kristen Negeri Tarutung participated in this research. This research method used research and development with the Borg and Gall Model, which, after being modified and adapted, consists of six stages, including (1) doing research and information collection; (2) planning; (3) developing a premier prototype; (4) conducting formative evaluation; (5) conducting product implementation; and (6) conducting summative evaluation. The validation process involved five experts assessing the content's material, media, design, evaluation, and language. Those experts were given questionnaires to evaluate the book's content, media, design, evaluation, and language appropriateness. Accordingly, the research results showed that the instructional material book about Christian religious extension and counseling techniques was feasible, proper, or valid to be used as an instructional material book in the Department of Religious Extension Education. Furthermore, according to the final test (post-test) of summative results carried out after the learning process using the book, the average student's overall score was 87.06, higher than the learning completeness score set at 75. Therefore, it was concluded that instructional material about Christian religious extension and counseling techniques was effective and helpful in enhancing students' knowledge and skills.

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Introduction

Religious extension education has a vital role in strengthening religious moderation in Indonesia. That is because "religious moderation is the main key in building balance and equality among religious communities" (Pute, 2023). Those workers' special competencies are required. As a new study program established in 2021, religious extension education needs to prepare students who will be religious extension workers. Aritonang et al. (2023) emphasized that "Religious extension workers are at the forefront of realizing a program to strengthen religious moderation in all work units within the Ministry of Religious Affairs of the Republic of Indonesia..."

Consequently, religious extension education study programs should have an appropriate curriculum to build students' knowledge and skills to conduct their role as religious extension workers in the future. Thus, those courses in the curriculum of religious extension education should be able to prepare students to become competent employees in society. Religious extension and counseling techniques are one of the courses in the

curriculum of the religious extension study program at the Faculty of Christian Education Science, Institut Agama Kristen Negeri. The course is very important to develop as teaching materials for religious extension students, such as in the form of a book and handbook. For instance, a religious extension and counseling techniques course can be created as a book for the learning process by the lecturer. The book helps make instructional material easy to understand by students. Moreover, lecturers can improve learning effectiveness because students will be guided to study all instructional materials well.

Instructional materials, or teaching materials, consist of two words: teaching (teaching) and material (materials). Carrying out learning (teaching) is the process of creating and maintaining an effective learning environment. Meanwhile, material is defined as material that supports the implementation of the learning process both inside and outside the classroom (Nasruddin et al., 2022). Instructional materials are all materials, such as information, tools, and text, which are systematically arranged and display a complete figure of the competencies that will be mastered by students and used in the learning process to plan and study the implementation of learning. For example, textbooks, modules, handouts, models or mockups, audio, and interactive teaching materials (Prastowo, 2012). Ahmad (2013) also states that "teaching materials" are all used to assist teachers, instructors, and lecturers in teaching and learning classroom activities. Thus, the success of the teaching and learning process through instructional material is highly dependent on the lecturer's ability to make or compile teaching materials. Teaching materials are all forms arranged systematically, allowing students to learn by being designed according to the applicable curriculum.

In compiling teaching materials, lecturers need many sources, such as reference books, textbooks, research reports, journals (publishing research results and scientific thoughts), experts in science, curriculum books, and the environment (natural, social, cultural, industrial, and economic). These sources can be good references for making teaching materials. Every implementation of learning must have very different characteristics in conveying learning material, both in and outside the classroom. It is due to the characteristics of students; institutionally, learning objectives are more geared towards developing the basic potential of students because this basic potential is necessary for learning and learning at the next level of education (Kosasih, 2021). In other words, teaching materials are one of the important components of learning that can help students achieve learning goals (Puspitasari & Purbosari, 2021).

Furthermore, teaching materials have five basic characteristics. *First*, "self-instructional" means instructional materials are designed to be used independently by students in the learning process. *Second*, "self-contained" means teaching materials presented to students containing all subject matter in one unit of competency and sub-competence. *Third*, "stand-alone" means instructional material does not depend on other teaching materials. *Fourth*, adaptive means that instructional materials can adapt to the latest technology. *Fifth*, "user-friendly" means that the instructional materials are easy for users to use and give an impression of appearance and function when used (Lestari, 2013; Magdalena et al. 2021). In other words, the use of instructional materials is inseparable from the goal, so the materials that have been prepared can be more useful and meaningful. The purpose of preparing teaching materials is to provide instructional materials that are in accordance with the demands of the curriculum and are related to students' needs. Moreover, instructional materials are in accordance with students' characteristics and settings or social environment. Instructional materials assist students in obtaining alternative teaching materials.



Furthermore, instructional materials can facilitate teachers in carrying out learning (Kosasih, 2021).

Many previous studies have been conducted to develop instructional material in the higher education context, for instance, Effendi et al. (2023), Rahmadani et al. (2022), and Wilyanti, Larlen, and Wulandari (2022). However, even though instructional materials are very important in the learning process, there was no study conducted to develop an instructional material book on Christian religious extension and counseling. In particular, instructional materials about the techniques of Christian religious extension and counseling courses are required in the religious extension education study program to provide effective learning. The course can prepare students for entering the workplace. Effective extension workers demand active social involvement because it is the center of extension and counseling activities. Communities should be encouraged to interpret the information presented by extension workers well until the information is acceptable to common sense. Therefore, extension workers must be able to manage extension activities, the content of extension materials, and learning resources. In connection with the effectiveness of the extension and counseling processes, good communication skills are required of an extension worker.

On the other hand, religious extension is a guide for religious people in the context of developing mental, moral, and spiritual devotion to God Almighty (Sari et al. 2022). Moreover, based on the Decree of the Minister of Religion of the Republic of Indonesia Number 791 of 1985, religious instructors are religious counselors in the context of mental, moral, and spiritual devotion to God Almighty. Based on the decision of the minister of religion No. 79 of 1985 on religious instructors being used to replace the term "honorary religious teacher," as well as presidential decree No. 87 of 1999, extension agents are clumps religious, namely the functional family of civil servants, and have the same duties relating to research and development of operational concepts, theories, and methods as well as the implementation of technical activities related to the spiritual and moral development of society according to their religion (Nainggolan et al., 2022). Based on technical instructions of Directorate General and Christian Community Guidance Ministry of Religion of the Republic of Indonesia (2017),), A religious instructor is the authorized official who gives the task, responsibility, and authority to carry out religious extension and development counseling through religious language. In carrying out counseling duties, a Christian religious instructor is required to have a target group, including the transmigration community; drug abuse; the younger generation/children/youth; courts; groups of elderly/nursing homes; women-men groups; industrial/factory community groups (workers); professional groups; communities in conflict-prone areas; social/rehabilitation institutions; campus/academic community; new residential area; research community and experts in various disciplines and technology; detention house/correctional institution; hospital; isolated tribes; and remote areas (Nugroho, Seroh, & Suradi, 2022).

A Christian religious instructor must maintain self-care in speaking, in delivering teaching, or when conducting counseling to fostered groups. Manners and ethics are important things to be maintained by an instructor beyond intelligence or the ability to speak and deliver counseling (Sipahutar et al. 2023). The functions of Christian religious instructors are informative and educative: they position themselves as instructors who are obliged to preach the words of God, convey religious information, and educate people to live according to the will of God. In terms of administrative function, they have duties to plan, report, and evaluate the implementation of counseling and extension that has been carried out. In addition to the consultative function, they need to participate in thinking about and solving

the problems faced by society, both personal problems and family or community problems in general, and be willing to open eyes and ears to the problems faced by the people and become a place to ask questions and a place to complain about the community in an effort to solve problems so that the Christian religion counselor functions as a psychologist and friends share feelings. Moreover, in their advocate function, they have a moral and social responsibility to carry out activities to defend the people or community from various threats, disturbances, obstacles, and challenges to issues of social justice, handling splinter currents, and problems related to harmony between people both internally within religious communities and between religious communities and the government, which so far have not been able to be accommodated and have not received treatment as they should (Mustain, 2011).

According to Munawiroh (2014), religious extensions have an essential role in the life of religion, society, and the state, including as a guide for the community, a role model, and a liaison for government duties. Moreover, the targets of extension are the targeted groups' general public (rural and transmigration), targeted groups' urban community, communities around industrial areas, targeted-groups specific audience, the younger generation, community education institutes, society special training, remote areas, and tribes alienated (remote area communities and isolated tribal communities). Many types of targets and extension areas make it necessary for an extension agent to have techniques and methods for counseling. The types of methods, extension, and counseling techniques are determined by each extension worker and the assisted community groups by considering the conditions and situations in which the counseling is carried out. In choosing counseling techniques, paying attention to the interests, level of intelligence, and condition of each target community group is necessary. Therefore, a religious extensionist must use extension techniques wisely.

Based on observations that researchers conducted while teaching religious extension and counseling techniques, the obstacle was the need for a semester learning plan (RPS) for Christian religious extension and counseling techniques courses as a student teaching guide. Moreover, no teaching or learning material will be delivered in teaching religious extension and counseling techniques. In addition, there are also no teaching materials for religious extension and counseling techniques, so lecturers find it difficult. The religious instructor education study program only has the religious extension education curriculum book and technical instructions for Christian religious extension functional positions.

This study aims to develop an instructional material book for increasing the learning process's effectiveness in the religious extension education department. Particularly, the effectiveness of the learning process can contribute to advancing students' knowledge and skills about their future responsibilities as extension workers. As a new study program in Indonesia, there is a need to develop the program by increasing its effectiveness in the learning process. Consequently, this research and development of the instructional material book are urgently needed.

Research Method

This method used research and development with the Borg and Gall Model (Borg & Gall, 1983). "The Borg and Gall Model consists of ten stages that are every so often simplified or modified by educational researchers in their studies; it also develops other alternative model designs" (Gustiani, 2019:20). For instance, Putri and Wardoyo (2017) conducted research using the Borg and Gall Model with eight stages of learning tool development, including need analysis; financial accounting learning tool design development; validation; product revision I; limited field trial; product revision II; field trial;



and final product. In other words, the Borg and Gall model may be modified and adapted to meet every researcher's needs.

To develop and validate an instructional material book, Borg and Gall's model was employed after conducting modifications and adaptations in line with field conditions, time constraints, efforts, and costs. The research and development procedure of the instructional material book consists of six stages, including (1) doing research and information collection; (2) designing; (3) developing a premier prototype; (4) formative evaluation; (5) product implementation; and (6) summative evaluation. This R&D involved religious extension education students, Faculty of Christian Education Science, Institut Agama Kristen Negeri Tarutung.

Validity assessment has been done to evaluate the initial product developed. In particular, questionnaires were used as the research instruments, and five experts were involved in evaluating the instructional material book in terms of its material, design, evaluation, and instructional media. They had been determined in advance and considered to have sufficient knowledge. They were Dr. Andar Gunawan Pasaribu, M.Pd.K., Dr. Eben Haezarni Telaumbanua, M.Pd., Dr. Betty Arli Sonti Pakpahan, M.Pd., Maryska Silalahi, M.Pd., and Hermanda Simamora, M.Ti. The results of the assessment conducted by them were analyzed using a percentage descriptive technique to determine the eligibility level of the product being evaluated in the following categories: percentage range from 85.1% to 100% is very feasible or very valid; percentage range from 70.01% to 85% is quite feasible or quite valid; percentage range from 50.01% to 70% is less feasible or less valid; percentage range from 0% to 50% is not feasible or not valid. According to Handayani et al. (2023), the data analysis technique was used by calculating percentages of the respondent's answers in this study. The number of correct answer scores for each aspect of the observation is divided by the answer score ideal for all aspects of the observation multiplied by 100%.

Results and Discussion

The first stage was conducted by doing research and collecting information. In this step, it needs to conduct analysis (Putri & Wardoyo, 2017). Therefore, researchers reviewed the religious extension education curriculum, observations, and discussion with the lecturers' department of religious extension education. The prior study's results indicated no instructional material book for religious extension education students. Most lecturers only used modules and textbooks as learning sources about the courses of religious extension education and did not have instructional material books. The lack of teaching materials in learning media could lead to an ineffective learning process. In other words, religious extension education students need sufficient learning resources because, after completing their studies, they will be extension workers who must know how to do extension effectively in the community.

Based on the Decree of the Directorate General of Christian Community Guidance, Ministry of Religion of the Republic of Indonesia, Number 458 of 2021, concerning Technical Instructions for Non-PNS Christian Religion Extensionists, extension workers need to have five core competencies consisting of religious knowledge, communication, religious moderation and national insight, social, and moral. Moreover, six methods can deliver extension materials, including discourse, discussion and question-answer, demonstration, drama, and counseling. Therefore, extension workers must be able to manage extension activities, the content of extension materials, and learning resources. In connection with the effectiveness of the guidance and counseling process, several things must be possessed by an

extension worker, one of which is having good communication skills to create effective community outreach.

The second stage of the development model in this study is design. This activity was carried out by planning the book design and determining the various elements of the book, such as the introduction, contents, and closing (Retnosari & Indrayanti, 2022). The result of the activity is a book draft (Silaban et al., 2022). Thus, an instructional material book about Christian religious extension and counseling techniques was designed. Five steps were conducted: preparation of a textbook framework, collection and selection of references, preparation of designs and features of textbooks, preparation of teaching materials and book assessment instruments, and recording of learning videos. Through this process, researchers have provided some resources needed to develop the instructional material book could be developed.

The third step is to develop a prototype. For establishing the initial prototype, some activities were required to be conducted, for instance, formulating the materials for the instructional material book, compiling a video for instructional media; writing an essay question in the form of an interactive dialogue with drawings, compiling evaluation questions in the form of multiple choices and true-false; and compiling...a collection of essay questions,... (Putri & Wardoyo, 2017). Accordingly, at this stage, an instructional material book about Christian religious extension and counseling techniques was developed as an initial prototype. Audiovisual media conducted the development of instructional designs and products that include independent teaching materials (teaching material books), their manuals for students, and audiovisual media with their manuals for lecturers, learning outcomes assessment instruments, and learning activity program plans to be able to meet the needs of independent instructional activities. Instructional materials, textbooks, and audiovisual media are integrated when used so that students can master the material of extension and counseling techniques fully.

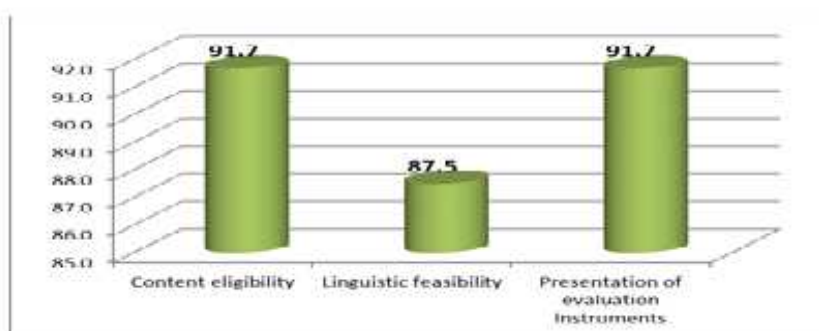


Figure 1. Content expert validation result

The fourth step is to conduct a formative evaluation. Figure 1 shows the results of the material expert validity study on instructional material books about Christian religious extension and counseling techniques. After product design, an assessment by experts is very important to ensure that the product can obtain the desired purpose (Rohmaini et al. 2020). *First*, the instructional material book has a content eligibility criterion and can be used with a percentage of 91.7 percent. The material validation is intended to provide feedback and responses related to the feasibility of material development (Putri & Wardoyo, 2017). *Second*, it has a linguistic feasibility criterion and can be used with a percentage of 87.5 percent. *Third*, it has a presentation of an evaluation instrument and can be used with a percentage of 91.7%. Therefore, the average percentage for the feasibility of the book was 90.3%, or the "very feasible" category.

Revision is important to improve the quality of the materials, media, and learning tools developed before being tested on the students (Putri & Wardoyo, 2017). However, in this study, those experts have no revision suggestions. Therefore, in terms of its content, it can be concluded that the instructional material book about techniques of Christian religious extension and counseling that has been developed is valid and eligible to be used in the learning process of the techniques of Christian religious extension and counseling course at the Department of religious extension education at Institut Agama Kristen Negeri Tarutung.

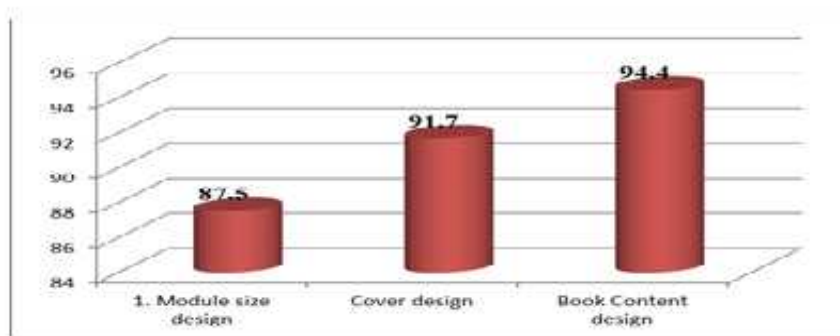


Figure 2. Design expert validation result

Figure 2 shows the results of the design expert validity study on an instructional material book about Christian religious extension and counseling techniques. The book has a module size design criterion and can be used with a percentage of 87.5%. It has a cover design criteria and can be used with a percentage of 91.7%. Furthermore, it has book content design criteria and can be used with a percentage of 94.4%. Accordingly, the average percentage for the feasibility of the book was 91.7%, or the "very feasible" category. Therefore, in terms of its design, it can be concluded that the instructional material book about techniques of Christian religious extension and counseling that has been developed is valid and eligible to be used in the learning process of the techniques of Christian religious extension and counseling course at the Department of religious extension education at Institut Agama Kristen Negeri Tarutung.

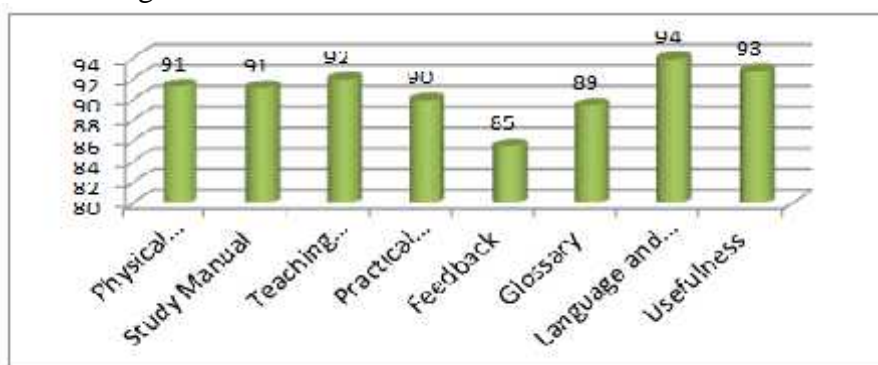


Figure 3. Media expert validation result

Figure 3 shows the results of the media expert validity study on instructional material books about Christian religious extension and counseling techniques. The media validation is intended to provide feedback and responses related to the feasibility of the developed learning media (Putri & Wardoyo, 2017). Therefore, the instructional material book has a physical appearance criterion and can be used with a percentage of 91%. Moreover, it has a study manual criterion and can be used with a percentage of 91%. Furthermore, it meets the teaching purpose criteria and can be used with a percentage of 92%. Furthermore, it meets the teaching purpose criteria and can be used with a percentage of 92%. It has practical

exercises and test criteria and can be used with a percentage of 90%. It has a feedback criterion and can be used with a percentage of 85%. It has a glossary criterion and can be used with a percentage of 89%. It has language and graphics criteria and can be used with a percentage of 94%. It has a usefulness criterion and can be used with a percentage of 93%. Accordingly, the average percentage for the feasibility of the book was 95%. There are no revision suggestions from those experts. Therefore, in terms of its media, it can be concluded that the instructional material book about techniques of Christian religious extension and counseling that has been developed is valid and eligible to be used in the learning process of the techniques of Christian religious extension and counseling course at the Department of religious extension education at Institut Agama Kristen Negeri Tarutung.

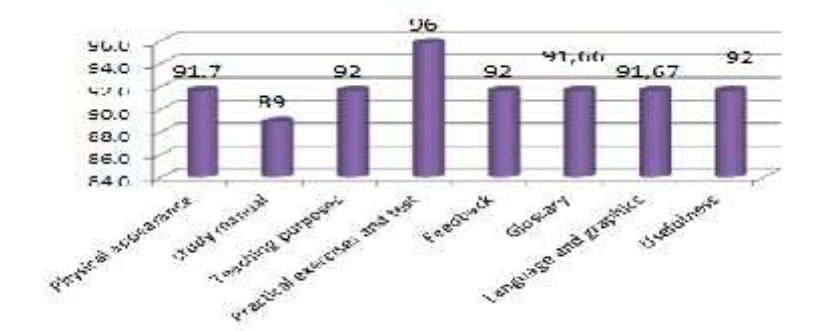


Figure 4. Formative evaluation

Figure 4 shows the results of the formative evaluation of the instructional material book about techniques of Christian religious extension and counseling. The book has a physical appearance criterion and can be used with a percentage of 91.7%. Moreover, it has a study manual criterion and can be used with a percentage of 89%. Furthermore, it meets the teaching purpose criteria and can be used with a percentage of 92%. Furthermore, it meets the teaching purpose criteria and can be used with a percentage of 96%. It has practical exercises and test criteria and can be used with a percentage of 92%. It has a feedback criterion and can be used with a percentage of 85%. It has a glossary criterion and can be used with a percentage of 89%. It has language and graphics criteria and can be used with a percentage of 94%. It has a usefulness criterion and can be used with a percentage of 93%. Accordingly, the average percentage for the feasibility of the book was 92%, or very feasible. There are no revision suggestions from those experts. Therefore, in terms of its formative evaluation, it can be concluded that the instructional material book about techniques of Christian religious extension and counseling that has been developed is valid and eligible to be used in the learning process in the techniques of Christian religious extension and counseling course at the Department of religious extension education at Institut Agama Kristen Negeri Tarutung.

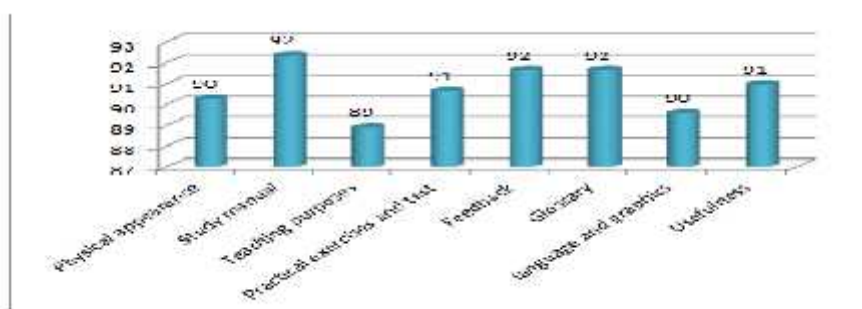


Figure 5. Small group evaluation

The fifth stage is to implement the developed product. At this step, a product trial is implemented on a limited sample (Putri & Wardoyo, 2017). Figure 5 shows the results of a small group evaluation of an instructional material book about Christian religious extension and counseling techniques. The small group evaluation aimed to obtain information about the issues in the instructional material book developed after its implementation. The small group evaluation was conducted in May 2023, involving prospective users who were 4th-semester religious extension education students. They had high (6 students), medium (6 students), and low (6 students) abilities that represent the population. There were four meetings with 18 small groups of students or prospective users. The implementation was carried out after they ended their class, as they had agreed to join this project. In particular, the book has a physical appearance criterion and can be used with a percentage of 90%.

Moreover, it has a study manual criterion and can be used with a percentage of 92%. Furthermore, it meets the teaching purpose criteria and can be used with a percentage of 89%. It has practical exercises and test criteria and can be used with a percentage of 91%. It has a feedback criterion and can be used with a percentage of 92%. It has a glossary criterion and can be used with a percentage of 92%. It has language and graphics criteria and can be used with a percentage of 90%. It has a usefulness criterion and can be used with a percentage of 91%. Accordingly, the average percentage for the feasibility of the book was 90.8%, or very feasible. Therefore, in terms of its initial implementation, it can be concluded that the instructional material book about techniques of Christian religious extension and counseling that has been developed is valid and eligible to be used in the learning process in the techniques of Christian religious extension and counseling course at the Department of Religious Extension Education at Institut Agama Kristen Negeri Tarutung.

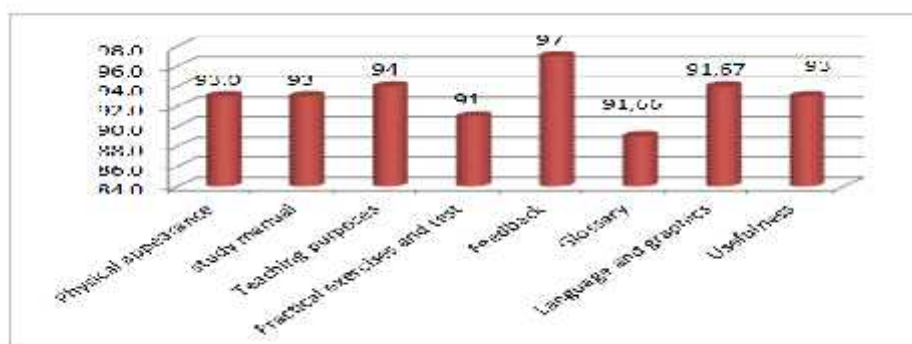


Figure 6. Small group evaluation

The last stage conducted is a summative evaluation through a field study. The field study was conducted with thirty-three religious extension education students at Institut Agama Kristen Negeri Tarutung. This field study was carried out as real learning, which consists of three groups, including high, medium, and low abilities. The aim of this field study was not only to obtain information from respondents about the quality of the product being developed but also to measure the effectiveness of using the product in meeting the learning objectives set. The revised results of this field study are called the "final product," or book, which carries out the practice of Christian religious extension and counseling techniques. According to Putri and Wardoyo (2017), "If there is no more revisions of the final product, it means that have been validated and can be said as eligible as learning tools, can be used as a support for both teachers and students..."

Before the learning process started, the respondents were given an initial test (pre-test) to use the instructional manual book about techniques of Christian religious extension

and counseling. This was to determine students' initial level of ability regarding Christian religious extension and counseling techniques. The tests given include practical tests of teaching skills. Based on the results of the data analysis of the field study in three groups, it showed that all the components of the developed book were empirically feasible. A full description of the results of the field study evaluation was included in the book as a whole. The average percentage of eligibility for the modules developed based on the field study evaluation analysis results was 92%. The questionnaire data analysis results showed that the developed book was very feasible to use without any revisions, as seen in Figure 6.

The developed instructional material book is effective if the book can create effective learning. Effective learning is effective if students can achieve the learning objectives set in advance. Students have achieved the learning objectives if their learning outcomes or mastery of overall behavior in the subject or learning has reached the set learning completeness standards. The average final score of all students achieved a score above the minimum completeness criteria (KKM), which was $87.06 > 75$ (KKM). In addition, Retnosari and Indrayanti (2022) emphasized that the minimum completeness criteria of students are over 80. If the students have a score of fewer than 80, they fail. However, this study indicated that students obtained a score of more than 80, proving that the instructional material in the book about Christian religious extension and counseling techniques has been effective.

The result of this research is consistent with the previous findings of study conducted by Taruli, et al. (2023). They found that the learning process by using instructional material book can improve student learning outcomes. Likewise, many previous studies found that the development instructional material book proved to suitable for learning process among undergraduate students (Azmi, Sripatmi, & Wahidaturrahmi (2023); Retnosari & Indrayanti, 2022; Silaban, et al, 2022; Yolanda & Wahyuni, 2022). Therefore, this instructional material book can be useful for improving the learning process.

Conclusion

The conclusions obtained from the results of this study are that the instructional material book about Christian religious extension and counseling techniques is very feasible, proper, or valid to be used as an instructional material book in the Department of Religious Extension Education. Furthermore, according to the final test (post-test) of summative results carried out after the learning process using the book, the average student's overall score was 87.06, higher than the learning completeness score set at 75. Therefore, it was concluded that instructional material about Christian religious extension and counseling techniques was effective and helpful in enhancing students' knowledge and skills.

Recommendation

Based on the research results, the following recommendations are made to lecturers who need to develop various instructional material books to equip other content materials require in the department of religious extension education. Therefore, educational leaders, such as rectors, deans, and chairs of study programs should facilitate every lecturer to develop such book for improving students' thinking skills.

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