

## **Assessing the Quality of Classical Counseling textbook for Vocational School Students**

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**Abstract:** The current research aimed to describe the quality of the classical counseling textbook assessed by some expert viewed from its content, design, media and trial result. The current study used qualitative case study. The instrument used to collect data was questionnaire and interview. The participants involved were some expert consisted of content, design, and media expert. Meanwhile textbook trial was done to know its feasibility for the students. The result of the content expert's validation was falling into agreement category, instructional design expert's validation was agreement, the instructional media expert was agreement. The average of students' questionnaire were falling into good category.

**Keywords:** Assessment, classical counseling, textbook, validation, vocational.

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### **1. Introduction**

Counseling can be defined as a progressive procedure whereby people support others by inspiring their development [1]. Counseling is a procedure planned to support clients recognize and explain own opinions of their lifetime, and to learn to influence their self-determined aims through evocative, knowledgeable adoptions and a resolve difficulty of an emotional or relational nature. It trusts that all humanoid separate has the potential for self-growth, self-development and self-actualization.

School counseling program have a cycle of development which is involve on five components [2]. Counseling program will improve students' academic performance and success and will increase opportunities for career awareness and future planning. This program will help students to take decision and develop problem solving skills.

Counseling program for schools can help parents and support regarding their child's educational development and gives opportunities to take part in their child's career development. Interaction between school and parents will increase through counseling program or centers. At teachers' level counseling program in school will help to build healthy and understandable relationship between students and teachers, teachers and parents and among school counselor and teachers [3] provide a path to combine effort to addresses educational goals and will provide direct support to teaches for the improve students' performance and classroom.

Classical counselling is a form of counselling model that provides an authentic, real time and fast respond of counselling services in a class setting [4].

Classical model of counselling widely used in schools counselling. Each counsellor has a certain time to do classical counselling. Since the classical counselling conducted simultaneously it needs guidance for the counsellor to conduct a classical counselling. The availability of the textbook became crucial to facilitate classical counselling. Considering the pivotal role of classical counselling with availability of the materials, the teacher demanded to develop their own material in the form of textbook to be used as guidance in conducted classical counselling in the class setting through research and development [5].

Research and development is a process for developing and validating products that will be used in education and learning. It is an effort to develop and produce a product in the form of material, media, tools and learning strategies, used to overcome classroom learning, and not to test theory [6]. It was considered as a challenge for the teacher to create an instructional material that fit to the objectives of the teaching.

The objective of the teaching has to be familiar with the needs of the students. By understanding the teaching objectives, the teacher can create their own materials for the students to achieve the needs of the learners. Therefore, the main responsibility of the teachers in select the right instruction makes teaching and learning a meaningful activity and creates a classroom situation efficient, effective and joyful.

Additionally, [7] argue that any textbook has a very important and positive part to play in the teaching and learning of English. They state that textbook provide necessary input into classroom lessons through different activities, readings, and explanations. Besides, the use of a textbook can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way.

ADDIE model is one of the most common models used in the instructional design field a guide to producing an effective design [8]. It has been used to develop curriculum in diverse fields such as library

instruction and online continuing education [9]. The steps of this model include analysis, design, development, implementation, and evaluation.

There was a textbook of classical counselling developed by vocational teacher that need to be assessed before it used in the classroom setting. The textbook entitled: *Materi Layanan Klasikal Bimbingan dan Konseling*. Before it widely used (launched) as guidance to conduct classical counselling in the classroom setting, it is need to be assessed by some expert viewed from its content, design and media. It also needs to conduct field trial of the textbook to be used in the real setting.

The current study investigated the quality assessment of the textbook entitled: *Materi Layanan Klasikal Bimbingan dan Konseling* viewed from content, design, and media by the expert. It also investigated the field trial result conducted to support the validation result.

## 2. Method

The current research used survey method to gain the data. The survey conducted in 3 different focus group of experts (content, design and media). The survey used questionnaires to collect the data of validation of the textbook. After the textbook of classical counseling fully improved, validation on the product resulted is performed. The elaboration of test result of development product by experts such as experts of learning content, the expert of learning design, the expert of learning tool still test on small group with students as its test subject. In analyzing the validity, Content Validity Ratio by [10] was used; the equation is as follow: Where CVR is validity ratio,  $n_e$  is the number of panel members indicating an item essential and N is the number of panel members. The validity criteria of learning material are shown in the table 1.

**Table 1.** Validity criteria

Interval	Category
-1	Perfect disagreement
1	Perfect agreement

Small group Students' assessment was observed by using the questionnaire sheet. It is shown in Table 2.

**Table 2.** Students Assessment

Interval	Category
3.60-4.00	Very good
2.60-3.59	Good
1.60-2.50	Adequate
0.00-1.59	Less

## 3. Findings and Discussion

Development design of the classical counseling text book followed the ADDIE model of instructional development. Begin with the analysis step of ADDIE model. In analysis, the designer conducted three important steps included: (1) analyzing the learning competence that must be mastered by the students; (2) analyzing students input: characteristics, level of thinking, willingness, needs and relate to their knowledge, attitudes, and skills; (3) analyzing the relevant or necessary material for the competency achievements expected to be achieved by the students. In the last of analysis, evaluation was done to find out the weaknesses and to conduct revision as needed.

Second step of ADDIE model is design. Three activities were done included: (1) selecting the material that relevant to the student characteristics and competence expected; (2) selecting and arranging learning strategies; and (3) conducting an assessment and evaluation forms and methods. In this step, structure and design of text book were set. Then, implementing learning strategy for each chapter was done to make the module easy to be used as a text book and understood by the students. Measuring the achievement of learning objectives was done after the reader learnt the material in each chapter need also determined. As the first step, in the end of this step evaluation is performed.

Development is the third steps of ADDIE model in developing textbook prototype. Searching and collection relevant data sources to enrich the materials, illustration making, scheme, and graph needed, typing, editing, and also lying out of text book are parts of this step. Validation of text book prototype is performed in this step. Involved validators are the experts of content, learning media, and learning media. Analysis and revision on textbook prototype of development research model are performed after the first validator gives his assessment result, and so on until the analysis and revision on the assessment result of third validator.

The fourth is implementation. The prototype of development product (classical counseling textbook) was tested in the real class setting and used by the students as learning sources. The textbook prototype of development research model is implemented in small group. After the implementation, the small group which consists of 10 students asked for assessing the prototype of development product. The fifth or the last step of ADDIE model is evaluation. There are two kinds of evaluation in developing instructional material, those are formative and summative evaluations but in the current research, formative was the only evaluation that done aimed to validate the development product and revises in accordance with the input or suggestion given.



Figure 1. The cover of classical counselling text book

The results of learning materials validation are shown in tables:

**Table 3 Assessment from the content experts**

Content aspect	CVR	Category
The accuracy of the chapter title with the contents of the material	0.60	Agreement
Conformity between concepts and content	0.60	Agreement
Conformity between competency standards and learning goals.	1.00	Agreement
Operational learning goals	1.00	Agreement
Conformity between learning objectives and material exposure	1.00	Agreement
Clarity of material description.	0.60	Agreement
Clarity of examples given.	0.60	Agreement
Conformity between tables, charts, drawings / illustrations and material	1.00	Agreement
The accuracy of the selection of summary content	1.00	Agreement
Conformity between the final chapter test and learning goals	1.00	Agreement
The accuracy of the bibliography that can be used as a reference	0.60	Agreement
<b>Mean</b>	<b>0.71</b>	<b>Agreement</b>

Table 3 shows that there were 11 aspects of the content assessment. The result of analysis based on the mean score of all the aspects is 0,71 with agreement category. It means that classical counseling text book prototype is on the range of good qualification. There were some revisions needed as suggested by the expert to be accommodated in the prototype model. Clarity of the material description need to be looked closely in order to make it clear and easy to understood by the students. As asserted in the interview session that:

*The prototype was quite good to be used as a learning source, especially in counseling, but the clarity of the materials needs to be observed detail in order understandable for the students.*

(Interview: 23/02/2020)

**Table 4 Assessment from the design experts**

<b>Design aspects</b>	<b>CVR</b>	<b>Category</b>
The quality of the cover	0.60	Agreement
The design of the cover	0.60	Agreement
The accuracy of typing layout	0.60	Agreement
Consistent use of spaces, titles, subtitles, and typing material	0.60	Agreement
Writing / typing clarity	1.00	Agreement
Completeness of the components in each chapter of teaching material.	0.60	Agreement
The accuracy of the way the material was presented	0.60	Agreement
The accuracy of placement of charts, tables, or images illustration	1.00	Agreement
Clarity of order of material presentation	0.60	Agreement
<b>Mean</b>	<b>0.64</b>	<b>Agreement</b>

Table 4 shows that there were 9 (nine) assessment aspect from the expert on learning design that need to be assessed. The result of analysis based on the mean score for all aspects are 0.64. It can be generated that the prototype of the textbook is at good qualification so that only a few revision was needed. Through closed ended questionnaire, the prototype of the textbook needs to be revised as needed. Moreover, through opened questionnaire, the expert of design gave suggestions to revise some basic competencies use verbs which unable to be measured. As asserted in the result of interview that:

*With the mean score for all aspects in 0.64, it means that the book is quite good in the design model. Bur some revisions were needed especially in the use of verbs that unable to be measured.*

(Interview: 29/02/2020)

**Table 5 Assessment from the media experts**

<b>Media aspects</b>	<b>CVR</b>	<b>Category</b>
The accuracy of the illustrations used in the cover	1.00	Agreement
Conformity between material and media used	0.60	Agreement
Quality of charts, tables, or images used	1.00	Agreement
Accuracy in size of charts, tables, or images	0.60	Agreement
The accuracy of the placement of charts, tables, or images	1.00	Agreement
Text quality		Agreement
Quality of binding	0.60	Agreement
<b>Mean</b>	<b>0.77</b>	<b>Agreement</b>

Table 5 shows that there were 7 (seven) assessment aspects that need to be from expert on learning media. The result of analysis based on the mean score of all the aspects is 0.77 with agreement category. It means that the prototype of the text book's revision is not necessary. The text book is applicable for counseling. The following are the excerpt of the interview:

*The prototype of the textbook is a good in the aspects of media. We think that no revision needed*  
 (Interview: 29/02/2020)

**Table 6** The results of the trial in real class setting

Criteria	Students' assessment									
	I	II	III	IV	V	VI	VII	VIII	IX	X
Physical appearance of the textbook	4	4	3	4	3	3	3	3	4	4
The size and type of letters used	4	4	4	4	4	4	4	4	4	4
Clarity of learning goals	4	3	3	4	3	4	3	3	3	4
Clarity of material exposure	4	4	4	4	4	4	4	4	4	4
Compatibility between pictures and material	4	3	4	3	4	3	4	4	3	4
The examples provided to help understanding the material	3	4	3	4	3	4	3	3	4	3
Clarity of summary level	3	3	4	3	4	3	4	4	3	3
Kind of test at the end	4	4	4	4	4	4	4	4	4	4
The order of presentation of the material	4	3	4	4	4	4	4	4	3	4
Mean	3.56	3.44	3.67	3.56	3.67	3.44	3.67	3.67	3.44	3.56

Based on the results of the trial in a small group of students, obtained average is 3, 56 (good category). It means that the prototype of the text book is qualified, so that can be revised as needed. Through opened questionnaire, students give comments in general that the prototype of the text book is qualified. Suggestion given from the student is especially the design of the cover need to be redesigned in order to make it more interesting.

#### 4. Conclusion

Validation results of the textbook show that based on the calculation of the mean revealed from the content expert is 0.71 (agreement) so that the textbook needs some revisions. The mean revealed from the design expert is 0.64 (agreement) which is means that the textbook need much more revisions. The mean revealed from media expert is 0.77 (agreement) which means that the module does not need revision. The average score of validation result given by the students on the material learning product is 3.56 included in a good category which is means the textbook need some revisions. In general, students' opinion towards the use of the textbook is that the text book is qualified and easy to be understood. Suggestion was given by student mention that the cover of the text book must be revised to make it more interesting.

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