

# The Development of Spa and Body Treatment Textbook

Ni Ketut Widiartini<sup>1</sup>, Ida Ayu Reviena Damasanthi<sup>2</sup>

{ketut.widiartini@undiksha.ac<sup>1</sup>, ayu.reviena@undiksha.ac.id<sup>2</sup>}

Family Welfare Program Study, Technique and Vocational Faculty, Universitas Pendidikan Ganesha, Singaraja, Indonesia<sup>1,2</sup>

**Abstract.** The changes in teachers' roles due to 21st-century learning significantly affected the education system where the students were supposed to learn independently through various sources; one of them was textbooks. There were still many textbooks which do not provide all the material needed, or it could be said that there was a lack of learning material. Therefore, this study aimed to determine the steps of developing a textbook and finding out the reliability of the Spa and Body Treatment textbook based on expert judgment and media experts. Research and Development (R&D) was used as the research design of this study, particularly the ADDIE model that consisted of Analyze, Design, Development, Implementation, and Evaluation. The findings showed that; 1) the first step was to analyze where the additional materials were added in the previous textbook. It was continued to the next step in order to design the textbook that would be arranged. The third step was development, in which the textbook was developed by adding the new materials to support the learning activities. Implementation was the fourth step where the arranged textbook was implemented. The last step was evaluation, in which all the activities that had been done were evaluated. 2) The feasibility of the Spa and Body Treatment textbook was "Good." It was revealed that the textbook is reliable to be used in the learning process.

**Keywords:** Textbook, Spa and Body Treatment.

## 1 Introduction

The rapid influence of globalization in Indonesia requires people to master technology and science. In addition, it involves the possession of skills to develop other people in order not to be left behind by the times, making education essential to be used for improving an individual in all education levels. It is supported by [1] that education is a critical pillar for developing human resources (HR) for having competence, quality, competitiveness, and character. Education forms a meaningful social base for human development and provides a chance for accelerating the pace of change in the globalization era. Successful education depends on an individual's capabilities considering that educators are the keys to improving knowledge-based-educational society [2]. The development of education is in line with the development

of technology itself. It makes education face many changes to prepare a competent individual relevant to 21st-century learning by involving technology in the learning and teaching process.

Educational technology emerges as a broader term of means used to organize the knowledge to achieve its purpose and make technique or tool that also plays an essential role in empowering students to socialize and technologize. A complex problem appears due to the rapid changes in the education system that educators commonly face in preparing 21st students with soft skills [3]. A different approach is offered in 21st-century learning where the teachers' role is being a facilitator who clarifies and evaluates the students. It means that teachers are not the primary source of information, and students have their own space to find information from various sources. Handayani (2017) argued that the outcome of 21st-century learning could not be achieved through a traditional classroom where the teacher only has a role as knowledge distributor and knowledge source for students [4]. It is relevant to the recent theory that reveals teachers are supposed to adjust their role as providers of knowledge and leaders to achieve 21st century learning [5].

It is undeniable that the change of teachers' roles is becoming the key to implementing 21st-century learning. However, providing appropriate learning material is still required in the classroom as an additional and reference learning source that help student in understanding the learning topic that they learn. Rakhmawati and Priyana (2019) stated that learning materials are essentially used in the teaching and learning process covered in the textbook. It is added that textbooks have two functions; as the assistant of achieving the learning objective and the response to the change of curriculum system [6]. A lot of new textbooks are published due to the new application of the new curriculum. On another side, [7] argued that textbooks are the basis of teaching and learning material that allows students to acquire the necessary knowledge and develop their critical, dialectical, creative thinking, and mental skills. Ivanuš (2003) also considered textbooks as an effective means used in the teaching and learning process where a particular subject or discipline is distributed in an accessible way for students [8]. Textbooks are viewed as one of the various sources that provide quality teaching for teachers. The existence of textbook in 21st-century classrooms is still needed considering that students are supposed to study and work independently from numerous sources, which means that textbook is helpful in getting the information and preparing themselves. A textbook is one of the written books proposed to help students learn independently without teachers' guidance in which textbook consists of the basic component of learning material [9].

The recent phenomenon shows that the existence of textbooks is still used in the classroom at all levels of education. However, it cannot be said that the textbook has been arranged perfectly, considering that many learning materials are not adapted in many textbooks and are less relevant to the latest curriculum. It is supported by the preliminary observation done by the researcher in one of the higher education levels, that is, Universitas Pendidikan Ganesha, particularly in the Family Welfare Education (Bachelor Degree Program) or also known as Pendidikan Kesejahteraan Keluarga (S1). This department covers Tourism Education Program, Fashion Education Program, and Beauty Cosmetology Program as the concentrations that learn about education theories and include the skills selected by the students themselves. It was found that the fourth-semester students of the Beauty Cosmetology Program were necessary to join Spa and Body Treatment course. There are several basic competencies covered in the Spa and Body Treatment course, such as; 1) students understand the basic concepts and the history of Spa, 2) students understand about

therapy and the types of Spa, 3) students are able to mention and define the tools, materials, and linen and Spa cosmetics, 4) students have competence and skill in body treatment (spa), 5) students have competence and skill related to occupational health and safety, essential oil, and touch therapy.

In addition, the problem found by the researcher in the textbook used in Spa and Body Treatment Course was the lack of materials in terms of types of spa therapy, types of massage, and the steps of message used still adapt the technique and movements from Course and Training Institute or known as LPK (Lembaga Kursus dan Pelatihan). The fourth-semester students of beauty cosmetology concentration are required to be able to have knowledge on and apply various types of spas and massage therapy. In making this assignment, students were supposed to be active in finding sources of information both in the textbook, module, and other sources. After finding the appropriate construction formula, the students were expected to consult with the course lecturer to avoid misunderstanding. However, due to limited lecture time, students and lecturers did not have enough time to consult. In addition to these problems, the different grasping power of each student also makes it difficult for lectures in the fourth semester, especially students from general levels such as senior high school and vocational high school having majors outside of beauty care. Another problem is that students and lecturers have responsibilities in the subject. A modification is required toward the arrangement of this textbook in order to provide a better source for the students related to the problem found. The development of massage therapy spa as a profession also has been hampered by the lack of formal foundation related to its practice scope, educational requirements, knowledge, skills and abilities, and general notions for being a professional body of knowledge [10]. Therefore, an optimal textbook is required by modifying the existing book in which the incomplete learning material will be added, and the massage movements will also be changed by the researcher by using the current movements of Course and Training Institute, which is "Balinese Massage." It will be demonstrated and practiced directly to the fourth-semester students who take Spa and Body Treatment Course. The tutorial spa video was attached by the researcher in which would be helpful as a learning material and reference for the students before practicing their skills. Therefore, the textbook is needed to facilitate the students and as a learning source.

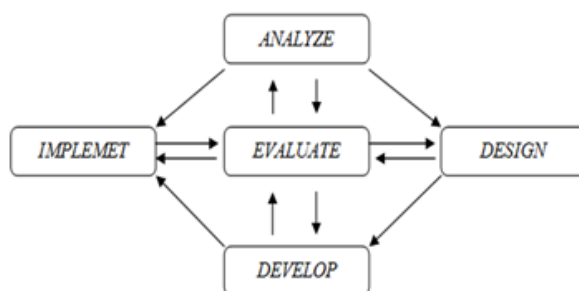
Several previous studies have focused on developing textbooks used in the field of the technology industry, particularly in the Beauty Cosmetology Program. Marliati et al. (2016) conducted a study to analyze the validity and effectiveness of hairpiece textbook (module) by using Research and Development method as a research design [11]. It was revealed that the developed textbook was approved in the "very high" of its feasibility shown from its content expert judgment and media expert judgment. The practical assessment shown from a group of vocational school students indicated that the developed textbook was highly feasible to be used as learning media. Another study that focused on developing a textbook (module) for the students of the beauty cosmetic program was conducted by Setiawati and Efi [12]. There were 18 students of SMK N 6 Padang involved in measuring the practical assessment of the developed textbook. Research and Development (R&D) was selected as the research design using Four D's model, namely Define, Design, Develop, and Disseminate. The results showed that the development research produced a textbook of skin beauty basics consisting of two main competencies; skincare knowledge and daily makeup. It was also found that the textbook was highly acceptable to be used considering the result of practical assessment in the very

practice category on 88%. Meanwhile, the textbook was valid, viewed from the mean of the aspect arrangement of the textbook presented on the mean 0.829.

The previous studies showed that the development of textbooks in the technique industry field, particularly in the learning process of the Beauty Cosmetology Program, is effectively shown from the validity and reliability of the developed textbooks. In fact, the developed textbooks are not focused on discussing and providing the learning material of body spa and treatments. Moreover, they were supposed to be used for vocational high students. Therefore, this study aimed to determine the steps of developing a textbook and finding out the reliability of the Spa and Body Treatment textbook based on experts' judgment and media experts.

## 2 Method

This study applied research and developed (R&D) with the ADDIE model, particularly in designing an instructional system. ADDIE model consists of five phases; analysis, design, development, implementation, and evaluation. This study was a development of a spa and body treatment textbook. The five phases of ADDIE used in this study can be seen as follows.



**Fig. 1.** Five phases of ADDIE used in this study.

**Analysis.** Analyzing the existence of the textbook was conducted in this phase in which it compared with the current needs. The previous textbook was required to be developed by adding the materials and analyzing the massage movement practiced directly to the clients in Spa and Body Treatment learning process.

**Design.** This phase was started by coordinating the materials that would be used as a textbook by the lecturers—for instance, designing the massage movement that the students in the practice section would do.

**Development.** This stage began by designing the required materials based on the syllabus in the Spa and Body Treatment textbook. It aimed to make the textbooks were more organized and directed. For example, developing new material and adding new images.

**Implementation.** At this stage, the results of this development could be applied in the learning process to determine the effect on the learning quality, including the effectiveness, attractiveness, and learning efficiency. The application was carried out in small groups to get input from students and lecturers as the material for improving product drafts.

**Evaluation.** The evaluation stage was carried out as feedback observation on the developed textbook. If deficiencies were found in the textbook, they could be immediately addressed by referring to the evaluation results. For example, evaluating the development of textbooks that had been developed both from additional material and from developed images.

The types of data used were quantitative descriptions derived from interviews conducted by using several instruments such as subject lecturers, content expert test validity sheets, media expert test validity sheets. Questionnaires were also used as the instrument to collect the data. The learning media experts from learning material content experts had been validated in advance by experts relevant to research the field of research that taken by the researcher.

In order to fulfill the validity of the content of the instrument, researchers used experts judgment to systematically examine and evaluate whether the instrument represented was intended to be measured by utilizing the knowledge and experience of validity experts. They also assessed the instrument's suitability with the textbook that was measured and assessed sentence structure on indicators of content and media experts.

The data used gained from research subjects were based on the form of data which could be in the form of quantitative data and qualitative data. Quantitative data are numerical data that can be obtained as a result of measurement and addition. Qualitative data are non-numerical data in the form of verbal data in which it can be obtained from observations, interviews, and written materials (Nurgiyantoro, 2012:27). The data were in the form of suggestions and criticisms from content experts, media experts analyzed by a qualitative approach. The tables below present the achievement rate conversion used in this study.

**Table 1.** Achievement rate conversion [13].

Level Achievement	Qualification	Note
90% - 100%	Excellent	No Revision
75% - 89%	Good	No Revision
65% - 74%	Fair	With Revision
55% - 64%	Poor	With Revision
0 - 54%	Very Poor	With Revision

### 3 Findings and discussion

In order to check the validity and reliability of the developed textbook, two kinds of assessment were conducted, such as; content expert judgment and media expert judgments. The results are presented in Tables 2 and 3.

Table 2 shows that the two expert judgments assessed two main aspects. The first aspect was content reliability consisted of five items: the relevance of the learning material and syllabus, a clear presentation of the learning material, material accuracy, illustration and picture, and the supporting references. The second aspect was language reliability covered two items; communicative and language principle and norms. The total average (mean) of the two aspects calculated on the percentage of 85.4% that indicated as "good" category as the achievement rate conversion proposed by Tegeh and Kirna [13].

Table 3 presents the result of media expert judgment given by the two expert judgments contained by two main aspects; the textbook displayed reliability and language reliability. The first aspect only focused on assessing the learning design of the textbook meanwhile the second aspect focused on the language and consistency. The mean of the media expert judgment was on the percentage of 88,5 %, which meant that the reliability and validity of the textbook were categorized as "good" based on the achievement scale by Tegeh and Kirna [13].

**Table 2.** Content expert judgment.

Assesment Criteria	Indicators	Expert Judgment	%	Note
I Content Reliability	1. The Relevance of The Learning Material and Syllabus	Expert Judgement 1	85.00%	Good
		Expert Judgement 2	88.00%	Good
	2. A Clear Presentation of The Learning Material	Expert Judgement 1	91.00%	Excellent
		Expert Judgement 2	84.00%	Good
	3. Material Accuracy	Expert Judgement 1	84.00%	Good
II Language Reliability	4. Illustration and Pictures	Expert Judgement 2	94.00%	Excellent
		Expert Judgement 1	74.00%	Fair
	5. The Supporting References	Expert Judgement 2	89.00%	Good
		Expert Judgement 1	77.00%	Good
	Expert Judgement 2	81.00%	Good	
1. Communicative	Expert Judgement 1	85.00%	Good	
	Expert Judgement 2	87.00%	Good	
2. Language Principles and Norms	Expert Judgement 1	90.00%	Excellent	
	Expert Judgement 2	87.00%	Good	
<b>Mean</b>			<b>85.4%</b>	

**Table 3.** Media expert judgment.

Assesment Criteria	Indicators	Expert Judgment	%	Note
I The Textbook Displayed Reliability	1. Learning Design	Expert Judgement 1	90.00%	Excellent
		Expert Judgement 2	88.00%	Good
II Language Reliability	1. Language and Consistency	Expert Judgement 1	87.00%	Good
		Expert Judgement 2	89.00%	Excellent
<b>Mean</b>			<b>88.5%</b>	

Based on the results of the two experts' judgment, particularly viewed from the validity and reliability of its content and media, it indicated that the spa and body treatment textbook. The validity and reliability of this textbook were relevant to the previous studies conducted by

Setiawati and Efi [12] in which the developed text book on their study was shown in the percentage of 88%, but the percentage was revealed on its practical judgment meanwhile this study was only focused from its validity and reliability. Since the validity and reliability of the textbook were categorized as good, the textbook can be applied in the classroom for assisting students in getting the necessary information. It was in line with the function of the textbook argued by Rakhmawati and Priyana [6], who stated that learning materials are essentially used in the teaching and learning process covered in the textbook.

## 4 Conclusion

Based on the results of research and development of Spa and Body Treatment Textbook in Spa and Body Treatment courses, the textbook design for Spa and Body Treatment courses using the ADDIE model consists of Analysis, Design, Development, Implementation, Evaluation. The test was conducted in two stages, namely, testing of material content experts and learning media experts. The result of testing by the learning material content experts was a percentage of 85.4% "Good" category, and the learning media expert is a percentage of 88.5% in the "Good" category. Based on these results, it can be concluded that the Spa and Body Treatment textbook is suitable to be applied as a course textbook.

## 5 Suggestion

From the results of the study, the development of the Spa and Body Treatment textbook obtained a good percentage so that it is reliable to be used due to the test results of content experts and media experts. The results of this study can be used as a reference for developing similar textbooks. However, further study is required to be conducted, particularly in exploring the effectiveness of the developed textbook used in the classroom that can be acquired from students' and teachers' perspectives.

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