

Development of Digital Books in Family Counseling Courses in the *Hybrid Learning Era*

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Abstract. This research is motivated by the large number of students who do not yet have reference books for family counseling courses in the hybrid learning era. From this background, it is necessary to develop digital books for family counseling courses. The aims of this research are to: (1) design a digital book for family counseling courses in the hybrid learning era, and (2) produce a digital book for family counseling courses that is appropriate, interesting and practical in the hybrid learning era. Research and Development (RnD) using the ADDIE paradigm (Analyze, Design, Development, Implementation and Evaluation) is the research methodology employed. Three media and material specialists conducted the feasibility test, while twenty students from Medan State University's Faculty of Education's Guidance and Counseling Study Program conducted the usability test. The data collection method uses a scale and *Focus Group Discussion*. Data analysis techniques for book suitability use quantitative and qualitative descriptive analysis as well nonparametric statistical analysis. The research results show that the overall average score of material experts, media and student respondents is in the appropriate category. The research product that was produced can be used to assist students and guidance counselors/counselors at schools in family counseling, according to the findings of the study.

Keywords: Digital Book, Family Counseling, Hybrid Learning

1 Introduction

Lectures at Medan State University are still held using *hybrid learning*, with 70% of lectures being held offline, and 30% of lectures being online. However, on the other hand, universities have demands to produce quality graduates, so an enjoyable learning process is needed. Quality graduates depend on the input and process of learning carried out in higher education [1].

The learning process is carried out by providing strategic material, topics or concepts, and learning experiences that enable the development of students' independence in learning. Student independence in the learning process is an absolute thing as an embodiment of student centered learning. The characteristics of student learning independence are that they understand how to organize strategies for cognitive learning, can plan and optimize their abilities and have high motivation in learning. The consequence of student centered learning is placing students as learning subjects and helping students to learn more actively and independently which ultimately leads to a learning process that is fun, joyful and democratic

so that in the end the learning substance is truly internalized and thus can improve the resulting quality [2] .

Today's lecturers must be able to adapt learning conditions well to support the shift in the learning paradigm from teacher-centered to student-centered because. To make this happen, lecturers need to implement learning that can support the realization of these learning demands. One effort that can be made to develop the quality of learning is through the preparation of teaching materials. All items (texts, information, or technologies) that are methodically prepared to show a comprehensive figure of the competencies that students will master and utilize during the learning process are considered teaching materials [3]

There are numerous advantages when instructional materials are used in a learning activity. These advantages include making learning activities more engaging, allowing students to study on their own and minimizing their reliance on lecturers, as well as making it simpler for them to pick up the skills they need to master [4]. A textbook is one kind of instructional resource that students may use. One type of instructional resource utilized in learning activities is a textbook. For the benefit of the students, textbooks are created with a range of content organized by chapter and modified to meet the requirements of the course learning objectives (CPMK) in the family counseling course's Semester Learning Plan (RPS). Textbooks are collections of instructional resources that are methodically provided so that students can learn without the need for a lecturer. They are organized in an engaging and systematic way and contain methodologies, material content, and evaluation that can be used on their own [5]. Through the use of course learning objectives (CPMK) in each textbook, which students must meet, students using textbooks can study autonomously without the assistance of lecturers. They also gain control over their learning outcomes and grow more accountable for all of their actions. It is believed that higher levels of student activity will result in higher-quality learning results [6]

However, in reality, the existence of printed books has not met learning demands. As happened in the family counseling course which is one of the scientific elective courses in the Guidance and Counseling Study Program, Faculty of Education, Medan State University. Based on the results of observations and interviews with Undergraduate Guidance and Counseling students, information was obtained that currently family counseling lessons still use printed books that serve as instructional resources were written by external authors, there are no books compiled by course lecturers. However, the availability of these books has not been able to meet learning demands because they do not meet the CPMK for family counseling. This can be seen from the fact that students have difficulty finding references for lecture materials for family counseling courses and students still have problems understanding some of the material in the RPS. Looking at this phenomenon, it is known that existing textbooks cannot enable students to learn independently to achieve learning outcomes

In addition to keeping up with current advancements, it is your responsibility as the course's lecturer to ensure that the learning environment is dynamic and adaptable. This implies that education needs to change to keep up with technological advancements. Based on facts in the field, learning media, one of which is books used by teachers, still tends to be conventional, and most students have technological devices such as smartphones. This is an important basis for developing innovative technology-based learning media so that learning becomes interactive in the classroom [7]. In response, creating a digital family counseling book that can enhance students' capacity for autonomous and active learning is one way to address the issues with the family counseling course. By incorporating information technology, digital books are a modification of printed books that make them more engaging and interactive [8][9]. Digital books have several advantages over printed books, including

being easier to carry around, lasting longer and not deteriorating with time, having the ability to combine audio and video into a single presentation bundle, and having the ability to assign keywords to each chapter that are helpful for locking the content [10][11]. Furthermore, there are several advantages of digital books, namely (1) they are able to present learning material by displaying videos, simulations and animations about the concepts being studied, (2) they have a good and attractive visual appearance, so they can attract students to study the material, (3) books digital books are equipped with quizzes that present questions interactively so as to help students test their abilities and evaluate independently, (4) digital books are very practical [12].

Based on the problems that have been described, the researcher feels it is necessary to develop a digital book for the family counseling course. As for the novelty of this research, the digital book will be developed based on the CPMK stated in the RPS for the family counseling course and designed using the iSpring Suit 11 application.

2 Research Method

2.1 Research Model

The output of this research, known as development research or research and development (R&D), is a digital learning book for family counseling courses. The five steps of the ADDIE model analysis, design, development, implementation, and evaluation are used in development.

Suite digital book development activities in family counseling courses in the *hybrid learning era* referring to the ADDIE model . The following is the explanation.

- a. *Analyze stage*
Analysis (*Analyze*) done as analysis need (*need assessment*) based on the Semester Learning Plan (RPS) for the family counseling course and what they need in the field regarding family counseling materials. The results of this analysis are used as input to obtain a digital book design in family counseling courses in the *hybrid learning era*.
- b. *Design Stage*
In light of the requirements analysis's findings (*need assessment*), designed digital book family counseling, researchers get advice from various parties to order digital books family counseling that is made good, feasible and practical. The results of this stage are in the form of materials Which will be presented in a digital book.
- c. *Development Stage*
In this third stage, activities are carried out development with method validate digital book design family counseling . Objective from phase This is For produce A formulation digital book with analyze the things needed or should There is in making digital books , arrived Finally obtained formulation digital books that have been refined through feasibility testing. Suite activities performed in stage This is validation of digital books by experts.
- d. *Implementation Stage*
The digital family counseling book that has been developed is being tested on students. Objective from stage This is to see students' understanding of the materials through book readability tests carried out by students with the aim of finding out the accuracy of language use that is understood by students . After that, the BK lecturer

validates the digital book with the aim of seeing the usability of the digital book , namely how well the BK lecturer understands how to use the digital book .

e. *Evaluation Stage*

On This stage is the researcher do evaluation products that have been implemented through *Focus Group Discussions* (FGD). The evaluation is intended to get a complete picture of the digital family counseling book that has been developed so that it can provide consideration as to whether the digital book that has been developed still needs to be revised or not.

2.2 Test Subjects

Trial subjects were determined based on the needs of the activity phase in this research. The test subjects in this research consisted of from: three material and media experts and usability tests carried out by twenty students from the BK Study Program, FIP, Unimed.

2.3 Measures

Study This use intended scale to expert For collect relevant data with due diligence developed digital book And to students For collect digital book usability data. On the scale created, researchers use Scale models *Likert*. Alternative response for validation of digital books consists from five answer choices.

Tabel 1. Eligibility Category Interval

Interval	Kategori
75% - 100%	Very Worth It
50% - 74%	Worth
25% - 49%	Not Worth It
0% - 24%	Not feasible

Source: [13]

2.4 Data Analysis

This research uses quantitative descriptive data analysis techniques. In the data processing process, researchers used the help of *the Statistical Package for the Social Science* (SPSS) program.

3. Results and Discussion

3.1 Results

In the results of this research, the researcher explains the five stages of the ADDIE model which include analysis, design, development, implementation and evaluation. The presentation of the research results is as follows:

3.1.1 Analysis Stage

Stage *Analyze* aim For gather various information Which related with product Which will evolved And pinpoint the educational issues that support the significance of developing digital books in family counseling courses in the *hybrid learning era* . Analysis (*Analyze*) done as analysis need (*need assessment*) based on the Semester Learning Plan (RPS) for the family counseling course and what they need in the field regarding family counseling materials . The results of this analysis obtain the materials that you want to design for each chapter in the digital book. These materials are as follows:

Table 2. Results of RPS analysis of the material in each chapter in the Family Counseling Book

Chapter	Material
1	The concept of family as a system
2	Conflict in the family
3	Family counseling
4	Marriage Counseling
5	Family Counseling Model
6	Case studies in families and counseling approaches

Based on this table, the materials in each chapter that have been determined will be designed into sub-chapters and into one book, namely a family counseling book.

3.1.2 Design Stage

The aim of this stage is that the results of the material analysis in each chapter will be designed into a family counseling book more effective And efficient. The following is the initial book design with the title Family Counseling (A Case Study in Families that Hinder Students' Academics at School)

Table 3. Test Results with Material Experts

No	Aspect	Material Expert Score			Average	%	Category
		A	B	C			
1	Content Eligibility	45	51	48	36.00	60.00	Worthy
2	Language Eligibility	17	18	18	17.67	63.10	Worthy
3	Feasibility of Presentation	23	22	23	22.67	62.96	Worthy
	Amount	85	91	89	88.33	73.61	Worthy
	%	70.83	75.83	74.17			

According to the above table, the average score for the family counseling book (Identification of cases that have an impact on children's progress at school) is 73,61%, indicating that it falls into the proper category overall. Therefore, students enrolled in the guidance and counseling study program who are taking the Family Counseling course can use the expert assessment provided in the book (Identification of cases that have an impact on children's achievement at school), which was developed in terms of content.

Table 4. Input Results from the Three Material Experts

No	Enter the Subject Matter Expert
1	Originally six chapters became seven chapters with the addition of "Parenting in the Family" material.
2	In CHAPTER six, the family counseling model originally became a family counseling approach
3	In CHAPTER six a sub-CHAPTER is added regarding the Experiential family therapy approach
4	In CHAPTER seven, there is a case study in the family and counseling approaches
5	Title revised to "Modern Family Counseling (Approach and Case Study)"

Based on this input, it becomes material for revising the book that has been designed, so that the resulting book is appropriate for use by teachers of guidance and counseling in schools as well as by students. Next, the book was tested with media experts. The following is a presentation in table 4 regarding the results of the trial to media experts.

Table 5. Test Results with Media Experts

No	Aspect	Media Expert Score			Average	%	Category
		A	B	C			
1	Feasibility of Display Design Screens	21	20	19	20.00	71.42	Worthy
2	Eligibility Ease of Use	22	20	20	20.67	73.81	Worthy
3	Consistency Feasibility	9	8	9	8.66	72.22	Worthy
4	Eligibility Benefits	17	17	18	17.33	72.22	Worthy
5	Graphic Eligibility	19	20	21	20.00	71.43	Worthy
	Amount	88	85	87	86.67	72.22	Worthy
	%	73.33	70.83	72.50			

Based on the table above, you can see the total scores obtained from expert media obtained average results of 72.22% Which states that the family counseling book (Identification of cases that have an impact on children's achievement at school) being developed is in the category worthy For used in family counseling courses .

Table 6. Input Results from Three Media Experts

No	Enter Media Expert
1	The color of the front and back covers still needs to be considered
2	Images must be adapted to the topic of discussion
3	The screen design has been revised
4	Ease of use of digital modules is very easy

3.1.4 Implementation Stage

At this implementation stage, it will be tested with students and this family counseling course is included in the seventh semester of the 2023/2024 academic year.

Table 7. Applicability Test Results for Students

No	Aspect	Student Validation Scores (N =20)		Category
		Average	%	
1	Feasibility of Presenting Material	222	72.23	Worthy
2	Language Eligibility	334	70.03	Worthy
3	Feasibility of Utilization	209	65.20	Worthy
4	Graphic Eligibility	234	74.22	Very Worth It
	Amount	889		
	%	64.50	70.45	Worthy

The total average score of 70.45%, as shown in the above table, indicates that, on the whole, the outcomes of student trials on family counseling books fall into the adequate category.

Table 8. Entry Results from Students

No	Enter from Student
1	This digital book is very good for helping learning
2	This digital book has made it very easy for students to practice family counseling
3	There are several writing errors in the sentences, but everything else is good and easy for readers to understand
4	Overall, this digital book is very useful. There is also a suggestion that the table section needs to be improved, so that it is more neatly arranged and easier for readers to understand.
5	The digital book developed is very good and helps students understand family counseling, highly recommended for every guidance and counseling teacher so that they don't make mistakes when carrying out family counseling.
6	The book is very good, the book cover is also attractive, the contents of the book can also be understood well.
7	Digital books are very suitable for students to use to practice critical and innovative thinking

3.1.5 Evaluation Stage

At this stage, products that have passed a feasibility test process with experts and a usability test with BK students will be evaluated. The evaluation stage is a stage that aims to assess the overall usability aspect of the product being developed. At this stage, evaluation activities are carried out by holding FGDs.

In selecting FGD informants, the researcher took members who met the requirements based on predetermined criteria, namely two guidance counselors and two guidance counselors/counselors. In the FGD activity that was held, each participant was asked to provide an opinion on the overall research product.

Based on the results of the FGD, it was found that the digital book developed was in accordance with current problems, and could help train students and BK teachers to carry out family counseling. The appearance of the book is attractive and easy to use so it is useful for the reader. The final overall format of the book is as follows in pictures 3 and 4.

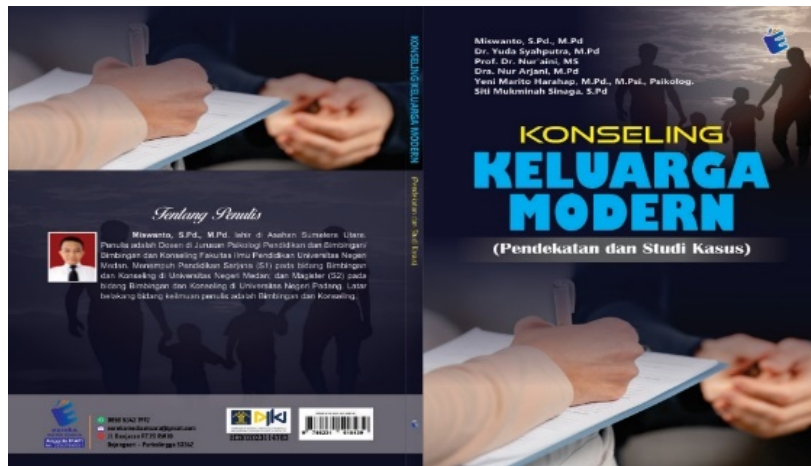


Fig. 3. Front and Back Covers

DAFTAR ISI	
KATA PENGANTAR.....	iii
DAFTAR ISI.....	iv
BAB 1 KONSEP KELUARGA SEBAGAI SISTEM.....	1
A. Definisi Keluarga.....	1
B. Tipe-tipe Keluarga.....	2
C. Struktur Keluarga.....	3
D. Batas dalam Keluarga.....	4
E. Keterampilan Keluarga.....	5
F. Tercapai Sasaran Keluarga.....	5
G. Kesimpulan.....	5
BAB 2 PENGASAPAN DALAM KELUARGA.....	5
A. Menganalisis Pengasapan.....	5
B. Emosi Mempengaruhi Pengasapan.....	10
C. Komunikasi dalam Pengasapan.....	12
D. Pentingnya Kerja Sama Orang Tua dalam Pengasapan.....	14
E. Kesimpulan.....	15
F. Referensi.....	17
BAB 3 KONFLIK DALAM KELUARGA.....	19
A. Definisi Konflik.....	20
B. Karakteristik Konflik keluarga.....	22
C. Mekanisme Mekanisme Konflik keluarga.....	23
D. Faktor Penyebab Konflik keluarga.....	26
E. Resolusi Konflik.....	33
F. Kesimpulan.....	36
G. Referensi.....	37
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A. Latar Belakang.....	38
B. Definisi Konseling keluarga.....	39
C. Tujuan Konseling keluarga.....	41
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E. Kesimpulan.....	46
BAB 5 KONSELING PERKAWINAN.....	48
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B. Tujuan Konseling Perkawinan.....	50
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F. Kesimpulan.....	70
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B. Pendekatan Experiential family therapy.....	76
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E. Kesimpulan.....	92
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A. Kasus Pernikahan Dini.....	97
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C. Kisah Siswa, Ayah Kena PIHK hingga Tak Bisa Sekolah karena Tak Punya Ponsel.....	97
D. Siswa 2 Tahun Patus Sekolah karena Tak Punya Rujaya.....	98
E. Kekerasan dalam Rumah Tangga.....	99
F. Kesimpulan.....	105
G. Referensi.....	105
TENTANG PENULIS.....	107

Fig. 4. Table of Book Contents

3.2 Discussion

The discussion of the research findings that follows is based on the description and data analysis of earlier studies. The research outputs generated by this investigation comprise family counseling books. This product is named "Modern Family Counseling (Approach and Case Study)". In implementing this product development, researchers directed the actions in the ADDIE model, It is known that media experts and material specialists have determined that the book Modern Family Counseling (Approaches and Case Studies) meets the necessary requirements. This is demonstrated by the overall average score of 73.61% in the right category for material experts, 72.22% for media experts, and 70.45% for student respondents in the suitable category overall for respondents who are experts in the field. Experts' and students' assessments of the viability of digital books are based on an impartial evaluation of the content's presentation, screen design, language, utility, graphics, and consistency.

Through learning media in the form of digital books, it can help and facilitate independent learning [14]. Using multimedia digital books can support teachers and students in using technology, appropriate teaching materials, the internet and gadgets in learning [15]. Learning with digital book media, technological developments have become more practical, interesting, and able to create a pleasant learning atmosphere so that it can generate and increase learning motivation [16]. The use of digital modules provides benefits in learning, especially online learning[17]. Digital books containing text, animation, audio and video are very effective in increasing students' HOTS [18]. Digital books can also increase students' interest in learning [19]. Comparing student responses to digital books with printed books, students prefer digital books compared to printed books, because printed books make it difficult to read and browse [20].

4 Conclusion

Based on the results and discussion in this research, it can be concluded that the family counseling digital book that has been prepared reaches the appropriate category based on the material and media and student responses to the digital book are in the appropriate category. Digital books are also able to increase student motivation and independent learning. Classroom learning becomes practical, interesting, and able to create a more enjoyable learning atmosphere. The resulting research products can be used to help students and guidance counselors/school counselors in family counseling.

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