



## THE DEVELOPMENT OF A DEVELOPMENT ECONOMICS TEXTBOOK TO IMPROVE THE QUALITY OF LEARNING IN THE DEVELOPMENT ECONOMICS COURSE IN THE ECONOMIC EDUCATION STUDY PROGRAM

Eka Hendi Andriansyah<sup>1\*</sup>, Waspodo Tjipto Subroto<sup>2</sup>, Albrian Fiky Prakoso<sup>3</sup>

<sup>1,2,3</sup>Universitas Negeri Surabaya

<sup>1</sup>ekaandriansyah@unesa.ac.id, <sup>2</sup>waspodotjipto@unesa.ac.id, <sup>3</sup>albrianprakoso@unesa.ac.id

### Abstract:

Improving the quality of learning should be pursued continuously, covering various factors that support improving student learning outcomes. Study Materials or Learning Materials are one of the dominant factors in improving the quality of learning. (Guide to Preparing Higher Education Curriculum in the Industrial Era 4.0 to support MBKM, 2020). Learning materials include reference books, monographs, diktats, modules, videos, practical instructions, textbooks, and other equivalent learning resources. As explained in the MKBM for the Economic Education Study Program, there are 23 courses in the field of science and expertise and 8 basic courses, and in general, they are not supported by textbooks that follow the Semester Learning Plan (SLP) of the courses. These conditions make it urgent that textbooks for each course are necessary to improve the quality of the learning process and outcomes of the course concerned, especially in efforts to achieve graduate learning outcomes (GLO). This research aims to develop a Development Economics textbook to support adequate and appropriate learning of Development Economics courses. The research method used is the research and development (Research and Development) ADDIE development model with five stages, namely analysis (analysis stage), design (design stage), development (development stage), implementation (implementation stage), and evaluation (evaluation stage). The targeted output is to produce a Development Economics textbook that has an ISBN and Intellectual Property Rights (IPR).

**Keywords:** Development Economics, Quality of Learning, Economic Education

### INTRODUCTION

The Ministry of Education, Culture, Research and Technology of the Republic of Indonesia has implemented a flexible policy in higher education through the Independent



Curriculum program. The Independent Curriculum policy provides opportunities for students to gain broader learning experiences and new competencies through several learning activities outside their study program, with the hope that, in turn, this will produce graduates ready to win the increasingly complex challenges of life in the 21st century. Universities at the higher academic level must make curriculum adjustments, improve the quality of the learning process under SN-Dikti, and support the Independent Curriculum program.

Explained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 3 of 2020 concerning National Higher Education Standards, one of which is the learning process standards. Article 11 explains the characteristics of the learning process: interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered. Study Materials or Learning Materials are one of the stages of learning design. (Guide to Preparing Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Curriculum, 2020). Learning materials include textbooks, teaching modules, diktats, practical instructions, tutorial modules, reference books, monographs, podcasts, videos, and other equivalent learning resources. There are 23 science and expertise courses and 8 basic skills courses in the Independent Curriculum. The Economic Education Study Program generally does not have textbooks that are following the SLP. This fact proves that textbooks are needed to support the learning process to run well and achieve GLO, textbooks are needed. This research aims to develop a Development Economics textbook that meets feasibility and is adequate.

So far, the learning process for Development Economics courses has only relied on reference books, which often confuse students because the study is too broad and in-depth. To provide more alternative teaching materials for students attending lectures, research into developing Development Economics textbooks is very important and needed to improve the quality of learning in the Economic Education study program, Faculty of Economics and Business, Universitas Negeri Surabaya (UNESA). A quality learning process will support the achievement of good GLO. The developed Development Economics textbook can also support independent learning. The resulting Development Economics textbook also supports environmentally friendly sustainable development. This Development Economics textbook research produces textbooks related to lecturers' learning and research materials

and can be used by students, lecturers, or researchers. Textbooks are written based on the syllabus and SLP of the course. The prepared book is a mandatory reference for the Development Economics course in the Economic Education study program, Faculty of Economics and Business, Unesa.

Various publishers have published many books on development economics. However, development economics books need to be made dynamic according to developments in current economic conditions. One solution so that development economics books can be adapted to current economic conditions is to adapt them to Indonesia's National Medium-Term Development Plan (NMTDP). In this way, this book can be adapted to economic conditions in the next five years.

Some research results on textbook development include Karyono, Hari, and Subandowo, M (2019), developing textbooks for student development courses based on pedagogical competency, the research results state that there is an increase in learning outcome scores after using textbooks in learning and the textbooks that are developed are stated very valid to use. Wijayanti, Heni, Degeng, I Nyoman Sudana, Sitompul, Nurmidia Catherine (2021), Development of E-Learning Based Teaching Materials in Elementary School Thematic Learning. The results of the research show the results of the feasibility review of the product development: 1) content/material expert review 97%, 2) media expert review 83%, 3) design expert review 88%, 4) individual trials 90%, 4) group trials 93%, 5) product trials on students percentage 83%. The overall average value of the feasibility test is 89%, with very good eligibility criteria.

Mursanti, A. E., Fatirul, A. N., & Hartono, H. (2020), Development of Basic Teaching Materials for Makeup for Family Welfare Vocational Education Study Program Makeup Students. The results from the PVKK Study Program teaching lecturers were assessed as 98%, which was interpreted as being in the very good category. Meanwhile, the small group test was 84.1%, which means good (feasible), and the large group test was 86.15%, which means very good (feasible). In this way, basic cosmetology teaching materials can support cosmetology learning to run well and smoothly.

Ningsih, S., & Adesti, A. (2019). Development of Android-Based Mobile Learning in the Baturaja University Learning Strategy Course. The research results show that (1) an Android-based mobile learning application for learning strategy courses has been produced, and (2)

Android-based mobile learning for learning strategy courses is suitable for use. This is by the validation test results of material experts (83.28= valid), learning design experts (83.5= valid) and media experts (81.31= valid), individual evaluation (85.45= practical), evaluation small group (85.83= practical), and field trials (85.84= practical).

Dejene, Wondifraw, (2019), The practice of modularized curriculum in higher education institutions: Active learning and continuous assessment in focus. The results of his research stated that large class sizes and lack of time (i.e., the nature of the block teaching approach) make it a challenge to create an effective learning process in helping students achieve the goals set in the curriculum. Alternative teaching strategies appropriate to large class sizes and further staff development activities that address misconceptions about active learning and continuous assessment are recommended.

Ibyatova et al., (2018) Modular Approach to Teaching and Learning English Grammar in Technical Universities. The results of this experiment show that students found the modular syllabus useful and motivating and said that it encouraged them to do better in subsequent modules. At the same time, modular learning and assessment do not eliminate the stress and workload of traditional approaches. Teachers in modular systems appreciate the opportunity for better planning around exams and clarity of focus on their teaching requirements. However, the approach and module structure used in the experiment require improvement and development.

Ambayon, Cristobal M. (2020). Modular-Based Approach and Students' Achievement in Literature. Based on the research results, the performance of students in the field of literature in the experimental group increased from poor performance to very good, while the control group relatively improved from poor performance to moderate achievement. Therefore, it is recommended that the module be used in a similar context, especially in the study of mythology and folklore.

Research results show that the textbook modules developed and tested are very good and contribute to improving learning outcomes. Textbooks have a very important role in the success of learning achievement. Several research results have also developed modules or textbooks with different models and implementations at educational levels, material/subject focus, or subjects. This research will contribute and be interesting because there has not been any development of teaching materials for the Development Economics

course at the Faculty of Economics and Business, Unesa.

## RESEARCH METHOD

This research uses research and development (Research and Development) to produce new products that will then be tested for the product's feasibility and effectiveness. The research model used in this research is the ADDIE development model, whose application concept is used to build learning designs (Sugiono, 2014). Stages of development of Development Economics textbooks as in the research design in the following picture:

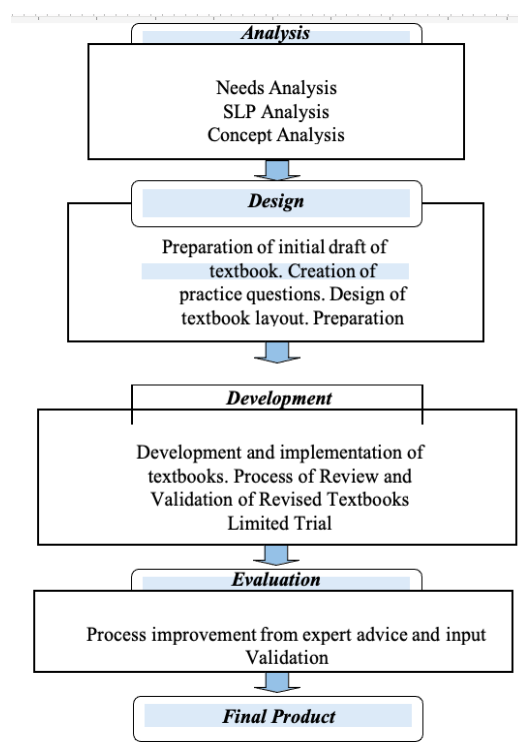


Figure 1. Research Design

This research uses questionnaires and documentation data collection techniques. The questionnaire used to obtain data in the research is a closed questionnaire, which tests the feasibility of the Development Economics textbook product by experts' and students' responses. In contrast, the documentation data used is the RPS (Semester Learning Plan) for the Development Economics Course and a list of names of Study Program students. Economic Education Class of 2021 at Surabaya State University. The research instruments used were material expert validation, linguist validation, graphics expert, and student

response questionnaire instruments.

The data received in this research is qualitative and quantitative data. Qualitative data is the research results from experts, including material, language, and graphic experts, which are used as input and suggestions regarding the developed electronic textbook products. Quantitative data, namely the validation results by material experts, language experts, graphic experts, and questionnaire responses from students of the 2021 Economic Education Study Program at Surabaya State University.

Quantitative data, namely validation results from material, language, and graphics experts, were analyzed using a Likert scale. The Likert scale consists of five categories, shown in the following table.

Table 1. Benchmark for Expert Validation Scores with a Likert Scale

Criteria	Score
Very Worth It	5
Worthy	4
Decent Enough	3
Not feasible	2
Not Worth It	1

Source: (Riduwan, 2016)

Validation results from experts will be calculated using a formula:

$$\text{Percentage (\%)} = \frac{\text{Total score}}{\text{Maximum total score}} \times 100\%$$

The results of the validation calculations for the electronic textbooks being developed are then interpreted in percentage form with the following interpretation criteria.

Table 2. Interpretation of Expert Validation Scores with a Likert Scale

Percentage	Interpretation Criteria
0% - 20%	Not worth it
20% - 40%	Not feasible
40% - 60%	Decent enough
60% - 80%	Worthy
80% - 100%	Very Worth It

Sumber : (Riduwan, 2016)

Data from student responses were analyzed using the Guttman Scale with the following

score criteria.

Table 3. Criteria for Student Response Questionnaire Scores with the Guttman Scale

Criteria	Score
Yes	1
No	0

Sumber : (Riduwan, 2016)

The percentage of the student response questionnaire scores will be calculated using a formula:

$$\text{Percentage (\%)} = \frac{\text{Total score}}{\text{Maximum total score}} \times 100\%$$

Based on the calculation of the results of the student response questionnaire that has been carried out, a feasibility score will be obtained for the Development Economics textbook product developed with the following interpretation of the questionnaire score.

Table 4. Interpretation of Student Response Questionnaire Scores with the Guttman Scale

Percentage	Interpretation Criteria
0% - 20%	Not worth it
20% - 40%	Not feasible
40% - 60%	Decent enough
60% - 80%	Worthy
81% - 100%	Very Worth It

Source: (Riduwan, 2016)

## RESULTS AND DISCUSSION

### General Description of Research Implementation

This research includes development activities using the ADDIE model development stages with the formulation analysis, design, development, implementation, and evaluation (Hidayat and Nizar, 2021). This model uses a system approach of dividing the planning process into several logically sequential stages, which uses the output of each step as an input step for the next step (Cahyadi, 2019).

The teaching material to be developed in this research is a contextual-based research methodology textbook. The textbook contains material on (1) Understanding the nature of development economics and (2) Understanding the main development theories, linear growth, and structural change. Identify the characteristics of developing countries and

development strategies (3) Understand the role of resources in development. (4) Analyzing the role of the State in financing development. (5) Describe growth and equality. (6) Understand dependency theory and neo-classics. (7) Understand population and employment issues. (8) Understand the political economy of liberalization. (9) Analyze development dualism (social, ecological, technological, financial, and regional). (10) Mastering the main elements of development policy. (11) Understand the economic policies of the era of globalization and transnational companies. (12) Analyzing Indonesia's development. (13) Evaluate the planning and implementation of economic development in Indonesia.

### **Research Results**

In this research, research progress is at the analysis, design, and development stages. The description of research progress activities is as follows.

#### ***Analysis***

##### ***Problem Analysis***

Problem analysis was carried out using the results of learning evaluation observations from lecturers and students for the Development Economics course. The results of interviews with lecturers in charge of the Development Economics course stated that learning development theory still uses various reference books and has not been updated with new cases, so practical and up-to-date books that are relevant to real conditions are needed.

The results of interviews with students stated that learning activities were carried out theoretically using various references, which often confused students. So, there needs to be a clear module in the form of a textbook to guide students in developing their teaching materials.

##### ***Material Analysis***

Material analysis is based on the final learning objectives and learning demands of an independent campus with the OBE curriculum, which directs teachers' learning on the material and outcomes. Based on the study's results by teaching lecturers and lecturers in the Economics group, based on the Learning Achievements of the Economic Education Study Program, final abilities, assessments, learning methods, and weights are determined, which have been documented in the Semester Learning Plan. Learning is planned using the case-



based learning method so that it is hoped that the material in the textbook leads to theoretical descriptions that relate to the current economic world. The final goals and other components that students will achieve are as follows:

Table 5. Basic Competencies (BC)

The final ability of each learning stages	Topic
Understand the essence of economic development.	<ul style="list-style-type: none"><li>• Describe the meaning</li><li>• Economic development</li><li>• Analyze the Position</li><li>• Economic development</li><li>• Economic scope</li><li>• Development.</li></ul>
Understand theories of major development linear growth and structural changes	<ul style="list-style-type: none"><li>• Analyzing Theory</li><li>• Linear growth</li><li>• Describe the Theory</li><li>• The Growth of Adam Smith</li><li>• Analyzing Theory</li><li>• The Growth of Karl Marx.</li><li>• Analyzing Theory</li><li>• Rostow Growth</li></ul>
Identify characteristics of temperate countries development and strategy development	<ul style="list-style-type: none"><li>• Identify the characteristics of developing countries</li><li>• Describe the Development Strategy of Developing Countries.</li></ul>
Understand the role of internal resources development	<ul style="list-style-type: none"><li>• Describe Natural Resources.</li><li>• Describe human resources</li><li>• Analyze the capital resource sum</li><li>• Analyzing the institutional power sum.</li></ul>
Analyzing roles Deep state financing development.	<ul style="list-style-type: none"><li>• Describe the Role of the State</li><li>• Under construction.</li><li>• The role of the State in development financing</li><li>• Analyze the role of the private sector</li><li>• Under construction.</li></ul>
Describe growth and Equalization.	<ul style="list-style-type: none"><li>• Identifying Growth economy</li><li>• Describe Distribution income</li><li>• Formulate inequality social</li><li>• Analyze poverty, which needs to be reduced.</li></ul>
Understand theory dependency and race neo-classical	<ul style="list-style-type: none"><li>• Describe the Theory dependencies</li><li>• Understand Neo-classical Theory</li></ul>



Understand the problem of population and employment.	<ul style="list-style-type: none"> <li>• Describe global issues</li> <li>• Population</li> <li>• Describe Malthusian Theory</li> <li>• Describe the Transition Theory</li> <li>• Population.</li> </ul>
Understand economics, liberalization, politics	<ul style="list-style-type: none"> <li>• Describe the Liberalization economy in developing countries</li> <li>• Determine liberalization</li> <li>• economy in Indonesia.</li> </ul>
Analyzing dualism development (social, ecology, technology, financial and regional)	<ul style="list-style-type: none"> <li>• Describe the Concept</li> <li>• Dualism</li> <li>• Analyze social dualism</li> <li>• Analyze Dualism</li> <li>• ecology</li> <li>• Identifying Dualism</li> <li>• technology</li> <li>• Analyze Dualism</li> <li>• Financial.</li> <li>• Describe Dualism</li> <li>• Regional</li> </ul>
Master the elements of main policy development	<ul style="list-style-type: none"> <li>• Identify Policies in conventional economics</li> <li>• Describe the investment policy</li> <li>• Describe the Policy</li> <li>• Capital deployment</li> <li>• Development</li> </ul>
Understand policies economy in the era of globalization and Trans company National	<ul style="list-style-type: none"> <li>• Identify Policies</li> <li>• economy in the era of globalization</li> <li>• Describe the Company</li> <li>• transnational.</li> </ul>
Analyze Indonesian development.	<ul style="list-style-type: none"> <li>• Describe the Plan</li> <li>• Long Term Development</li> <li>• Analyze the Plan Term Development</li> <li>• Intermediate</li> <li>• Describe the Plan Annual Development.</li> </ul>
Evaluate planning and economic implementation development in Indonesia	<ul style="list-style-type: none"> <li>• Classifying development results</li> <li>• Describe social welfare</li> <li>• Describe development results</li> <li>• Analyzing Equity</li> <li>• Economic development</li> <li>• Analyze the development economy in support of people's welfare</li> </ul>

### ***Design***

This stage is carried out to create product planning and design. There are 3 stages carried out as follows:

### *Collecting Content References*

Researchers collected references from development economics books, long-term development plans, medium-term development plans, Indonesian annual development plans, print/online mass media, and other relevant sources.

### *Book Design*

When preparing a textbook, determine what components must be included at this stage. The color used in the textbook being developed is blue. This color was chosen based on the preference of the most votes from students, which was as much as 83%. Blue is the world's favorite color, symbolizing intelligence, trust, calmness, and coolness (Dr. Meghamala S. Tavaragi and Mrs. Sushma C, 2016).

The color composition chosen to design textbooks in this research is complementary colors, which are colors that are opposite each other in the color circle (Wang, Westland, and Cheung, 2010). The following are images of the colors used in the design in the development of this textbook:

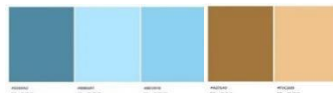


Figure 2. Color Codes

The developer determines the fonts used in the developed application at this stage. The choice of font type is divided into three, namely fonts for headings, sub-headings, and body text. This selection aims to ensure that each section chooses a different font.

### *Differences*

The choice of typeface is very important in development because the choice of letters will affect the readability of the text presented. The type of letter used in the heading section is pagkaki, size 32. Pagkaki is a letter with Latin and Greek characters. This type of letter has the nature of a fun display font. This typeface was designed by Konstantina Louka and published by Nantia.co, a website that publishes letter designs.

The font used in the sub-heading section is Atma. This font type has 5 types: light, regular, medium, semi-bold, and bold. This development uses a semi-bold and bold type with size 28 on the onboarding screen page. Black Foudry designs Atma, and this typeface is Bengali and Latin.

The type of font used in the body text is Poppins with Geometric sans serif and Latin

characters designed by Jonny Pinhorn. The Poppins fonts used are Poppins Extrabold, Poppins Medium, and Poppins. The font size used is 16. The following is a picture of the type of font used in the teaching materials.

**PAGKAKI ATMA Poppins**  
*pagkaki Atma poppins*

Figure 3. Types and Types of Letters

In this section, development is carried out to create a media design for teaching materials by determining the specifications of the learning media in the form of menus, features, and content to be studied. This initial design stage of development also creates a textbook design storyboard and flowchart intending to make it easier to develop media. A flowchart is a chart depicting a process's flow from start to finish (Jamaluddin, 2018). Meanwhile, a storyboard is a series of pictures made in detail to illustrate a story (Samsudin, 2015).

### ***Development***

At this stage, a review of the initial product draft made by validation experts, including material, graphics, and language experts, is carried out to provide input and suggestions for the Development Economics textbook product, which is still in process. The following are the results of the validation of the Development Economics textbook product that has been developed:

Table 6. Material Expert Validation Results

No	Aspect	Percentage
1	Content Eligibility	90
2	Feasibility of Presentation	91
	Average Percentage	90.5
	Category Assessment	Very Worth It

Source: processed data (2023)

Referring to the table, the material validity results have a percentage of 91.5%, with details of aspects including the content suitability aspect reaching a result of 92% and the presentation suitability aspect reaching a result of 91%. These results indicate that the developed Development Economics textbook product is suitable for use.

Table 7. Graphic Expert Validation Results

No	Aspect	Percentage
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1	Display Design Layout	88
2	Layout Design Contents of the Development Economics textbook	87
	Average Rating Percentage	87.5
	Category	Very Worth It

Source: processed data (2023)

The graphic validation results have a percentage of 87.5%, with the interpretation category being very suitable for use. This validation assessment has detailed aspects, namely the display design layout aspect of 88% and the design layout aspect of the contents of the Development Economics textbook of 87%. Overall, the Development Economics textbook developed follows the graphic feasibility indicators according to BSNP (2014), which include the cover layout components, the content layout of the Development Economics textbook, and the Development Economics textbook illustrations.

Table 8. Linguist Validation Results

No	Aspect	Percentage
1	Suitability to the Developmental and Emotional Level of Students	95
2	Legibility	100
3	Motivational Ability	87
4	Straightforwardness	88
5	Coherence and Sequence of Thought Flow	100
6	Conformity to Language Rules	95
7	Presentation Techniques	100
	Average Category	95
	Rating Percentage	Very Worth It

Source: processed data (2023)

The language validation assessment in the development of the Development Economics textbook includes 7 aspects, namely, aspects of suitability for students' developmental and emotional levels, with a percentage of 95%. Readability aspect with a percentage of 100%. Motivational ability aspect with a percentage of 87%. The aspect of straightforwardness is 88%, and coherence and flow of thinking between sections, sub-chapters, and chapters is 100%. Aspects of conformity to language rules include the correct use of Indonesian grammar and spelling, with a percentage of 95%, and aspects of presentation techniques, with a percentage of 100%. The average language validation results in developing the Development Economics textbook are 95%, with the interpretation category being very

suitable.

Table 9. Recapitulation of Validation Results

No	Aspect	Percentage
1	Material Feasibility	90.5
2	Graphic Feasibility	87.5
3	Development Economics textbook	95
	Language Eligibility	91 Very Worth It

Source: processed data (2023)

The results of the expert validation assessment, material, graphics, and language obtained an average percentage of 91% with an interpretation that is very suitable for use. These results have met the feasibility interpretation criteria according to Riduwan (2016), namely reaching a value of  $\geq 81\%$ , so this Development Economics book product is very suitable for use.

### ***Implementation***

The implementation stage is carried out by testing the Development Economics textbook to find out the role, function, and benefits of the Development Economics textbook product that has been developed (Pradnyana, 2017). At this stage, the Development Economics textbook product, which has been revised and assessed for validation by experts, will be carried out in a limited trial on 10 students of the 2021 Class A Bachelor of Economics Study Program to find out students' responses to the Development Economics textbook product being developed. This trial process was carried out offline. Afterward, students were given a questionnaire instrument related to student responses to the Development Economics textbook being developed. The test results will then be analyzed and interpreted according to the percentage results obtained. The following are the results of a questionnaire on student responses to the Development Economics textbook that was developed.

Table 10. Student Response

No	Aspect	Percentage
1	Convenience	97
2	Attractiveness	95
3	Impact on students	95
4	Student Learning Process	95

5	Quality of teaching materials	96
	Average Rating Percentage	95.6
	Category	Very Worth It

Source: processed data (2023)

The results of the trial analysis were limited to students of the Economic Education Undergraduate Study Program class of 2021 A, getting an average percentage of 95.6% with a very good interpretation because they got a score of  $\geq 81\%$  with details of aspects including the convenience aspect with a percentage of 97%, the attractiveness with a percentage of 95%, aspects of the impact on students with a percentage of 95%, aspects of the student learning process with a percentage of 95%, and aspects of the quality of teaching materials with a percentage of 96%. The results of limited trials of Development Economics textbooks show that the Development Economics textbooks developed follow the learning objectives and final capabilities contained in the RPS (Semester Learning Plan) for Development Economics and are per students' needs during offline and offline lectures. Online.

### **Evaluation**

The evaluation stage is carried out to determine whether the Development Economics textbook product being developed is in accordance with the goals and expectations. According to Hadi & Agustina (2016), the evaluation stage can be carried out formatively after each step, or a summative evaluation can also be carried out by evaluating at the end after all the steps have been completed. In this development research for the Development Economics textbook, the evaluation stage was formative, where improvements and evaluations were carried out directly after each step.

### **Discussion**

Based on the results of the feasibility of expert validation and product trials that researchers have carried out, the Development Economics textbook product developed has received an interpretation that is very suitable for use as alternative teaching material to support online lectures for students. The suitability of the Development Economics textbook was obtained from the analysis of validation sheets by experts, namely material, graphics, and language experts using a Likert Scale and the results of analysis of student responses using the Guttman scale in their assessment.

From the content aspect, the completeness of the material in the Development Economics textbook is stated to be in accordance with the learning objectives, and the material coverage is in accordance with the final indicators and capabilities in the RPS (Semester Learning Plan) for the Development Economics course. The textbooks developed can increase learning motivation and make it easier for students to understand the core material in each learning activity.

The Development Economics textbook product developed has harmonious color and layout elements and good contrast. Development Economics textbooks also have elements of the correct layout of chapter titles and page numbers and have proportional sizes. The illustrative images in the Development Economics textbook are well-balanced. They can present the material in the Development Economics textbook, making it easier for students to understand. In the language aspect, the Development Economics textbook developed is in accordance with students' developmental and emotional levels. The material in the Development Economics textbook is presented in attractive language, is easy to understand, and does not give rise to multiple interpretations. The sentences used in the Development Economics textbook represent the content of the message conveyed and follow correct grammar in accordance with Indonesian language rules.

The validation results from material, graphics, and language experts obtained an average percentage of 91% with an interpretation that is very suitable for support in online student lectures. The results of this development research are in line with research conducted by Prasetya & Rakhmadian (2019), showing the results of material expert validation getting a "very decent" score, media expert validation getting a "decent" score, linguist validation getting a "decent" score and the test carried out by students obtained an average score of "very good".

The trial results were limited to 10 2021 Economic Education Undergraduate Study Program students, and they gave very good responses. Students are asked to fill out the response questionnaire by selecting the answer "Yes" if the statement is in accordance with the student's opinion and the answer "No" if it is not in accordance with the statement. The results of student responses will be analyzed and calculated using the Guttman Scale, and then the score results will be used as a percentage to interpret the eligibility level. The assessment of student response questionnaires in this development research adapts



indicators from Walker & Hess in Arsyad (2014), which include five aspects of assessment, namely aspects of convenience, attractiveness, impact on students, student learning process, and quality of the media or product being developed.

Students responded well to the Development Economics textbook, which was developed per student needs during the online lecture process in the Development Economics course. According to students, the Development Economics textbook being developed is very interesting because it is equipped with illustrative images and attractive material, which makes it easier for students to use the Development Economics textbook. The material presented in the Development Economics textbook is easy to understand and can help students learn during the offline and online lecture process.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

The conclusion that can be drawn from this final report is that the implementation of research at the textbook preparation stage has reached 100%. This textbook is based on the method used in developing this textbook, namely the ADDIE Model with formulation analysis, design, development, implementation, and evaluation. The validation results of this development economics textbook have obtained very feasible results so that it is ready to be used in the lecture process in the Unesa economics education study program.

### **Suggestion**

Suggestions for future researchers should be to develop electronic-based development economics books further. Developing books that can be used on devices accompanied by learning models following the MBKM curriculum, such as problem-based learning or others, is necessary.

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