

## DEVELOPMENT OF TEXTBOOKS FOR EXPORT-IMPORT COURSES BASED ON PROJECT BASE LEARNING APPROACH

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### ABSTRACT

Textbooks are an important part of the learning process which are written with a specific purpose and regulated by the Ministry of Research, Technology and Higher Education. Textbooks are useful for supporting the learning process in accordance with the lecture curriculum in the Office Administration Education S1 study program, Faculty of Economics and Business, UNESA, especially in the Export Import subject. The purpose of this study was to determine the feasibility of project-based learning textbooks for export-import subjects, to determine the practicality of project-based learning textbooks for export-import subjects, to determine the effectiveness of project-based learning textbooks for export-import subjects. This research method uses 4-D. Data collection techniques were carried out using validation techniques and questionnaires with instruments in the form of language validation sheets, graphic validation sheets, material validation sheets and student response questionnaires. Technology Readiness Stage or Technology Readiness Level (TRL) is 3. The technology measured in this study is textbooks with ISBNs with the TRL indicator category being the Social Humanities and Education sector. The conclusion from this study is that the process of developing export-import textbooks uses the Research and Development model, the feasibility results of export-import textbooks are obtained from the validation of a team of experts namely material experts, linguists, and media experts who are included in the very feasible category, the practicality of export textbooks -import the results of student responses in the very feasible category, the average student learning outcomes in using this textbook increased by 9.56.

**Keywords:** *Textbooks, export import, project-based learning*

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## INTRODUCTION

Textbooks are books used by students to study and contain knowledge derived from basic competencies in the curriculum (Prastowo, 2015). Lecturers carry out *Tridharma*, one of which is to develop teaching materials in the form of textbooks in the field of education. So that lecturers should be able to develop textbooks as a source of learning in accordance with PP number 19 of 2005 concerning National Education Standards article 20, which implies that teachers/lecturers are expected to be able to develop learning materials (Departemen Pendidikan Nasional, 2005). Until now, textbooks are still needed that can maximally support the learning process in accordance with the lecture curriculum in the Office Administration Education S1 study program, Faculty of Economics and Business, UNESA, especially in the Export Import course.

The current curriculum is an Outcome-Based Education (OBE) based curriculum where education is more focused on outcomes not only on material to be completed and allows students to develop new skills to prepare them at a global level. So that it can be said that OBE is the basis for achieving the quality of higher education, besides that OBE can also be applied to run the Merdeka Belajar Kampus Merdeka (MBKM) program.

One of the elective courses for students of the Office Administration Education Study Program is the export-import course. This course can improve skills and skills and explain the implementation of export-import procedures that are usually carried out by business people and foreign transactions by related parties, either directly or indirectly. However, so far there are no export-import textbooks to support the learning process. So that the development of textbooks that are in accordance with the OBE-based curriculum to improve students' skills and abilities is needed to support the achievement of learning outcomes in accordance with the profile of graduates of the S1 Office Administration Education study program.

Project-Based Learning is a learning model in which a project or activity is used as a medium for transferring knowledge and skills through a discovery process using a series of questions arranged in a task or project (Iskandar & Raditya, 2017). This learning model is in accordance with Permendikbud No. 66 of 2013 concerning Assessment Standards, which states that assessing competency skills can be done through performance assessments that require students to demonstrate a certain competency using practice tests, projects and portfolio assessments (Kemendikbud, 2013).

Based on the description above, the researcher is interested in developing a project-based learning textbook for export-import courses. The development of this textbook is an effort to realize student-centered learning. The material and instructions in the textbooks are expected to guide students to achieve the competencies specified in the semester learning plans (RPS) in each subject in accordance with the learning outcomes required by the world of work. Besides being applied in real life, at school, and at home, character formation can be included in illustrations in textbooks. The hope is that character building is not only carried

out by the teacher but also by interesting textbooks (Patria & Mutmainah, 2018). Supported by the syntax of the project-based learning model can empower students' metacognitive skills, conceptual understanding, and retention (Rumahlatu & Sangur, 2019). Students can experience a meaningful learning process through textbooks and from practicing lecturers, they can construct knowledge and produce valuable and realistic products. Based on the description above, the researcher is interested in developing a project-based learning textbook for export-import courses.

The purpose of the first study was to determine the feasibility of project-based learning textbooks for export-import courses. The second is to find out the practicality of project-based learning textbooks for import-export subjects. The third is to find out the effectiveness of project-based learning textbooks for import-export subjects. The urgency of this research is to develop export-import textbooks that are in accordance with the OBE-based curriculum in the Office Administration Education Study Program, which is still not available, so it is necessary to develop Project-Based Learning -based export-import textbooks to improve student skills and skills to support the achievement of appropriate learning outcomes with the graduate profile of the study program. This research supports Unesa's strategic plan, which is to support the direction of Unesa's research policy in the field of 4 institutional management systems that are transparent, accountable, transparent and responsive. With a focus on educational research, the theme of research on teaching materials and the topic of research is the development of textbooks with ISBN and HKI.

## RESEARCH METHOD

The method used in this research is the *Research & Development* (R&D) method. *Research & Development* (R&D) is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2016). Meanwhile, the development model used in this study uses the 4-D development theory developed by S. Thiagarajan. This development model consists of 4 main stages, namely Define, Design, Develop, Disseminate (Riduwan, 2016). The development of the 4D model was chosen by the researcher because it corresponds to the stages needed in the process of developing textbooks for *Project-Based Learning -based import export courses*.

The location in this research is the Office Administration Education Study Program, Surabaya State University which is located at Jalan Ketintang Surabaya. The reason for choosing the research location is where the researcher carries out teaching assignments. The research instruments used in this study were textbook validation sheets, student response sheets and HOTS-based multiple choice questions. The validation sheet is used to measure the validity of the textbooks developed before the limited trials. Validation consists of three, namely material validation, graphic validation, and language validation. The data analysis technique used in this study was to analyze quantitative data obtained from the validation

results of material experts, linguists, and graphic experts using a Likert scale. The Likert scale used consists of five categories which are made in the following table.

Table 1.

Benchmark Expert Validation Score with Likert Scale

Criteria	Score
Very worth it	5
Worthy	4
Decent Enough	3
Not feasible	2
Very Unworthy	1

The validation results from experts will be calculated using the formula.

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

The results of the calculation of the results of the validation of the textbooks that were developed were then interpreted.

Table 2.

Interpretation of Expert Validation Scores with a Likert Scale

Percentage	Interpretation Criteria
0% - 20%	Very unworthy
20% - 40%	Not feasible
40% - 60%	Pretty decent
60% - 80%	Worthy
80% - 100%	Very worth it

Student response data were analyzed using the Guttman Scale with the following score criteria.

Table 3.

Student Response Questionnaire Score Criteria with the Guttman Scale

Criteria	Score
Yes	1
Not	0

The results of the student response questionnaire scores will be calculated using the 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, then a feasibility score will be obtained from the textbook product developed with the following interpretation of the questionnaire score.

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

Percentage	Interpretation Criteria
0% - 20%	Very unworthy
20% - 40%	Not feasible
40% - 60%	Pretty decent
60% - 80%	Worthy
80% - 100%	Very worth it

Source: (Trianto, 2013)

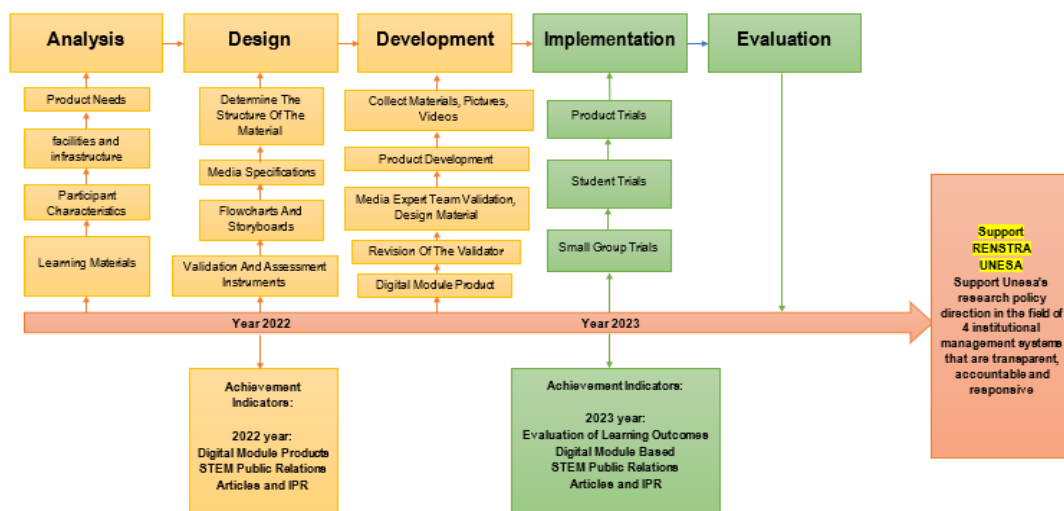


Figure 1.  
Research Flowchart

## RESULTS AND DISCUSSION

### *Development Process Textbook of Export Import Administration Based on Project-Based Learning*

Project-based learning export import administration textbook using the 4-D development model consists of a series of processes, as follows.

#### *Define Stage*

The defining stage carries out activities by identifying learning requirements that are in accordance with the export- import administration material. In this stage there is also a process that must be passed, as follows.

- a) Curriculum analysis. Export-import administration is an elective course from the office administration education study program, especially in the Merdeka Belajar curriculum, which is given in semester 1 for new student class of 2022. As an elective course, the existing basic competencies are. 1) International trade; 2) Export import mechanisms, procedures and transactions; 3) General policy in the field of export; 4) Export import payment system; 5) Process of opening, forwarding, and processing of Letter of Credit (LC); 6) Export import activities without *Letter of Credit* (LC); 7) Transportation management; 8) Logistics management.

b) Initial capability analysis, *project-based learning* export-import administration textbooks, then analyzed to see the diverse characteristics of students, especially in today's online learning. The subjects in the trial totaled 65 students from class of 2020. The following is a description of the characteristics of the 2020 Mahatma, who are approximately 18-19 years old: 1) Students prefer new things that are communicated through groups. 2) It is easier for students to like cashless transactions. 3) Students like fast administration and work done quickly. 4) Students cannot be far from *gadgets* and social media to disseminate information or business.

c) Task analysis. Researchers analyzed the task by looking at the basic competencies that had been determined and the indicators that students had to achieve in understanding the basic competencies. d) Concept analysis. In analyzing concepts to analyze material related to basic competencies, the concepts studied can be understood and practiced. e) Formulation of learning objectives. In accordance with the study program achievement objectives in the Semester Learning Plan, namely. 1) Able to internalize values, norms, and academic ethics in carrying out tasks; 2) Able to use/apply the concepts and theories of office administration science in his office practice; 3) Able to make the right decisions in solving problems in the field of expertise; 4) Able to utilize learning resources to solve problems in learning office administration in a comprehensive manner in accordance with the development of science and technology.

Then it is lowered into the learning achievements of the export-import administration course as follows. 1) Able to internalize academic values, norms and ethics in applying the basic concepts of international trade; 2) Able to apply export-import mechanisms, procedures and transactions in office practice; 3) Able to make the right decision in solving the problem of the export-import payment system in the field of expertise; 4) Able to utilize learning resources in completing *project-based learning* on existing basic competencies by using science and technology.

The final abilities of each stage of learning that are desired are. 1) Understand and explain the basic concepts of international trade; 2) Analyzing export-import mechanisms, procedures and transactions; 3) Understand and explain general policies in the export sector; 4) Able to analyze the import export payment system; 5) Explain and analyze the process of opening, forwarding and processing letters of credit and analyzing transportation management; 6) Implement and analyze export import activities without letters of credit and logistics management.

### *The Planning Stage (Design)*

Project-based learning textbooks for import-export administration courses. The results of the design stage are called draft-1. There are 2 parts in this stage, below.

a) Material design. This textbook has several main materials, namely international trade; export import mechanisms, procedures and transactions; general policy in the export sector; import export payment system; the process of opening, forwarding and processing letter of credit; export import activities without letter of

credit; transportation management; logistics management. Book teaching materials that are developed must have principles of relevance, consistency, and adequacy (Abidin Y., 2014).

b) Preliminary design of teaching materials 1. 1) The initial part, the initial part of the preparation consists of. (a) Cover / front page contains the title.



Figure 2.

Cover Title Textbook of Export Import Administration

2) Content section

DAFTAR ISI	
<b>KATA PENGANTAR</b>	1
<b>PENGANTAR</b>	1
PENGANTAR ADMINISTRASI INTERNASIONAL	1
Latar Belakang Administrasi Internasional	2
Perjalanan Perkembangan Administrasi Internasional	3
Ciri-ciri Perkembangan Administrasi Internasional	4
Kelebihan	5
Kelemahan	6
Tujuan	10
Materi Pokok	14
<b>KATA PENUTUP</b>	14
<b>MERAKSI, PERSIAPAN, DAN TRANSAKSI EKSPOR IMPOR</b>	15
Merakasi Ekspor Impor	17
Prosedur Persiapan Ekspor Impor	20
Sistem Pembayaran Ekspor Impor	22
Prosedur Administrasi Ekspor Impor	25
Prosedur & Pembuatan Dokumen Ekspor Impor	26
Pembayaran Ekspor Impor	29
Cara Pembayaran Transaksi Ekspor Impor	30
Pembayaran Ekspor & Impor dalam Bentuk Kredit Komisi	34
Kelebihan	34
Kelemahan	35
Tujuan	36
Materi Pokok	36
<b>KATA PENUTUP</b>	36
<b>KELEBIHAN DAN KEKURANGAN EKSPOR</b>	36
Kelebihan	36
Kekurangan	37
Meningkatkan Pendapatan Negara	37
Meningkatkan Lapangan Pekerjaan	38
Meningkatkan Mutu Produk	38
Meningkatkan Daya Saing Produk	39
Meningkatkan Devisa	39
Kelemahan	40

Figure 3.

Table of Contents Textbook of Import Export Administration

*Development Stage (Develop)*

The development stage aims to provide validation to the Project-Based Learning Textbook of Export Import Administration. The 3 validators came from Unesa, namely lecturers from FBS, FIP, and FEB, as well as student responses from the office administration education study program, a total of 65 students from the 2020 batch. Development of Export Administration textbooks import Based Project-Based learning uses a lot of visual principles, such as pictures diagrams, tables and photos adapted to the context of the contents of the text. This is in line with the opinion

(Bobek & Tversky, 2016) explaining that material accompanied by visual images will make it easier for students to understand the material in a holistic way.

#### *Disseminate Stage*

At this stage of dissemination, we plan to lend the printouts to students to be used as learning support in export-import administration learning for S1 students of the office administration education study program, aiming to assist the learning process in semester 1 for student class of 2020. Application of this textbook as teaching material students in learning and can improve student learning outcomes.

#### ***Feasibility of Textbooks for Export Import Subjects Based on Project Based Learning***

The eligibility of Project-Based Learning Textbooks for Export Import Subjects is to provide validation by material, language, and graphic expert Validators. The 3 validators came from Unesa, namely from lecturers of the FBS, FIP and FEB. Based on the results of the validation assessment as follows.

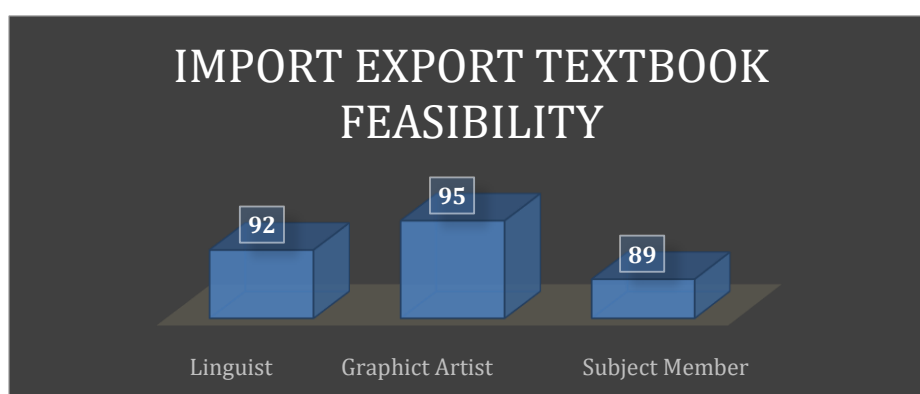


Figure 4.

#### **Validator Recapitulation Results (Source: Processed by Researchers, 2022)**

Looking at the results of the assessment of the three validators, it can be seen that language experts earned 92% points, graphics experts earned 95% points and material experts earned 89% points, all of which fall into the very decent category. (Pratiwi & Harahap, 2014) that the sentence structure used in textbooks must be able to describe the contents of the message to be conveyed does not contain double meaning and irrelevant information.

#### ***Practicality of Project-Based Learning Textbooks for Export Import Subjects***

Based on the results of the trials given to students as material to respond to the practicality of Project-Based Learning Textbooks for Export Import Subjects, students were asked to fill out a response questionnaire consisting of 16 aspects which were used as assessments with these aspects adapted from (Trianto, 2013). The student response questionnaire contains several aspects consisting of material



eligibility, language eligibility, and media eligibility, which can be seen in the image below.

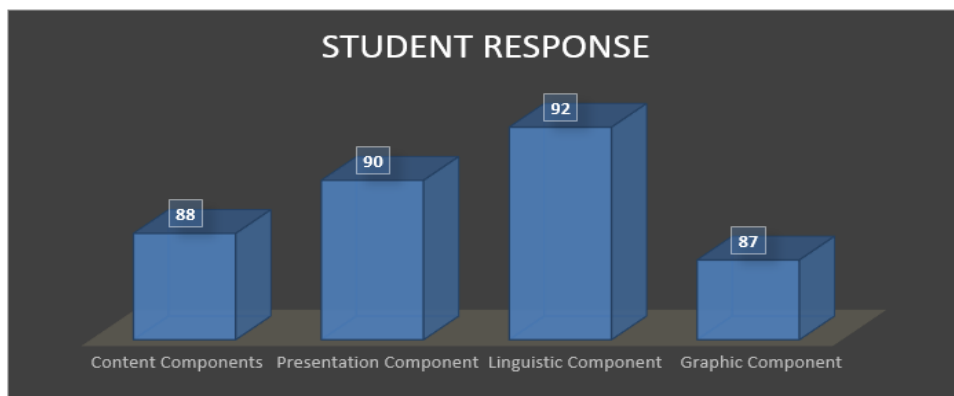


Figure 5.

Student Response (Source: Processed by Researchers, 2022)

The student response graph above shows that for the component aspects of the material content, they get 88 points; aspects of the point presentation components generate points of 90; and the aspect of the linguistic component gets 92 points and the graphical component gets 87 points.

***The Effectiveness of Export Import Administration Textbooks Based on Project-Based Learning on Student Learning Outcomes***

Effectiveness is measured using the results of the pretest and posttest. The pretest and posttest questions were made by the research team, totaling 20 items in the form of multiple choice which were given before and after the learning process. Student learning outcomes can be declared complete if they achieve a minimum completeness score. Student learning outcomes are declared complete if they achieve a minimum completeness score of 70 or B.

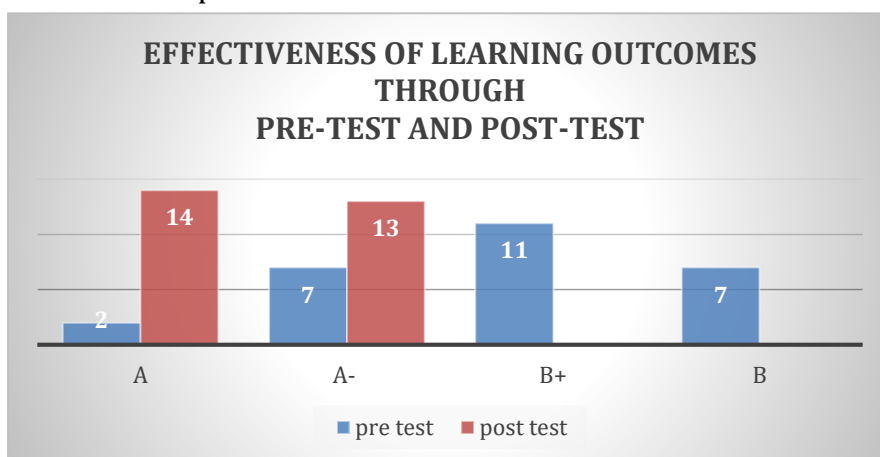


Figure 6.

Differences in Learning Outcomes Pre Test and Post Test  
(Source: Processed by Researchers, 2022)

Based on the picture above, it can be interpreted that the pret test learning outcomes for students who got an A score were 2 people, for students who got an A- score were 7 people, students who got a B+ score were 11 people and students who got a B score were 7 people. As for the learning outcomes after the post test, there were 14 students who got an A score and 13 people who got an A- grade. As for the results of the average student scores for the pre test and post test as shown below:

Table 6.

Average Pre Test and Post Test Values

Activity	Average Value
Pre Test	77.89
Posttest	85.41

Source: Processed by Researchers (2022)

Based on the table of the average values of the pre-test and post-test results, it appears that there is an increase in learning outcomes of 7.52, from the average pre-test learning outcomes of 77.89, it rises to 85.41 during the post-test. Further empirical studies from Habibi et al., (2016); Hadi et al. (2016) shows that the product Textbooks that are arranged according to the needs can make it easier for students construct their own knowledge concepts.

## CONCLUSION

Based on product design analysis and data analysis, some of the conclusions are as follows: (1) The process of developing this export-import textbook uses the Research and Development development model (2) The results of the feasibility of import-export textbooks are obtained from the validation of a team of experts namely material experts, experts languages, and media experts are in the very feasible category. (3) The practicality of the export-import textbook is generated from student responses in the very feasible category. (4) The average learning outcomes of students in using textbooks in this textbook are in the pre-test value of 78.85 with a post test value of 85.41 it turns out that there is an increase of 9.56. Based on the results of research and discussion, then the following suggestions can be put forward: 1) educators or lecturers can use interactive learning media accompanied by videos and assessments to achieve learning objectives.

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