

Analysis of Textbook Needs for Educational Management and Policy Analysis Courses

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Abstract

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This study aims to see students' responses regarding the need for textbooks for the Education Management and Policy Analysis Course in the Doctoral Education Study Program, FKIP, Universitas Bengkulu. This study was carried out by giving questionnaires to students to respond to their desired needs. This study was carried out through the Education Management and Policy Analysis Course. The results of this research showed that respondents needed a book for the Educational Management and Policy Analysis course and at the same time produced the Educational Management and Policy Analysis textbook. Research like this had been carried out before by other researchers, but with different topics and respondents, and the advantages of this study gave birth to the book Analysis of Educational Management and Policy. This study makes a contribution to the Doctor of Education Study Program regarding the addition of textbooks which also serve as references for the Education Management and Policy Analysis Course. The novelty of this study is the birth of a book for the Education Management and Policy Analysis Course. This study has implications for lecturers and students in the Doctor of Education Study Program who have a handbook on Education Management and Policy Analysis.

Kata kunci:

Buku Ajar, Kebijakan
Pendidikan, Pengelolaan
Pendidikan

Abstrak

Tujuan penelitian ini untuk melihat respon mahasiswa terkait kebutuhan buku ajar Mata Kuliah Analisis Pengelolaan dan Kebijakan Pendidikan di Program Studi Doktor Pendidikan FKIP Universitas Bengkulu. Penelitian ini dilakukan dengan metode memberi kuesioner kepada mahasiswa untuk memberi tanggapan kebutuhan yang mereka inginkan. Penelitian ini dilaksanakan melalui Mata Kuliah Analisis Pengelolaan dan Kebijakan Pendidikan. Hasil dari penelitian ini menunjukkan bahwa responden membutuhkan buku Mata Kuliah Analisis Pengelolaan dan Kebijakan Pendidikan dan sekaligus melahirkan buku ajar Analisis Pengelolaan dan Kebijakan Pendidikan. Penelitian seperti ini pernah dilakukan sebelumnya oleh peneliti lain, namun berbeda topik dan responden, dan kelebihan dari penelitian ini melahirkan buku Analisis Pengelolaan dan Kebijakan Pendidikan. Penelitian ini memberi kontribusi bagi Program Studi Doktor Pendidikan terkait penambahan buku ajar yang sekaligus menjadi referensi Mata Kuliah Analisis Pengelolaan dan Kebijakan Pendidikan. Novelty penelitian ini adalah lahirnya buku Mata Kuliah Analisis Pengelolaan dan Kebijakan Pendidikan. Penelitian ini berimplikasi pada dosen dan mahasiswa Program Studi Doktor Pendidikan memiliki buku pegangan Analisis Pengelolaan dan Kebijakan Pendidikan.

INTRODUCTION

This study began from the limited number of textbooks for the Educational Management and Policy Analysis Course in the FKIP Education Doctoral Study Program, Bengkulu University, especially in the postgraduate library (Preliminary Observation Results, 14 February 2023). Furthermore, no textbook was found directly entitled Analysis of Educational Management and Policy. Therefore, this study was conducted to see students' responses regarding the need for textbooks for this course (Irawati & Saifuddin, 2018).

This study was conducted to achieve learning outcomes in the Education Management and Policy Analysis Course. Apart from that, it can also motivate students in the Doctor of Education Study Program to practice writing reference books. Textbooks are student learning resources used during lectures. The textbook is very important to present because it is learning media that helps successful learning (Ardan, A.S., Sumiyati, 2021).

Why did we choose textbook needs analysis in this study? Because the findings of the latest research conducted by (Suryanda et al., 2020) state that books can stimulate student learning outcomes. This research concluded that students need innovative and interesting books to improve their learning outcomes. The study of (Suryanda et al., 2020) is similar to this research because the aim is to analyze students' needs for books as a learning resource. The main learning source according to (Fajriana et al., 2017) is books. However, educators still have to complement it with other media to achieve the expected learning outcomes. Other research conducted by (Irawati & Saifuddin, 2018) also stated that teaching materials are one of the important components needed by students in learning. Therefore, it is important to develop textbooks, especially research-based ones (Nasution & Nasution, 2022).

Another reason why we chose the research topic to analyze the needs of students regarding textbooks for the Educational Management and Policy Analysis Course, is because this course is a mandatory course that must be taken by students of the Doctor of Education Study Program, FKIP, Bengkulu University. It is hoped that from the results of this research, there will be an idea of what kind of textbook is needed and a draft of the book Analysis of Educational Management and Policy will be created which is ready to be published (Ardan, A.S., Sumiyati, 2021).

In the learning process, learning resources are needed. The most suitable learning resource is textbooks for students of the Doctor of Education Study Program. Textbooks are scientific texts whose discussion is oriented to one field of science (Hasanul Muttaqin et al., 2016; Kristiyani, 2020). From this research, in the future it will also make it easier for educators to teach, because apart from analyzing needs, this study aims to produce a book draft and of course following the Semester Learning Plan. The results of the initial interview (10 February 2023) with the lecturers of this course, it turns out that they also mentioned that students had difficulty finding their textbooks. What the students experienced was in line with what was found by (Febrianto & Puspitaningsih, 2020). This research developed a Learning Evaluation textbook according to student needs at a time when students had difficulty finding suitable textbooks. According to (Prajawinanti, 2020) books are the key to advancing the life of a nation.

The questions answered in this study include 1) is the development of textbooks for the Educational Management and Policy Analysis course a student's need? 1) How much material is required in the Education Management and Policy Analysis course book during the lecture process? 3) What is the level of material presented in the textbook for Education Management and Policy Analysis? This study analyzes the need for textbooks for the Education Management and

Policy Analysis Course. The scope of this study is only related to what kind of textbook for the Education Management and Policy Analysis course is needed by students. This study contributes to readers regarding the knowledge of textbooks for the Educational Management and Policy Analysis course required by students; For educators, this research can open insight and can be used as a reference for teaching Management and Educational Policy Analysis courses required by students.

A book is a collection of writing or images that are available in printed form, known as textbooks and non-printed books, known as e-books, both forms of books contain knowledge (Prajawinanti, 2020). A book is a written work that is available either in manuscript or printed form which is quite thick and long. Books are also used as a means of communication. Books have various functions, such as developing modern science and technology. The function of books in the world of education is beyond doubt. The function of books has been proven since ancient times where books are very effectively used as a means of education and scientific institutions. The existence of technology and the internet has never affected the existence of books in the world of education (Prajawinanti, 2020).

Books provide lifelong education to humanity. At this time, books have also demonstrated their function as supporting educational facilities and the development of science. When people hear the term book, they tend to focus on the physical form of a book. However, along with the advancement of science and technology, books are also undergoing transformation to keep up with the times. As now, books are no longer just published in print form, but books are also published in e-book (electronic book) form (Prajawinanti, 2020).

In this study, the textbook in question is a reference book used by students of the Doctor of Education Study Program, FKIP Bengkulu University in the Education Management and Policy Analysis Course which is also the novelty of this study. Textbooks are one type of book that can be used as a guide for educators and students in carrying out the learning process. The textbooks in this study have a character that is adapted to the curriculum, written and designed based on the needs of students, using communicative language, referring to the competencies that must be achieved, prepared for a learning process over 16 meetings (Irawati & Saifuddin, 2018). The textbook in this study is expected to be able to develop students' potential according to the learning outcomes of the Education Management and Policy Analysis course.

The textbook created in this study is the result of a needs analysis carried out. The textbook in this study is expected to meet the criteria for a good textbook (Alam, 2020), namely fulfilling components including 1) Foreword; 2) Table of Contents; 3) Body which is divided into chapters or sections; 4) Bibliography; 5) Glossary; and 6) Index. According to (Alam, 2020) the number of pages that need to be written in a textbook is 200 pages (only for the body, not including the foreword, table of contents and attachments). What if it's not 200 pages, definitely not less than 49 pages and this is just the torso. So, we can make textbooks by adapting to the specified textbook achievements. Then (Direktorat Inovasi dan Pengembangan Pendidikan, 2021) also stated the criteria for a good textbook, namely 1) used as a guide in a particular course; 2) refers to the curriculum or syllabus of a particular course; 3) communicative language and easy for students to understand; 4) equipped with diagrams or illustrations to clarify concepts; 5) There are practice questions at the end of each subject; and 6) the presence of a glossary and index.

Educational Management and Policy Analysis is the name of the course presented in the Doctoral Education Study Program, FKIP Bengkulu University in semester 2. This course contains learning outcomes: 1) being able to demonstrate good morals, ethics, norms and

personality while attending lectures; 2) able to learn independently and use ICT in completing assigned tasks; 3) able to examine the operational scientific epistemology of research in obtaining, processing, drawing conclusions, and compiling scientific knowledge through research activities; 4) able to deepen and expand educational innovation; 5) able to formulate scientific, technological or artistic arguments and solutions based on a critical view of facts, concepts, principles or theories that can be accounted for in academic ethics, and communicate them through mass media or directly to the public; and 6) able to formulate policies and develop strategies with interdisciplinary, multidisciplinary and transdisciplinary approaches to contribute to solving educational problems (Study of February 2023 Semester Learning Plan Document).

In this course, the General Concept of Educational Management and Juridical Foundations of Educational Management are discussed, Challenges and Opportunities for Education in the Era of Innovation Disruption, Independent Learning, Independent Campus: Minister of Education and Culture Regulation No. 3 of 2020, Characteristics of Education Policy Problems, Process of Forming an Education Policy Agenda, Alternatives/Solutions to Education Policy Problems, Education Policy Formulation Models, Influence of Mass Opinion, Elite Attitudes, Political Parties and Interest Groups on Education Policy Formulation, Actors Who Involved in the Implementation of Education Policy, Several Education Policy Domains: National Examination; Education quality; Cost of education; and New Normal Era Education, Educational Policy Evaluation (Study of February 2023 Semester Learning Plan Documents).

Several previous research findings that are relevant to the analysis of textbook needs for the Education Management and Policy Analysis course include (Deswita & Niati, 2020; Malahayati & Zunaidah, 2021; Ratih Ayu Apsari, Sariyasa, Sudi Prayitno & Triutami, 2020) which researched analysis textbook needs. According to their findings, students need textbooks according to the subjects taught. Textbooks can help students learn courses. Apart from that, need analysis is carried out to serve as a basis for developing textbooks according to the needs of students. Furthermore, (Camelia et al., 2020; Libiawati et al., 2020; Suja, 2011) also concluded that the preparation of course textbooks is necessary for effectiveness in learning activities.

METHODS

This study reveals students' responses regarding their need for textbooks for the Education Management and Policy Analysis course. This study was carried out with a survey via Google Form, then the results of student responses were processed quantitatively (Ardan, A.S., Sumiyati, 2021). The number of respondents in this study was 24 students who took the Education Management and Policy Analysis course. This study belongs to Research and Development, but only reaches the preliminary research stage (Nieveen & Folmer, 2013), namely analyzing needs. This study was conducted at the Doctoral Education Study Program, FKIP, Bengkulu University. This study used 24 respondents, the students taking the Education Management and Policy Analysis Course. The data collection technique uses a questionnaire sheet, to see responses from respondents regarding the Education Management and Policy Analysis textbook. In data analysis, we automatically calculated the answers given by respondents via Google Form. We then analyzed the material desired by the respondents and then prepared a draft textbook for the Education Management and Policy Analysis Course.

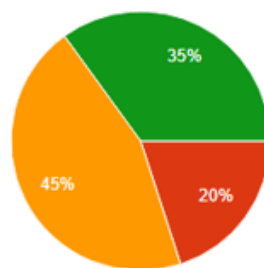
RESULTS AND DISCUSSION

This research has produced a textbook for the Education Management and Policy Analysis Course.

1. Developing textbooks for educational management and policy analysis courses is a student need.

The results of the questionnaire distributed revealed the following information.

There is no Textbook for the Educational Management and Policy Analysis Course as the main source in the FKIP Education Doctoral Study Program, Bengkulu University

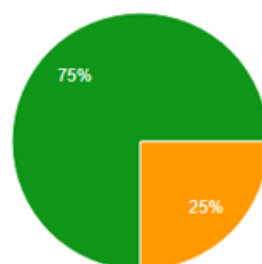


45% Agree
35% Very Agree
20% Disagree

Figure 1. Responses to Not Yet Available Educational Management and Policy Analysis Textbook

It turns out that on average the respondents agreed that the Textbook for Education Management and Policy Analysis is not yet available, and needs to be made immediately. This proves that the book Analysis of Educational Management and Policy is needed. We present evidence of respondents' needs in the image below.

I need a Textbook for the Education Management and Policy Analysis Course



75% Very Agree
25% Agree

Figure 2. Response to the Need for Textbook Analysis of Educational Management and Policy

2. Describing the amount of material in the educational management and policy analysis course book that is needed during the lecture process

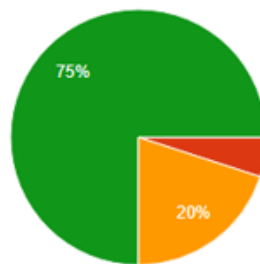
Based on the questionnaire distributed, respondents stated that they really needed 10 materials, including 1) General Concepts of Educational Management and Juridical Foundations

of Educational Management; 2) Challenges and Opportunities for Education in the Era of Innovation Disruption, Characteristics of Education Policy Problems; 3) Independent Learning Independent Campus Minister of Education and Culture Regulation no. 3 of 2020; 4) Process of Forming an Education Policy Agenda; 5) Education Policy Formulation Models; 6) Alternative Solutions to Indonesian Education Policy Problems, the Influence of Mass Opinion, Elite Attitudes, Political Parties and Interest Groups on the Formulation of Education Policy; 7) Actors Involved in Implementing Education Policy; 8) Several Educational Policy Domains: National Examinations; Quality of Education; Cost of education; and Education in the New Normal Era; 9) Evaluation of Education Policy; and 10) Education Management Issues in the 6C Intelligence Era.

3. Obtaining Answers from Respondents on the Level of Desire for the Material Presented in the Textbook for Educational Management and Policy Analysis Courses

The results of the questionnaire given, below we present the percentage of material presented in the Textbook for the Education Management and Policy Analysis Course.

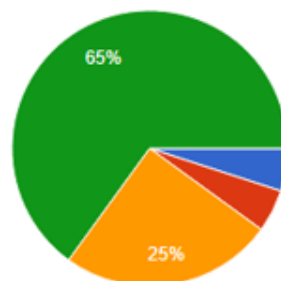
I need material related to General Concepts of Educational Management and Juridical Foundations of Educational Management



75% Very Agree
20% Agree

Figure 3. 75% of Respondents Really Want Material on General Concepts of Educational Management and Juridical Foundations of Educational Management

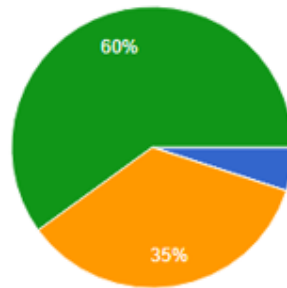
I need material related to the Challenges and Opportunities of Education in the Era of Innovation Disruption



65% Very Agree
25% Agree

Figure 4. 65% of Respondents Really Want Material on the Challenges and Opportunities of Education in the Era of Disruption

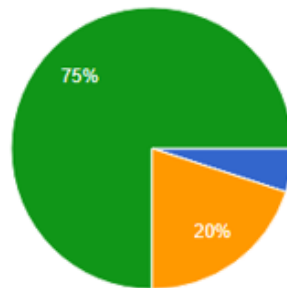
I need material related to Characteristics of Education Policy Problems



60% Very Agree
35% Agree

Figure 5. 60% of Respondents Really Want Material on Characteristics of Education Policy Problems

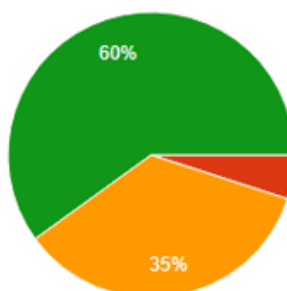
I need material related to Independent Learning, Independent Campus, Minister of Education and Culture Regulation No. 3 of 2020



75% Very Agree
20% Agree

Figure 6. 75% of Respondents Really Want Independent Learning Material on Independent Campuses Minister of Education and Culture Regulation No. 3 of 2020

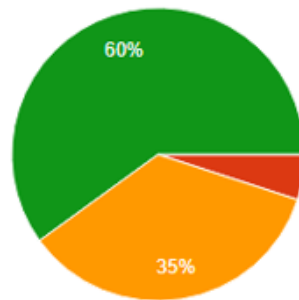
I need material related to the Process of Forming an Education Policy Agenda



60% Very Agree
35% Agree

Figure 7. 60% of Respondents Really Want Material on the Process of Forming an Education Policy Agenda

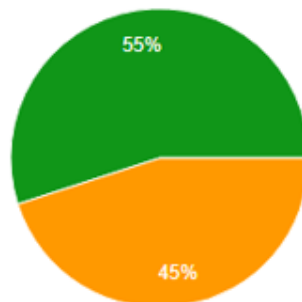
I need material related to Educational Policy Formulation Models



60% Very Agree
35% Agree

Figure 8. 60% of Respondents Really Want Material on Educational Policy Formulation Models

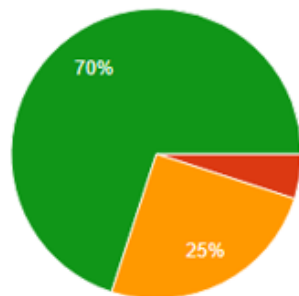
I need material related to Alternative Solutions to Indonesian Education Policy Problems



55% Very Agree
45% Agree

Figure 9. 55% of Respondents Really Want Alternative Materials for Solutions to Indonesian Education Policy Problems

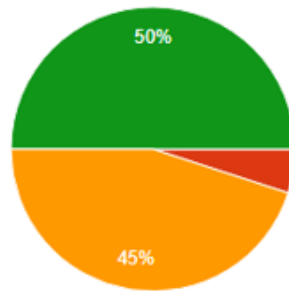
I need material related to the Influence of Mass Opinion, Elite Attitudes, Political Parties and Interest Groups on the Formulation of Educational Policy



70% Very Agree
25% Agree

Figure 10. 70% of Respondents Really Want material on the Influence of Mass Opinion, Elite Attitudes, Political Parties and Interest Groups on Educational Policy Formulation

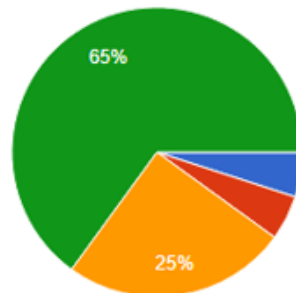
I need material related to Actors Involved in Implementing Education Policy



50% Very Agree
45% Agree

Figure 11. 50% of Respondents Really Want Material on Actors Involved in Education Policy Implementation

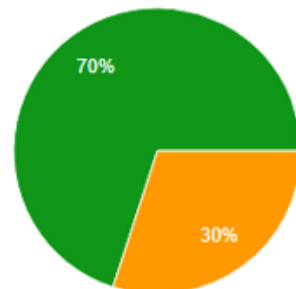
I need material related to several educational policy domains: National Examinations; Quality of Education; Cost of education; and Education in the New Normal Era



65% Very Agree
25% Agree

Figure 12. 65% of Respondents Really Want material in Several Education Policy Domains: National Examinations; Education quality; Cost of education; and Education in the New Normal Era

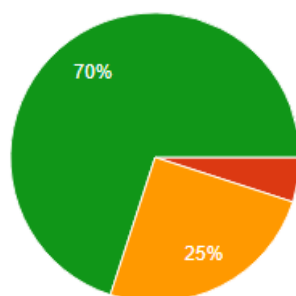
I need material related to Education Policy Evaluation



70% Very Agree
30% Agree

Figure 13. 70% of Respondents Really Want Education Quality Evaluation Materials

I need material related to 6C Intelligence Era Education Management Issues



70% Very Agree
25% Agree

Figure 14. 70% of Respondents Really Want 6C Intelligence Era Education Management Issues Materials

DISCUSSION

The results of this study produced book on Educational Management and Policy Analysis which can be seen on the page <https://drive.google.com/file/d/1FxSM2FbMsnGoggggJpM78oMHd8n4mOTU/view?usp=sharing>. This book is very useful in studying Educational Management and Policy Analysis.

If asked why study the book Analysis of Educational Management and Policy, then the answer is that studying Analysis of Educational Management and Policy is very important because education is one of the key aspects in the development of society and the country. In depth, there are several reasons why you should understand and study the book Analysis of Educational Management and Policy. 1) improving the education system (Fitri, 2021): by understanding Education Management and Policy Analysis, we can identify problems and challenges in the education system. Thus, we can design and implement better policies to improve the quality and accessibility of education (Hidayat & Patras, 2013); 2) improving the quality of education (Alifah, 2021): policy analysis helps us understand the factors that influence the quality of education, including curriculum, teaching methods, and assessment. With this information, we can make the necessary changes to improve the quality of education (Setiawati, 2020; Setyorini & Khuriyah, 2023; Susanti et al., 2023); 3) equal access to education (Perdana, 2019): one of the important goals in education policy is to ensure that all individuals have the same opportunity to receive quality education. Studies in policy analysis help design policies that support equitable access to education; 4) informative decision making (Van Der Meer et al., 2012): educational policies must be based on strong data and analysis. By understanding policy analysis, decision makers in the education sector can make better and more effective decisions to improve the education system (Seghers et al., 2019); 5) social and economic change: education plays an important role in forming a more advanced and productive society (Fitriani et al., 2024; Komariah & Nihayah, 2023; Taufik, 2020). Through policy analysis, we can design education policies that support sustainable social and economic development; 6) understanding of contemporary issues: the field of education is always changing, and new issues emerge over time (Kuratko, 2005). Studying Educational Management and Policy Analysis helps us understand and address contemporary emerging educational issues, such as technology in education (Raja & Nagasubramani, 2018) or the impact of the pandemic on the education system; 7) career advancement: having a strong understanding of Education Management and Policy Analysis can increase career opportunities in the education field, including

employment in government, educational institutions, non-profit organizations, and the private sector related to education; and 8) support for political decisions: education policy is often a controversial political issue. Understanding policy analysis helps us participate in education-related debates and elections with better information to support positions or elections that align with our values and vision of education (Aprilianto et al., 2021; Wardiyah et al., 2023).

In order to improve the education system and provide better educational opportunities for society, an understanding of Education Management and Policy Analysis is a very valuable asset. Therefore, this research is very useful for students, lecturers, managers and educational policy makers.

CONCLUSION

The results of this study showed that respondents need a book on Educational Management and Policy Analysis with 10 discussion topics, 1) General Concepts of Educational Management and Juridical Foundations of Educational Management; 2) Challenges and Opportunities for Education in the Era of Innovation Disruption, Characteristics of Education Policy Problems; 3) Independent Learning Independent Campus Minister of Education and Culture Regulation no. 3 of 2020; 4) Process of Forming an Education Policy Agenda; 5) Education Policy Formulation Models; 6) Alternative Solutions to Indonesian Education Policy Problems, the Influence of Mass Opinion, Elite Attitudes, Political Parties and Interest Groups on the Formulation of Education Policy; 7) Actors Involved in Implementing Education Policy; 8) Several Educational Policy Domains: National Examinations; Quality of Education; Cost of education; and Education in the New Normal Era; 9) Evaluation of Education Policy; and 10) Education Management Issues in the 6C Intelligence Era. The results of this research gave birth to a draft textbook on Educational Management and Policy Analysis.

This study has an impact on the students of the Doctor of Education FKIP University of Bengkulu concentrating on Educational Administration and all students of the Educational Administration/Educational Management/Islamic Education Management Study Program in Indonesia, to understand more deeply about education management and educational policies through this book. This research provides suggestions for future researchers to explore education management and policy in the era of disruption. Apart from that, future researchers can also create textbooks on educational management and policy with the help of flipbooks. This study is limited only for Doctor of Education Study Program in Indonesia and especially in University of Bengkulu. This study is also limited for the students of post graduate program.

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