

The Development of Geography Textbook: A Combination of Content and Pedagogy

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Abstract

Penggunaan buku teks dalam pembelajaran memiliki peran yang penting bagi guru dan peserta didik. Buku teks bagi guru berisi sumber pesan, keterangan, dan informasi mengenai ilmu pengetahuan yang dapat dijadikan rujukan mengajar atau isi yang harus disampaikan kepada peserta didik. Peserta didik menggunakan buku teks sebagai sumber belajar utama yang dapat meningkatkan kemampuannya untuk mencapai tujuan pembelajaran. Dengan demikian, isi buku teks mengandung konten materi keilmuan dan pedagogi yang mampu meningkatkan pengetahuan, sikap, dan keterampilan peserta didik. Desain pengembangan buku teks menggunakan model Dick & Carey yang disederhanakan menjadi lima langkah yaitu; tahap pertama: menentukan SK, KD, dan Indikator pada silabus geografi kelas XII, tahap kedua: menganalisis materi pembelajaran, tahap ketiga: pengembangan dan penyusunan buku teks geografi, tahap keempat: validasi buku teks, meliputi tanggapan ahli isi/materi, ahli bahasa, ahli desain pembelajaran, uji coba kelompok kecil dan lapangan, dan tahap kelima: revisi produk buku teks geografi. Berdasarkan tanggapan validasi ahli, uji coba kelompok kecil, dan lapangan menunjukkan hasil pengembangan buku teks mendapat respon yang positif dan layak untuk digunakan.

Keywords: Buku Teks Geografi, Konten, Pedagogi.

PRELIMINARY

Learning as a system has various components that are part and interact. These components mutually supporting one another to achieve the learning objectives. One such component is important in the learning system, the teaching materials. There are certain components that are key learning implementation, namely: teaching materials, methods, and evaluation tools. Instructional materials are important because it contains a message in the curriculum in the form of learning materials. The usefulness of such teaching materials to help teachers and students in implementing the learning (Purwanto, 2007).

Teaching materials used in learning the material can be shaped written and unwritten. Based on the technology used, materials can be grouped into four categories, one of which printed materials (printed) textbook example. The textbook consists of a collection of teaching materials

arranged in a systematic and written by different disciplines (MONE, 2008; Rahman, Budijanto, and Susilo, 2016).

Textbooks basically aimed to increase the knowledge of the reader. Messages, information, and information about the knowledge gathered in the textbook. In addition, textbooks as well as a store of knowledge about the various facets of life, because it has been prepared in terms of completeness and presentation as well as provide facilities for independent learning activities, both on the substance and the means (Book Center, 2005). Thus, someone who likes to read will acquire knowledge that a lot.

Textbooks are used as a reference for learning in schools compulsory. Confirmed by the Ministerial Regulation No. 11 of 2015, textbooks are textbooks required for use in schools that includes learning materials in order to increase faith and piety, character, and personality, the ability to master science and technology, sensitivity and ability aesthetic, physical potential and health which is based on national education standards. The use of textbooks in learning has an important role for teachers and students (the Government of the Republic of Indonesia, 2015).

Textbooks for teachers contains a source of messages, information, and information about science that can be used as a reference teaching or content should be delivered to students. The contents of textbooks in the form of material knowledge, attitudes, and skills (MONE, 2008). Students use textbooks as a learning resource that can increase their ability to achieve the learning objectives. In order to achieve the learning objectives, the textbook presents the material that has been prepared, selected, and determined the scope and sequence (Rahman et al., 2016).

Textbooks are a reference in the study must be selected and put to good use. This is done in order to facilitate teachers and students in explaining the easier to learn. In addition, the selected textbook right will get good benefits. The benefits include: a) raise awareness and motivation to learn, b) provide variety in learning, c) provide a structure that facilitates learning, d) presents the core study information, e) provide examples of more concrete, f) can stimulate analytical thinking, g) provide learning situations without pressure (Sunarko, 2004).

The textbook should be systematically structured to meet learning needs. Systematically criteria of good textbooks must have eligibility to serve as a learning resource in accordance with the standards of the Ministry of National Education (MONE). Provisions for textbooks in accordance with MONE program are: 1) to follow the national curriculum is in progress, 2) oriented on process skills using a contextual approach, technology, and society, as well as

democracy and experimentation, 3) to give the clearest possible picture of the integration of or linkages with other disciplines (MONE, 2008).

The use of textbooks in learning first conducted a feasibility assessment by the National Education Standards Agency (BSNP). Standard feasibility of using textbooks in schools must have the truth of the contents, the presentation of the systematic use of language and good readability, and the graphics are functional. As Education Minister Regulation No. 19 the Year 2005 Article 43 Paragraph 5 of the National Education Standards. Feasibility content/material, language, presentation, and the graphics textbooks rated by BSNP set by decree of the Minister.

Geography subjects in XII class for high school or madrasah aliyah (MA), among others, learn about the concept of village and town, village and city distribution patterns, relationships villages and towns, as well as rural and urban spatial interaction. The material taught in order to achieve basic competence to analyze patterns of spatial distribution and interaction between rural and urban areas. The process to achieve basic competence, then the textbook contains material in accordance with the study of geography in analyzing it.

The reality on the ground geography textbooks in circulation, especially in matter distribution patterns and spatial interaction villages and towns often do not correspond to the needs of students. Explanation geography teacher at Madrasah Aliyah Ulum Private Bustanul Sungai Pandan shows instructional materials used in the teaching of geography in the form of textbooks and worksheets. Both the instructional materials not yet support the learning of the material distribution pattern and spatial interaction villages and towns. The teaching materials discussed only in general about the material. In addition, the granting of an illustration of the village distribution pattern does not match the environmental conditions of student learning. The illustration is still limited to certain regions of the dominant island of Java. Giving an illustration is not wrong,

The contents of the textbooks also only contain concepts and theories of city distribution patterns and spatial interaction villages and towns. The material in the textbook does not explain its application to reality on the ground. Moreover, the concept and the theory is not clarified by giving examples and pictures from the distribution pattern of the village. The material in the form of a concrete concept that, if presented with a picture giving it easier for students to understand.

Concrete concepts or symbols of real objects, such as mountains, rivers, lakes, and the like do not need to be defined should use examples (drawing) (Purwanto, 2010).

Giving an example (picture) on the shape distribution pattern village will be easier for students to construct knowledge rather than just definitions. Students will be easier to learn the concrete rather than the abstract. The presentation of the village distribution pattern forms will be easier through the medium of drawing. With the help of the media image, a teacher does not have to carry them into the field (Daryanto, 2015).

Core competencies are translated into material form also contains contents that are less relevant to the learning objectives. The material in the textbook contains about rural development program. Explanation of the material is not in accordance with the indicators of achievement of competencies that students can explain the distribution pattern of the village. In accordance with the opinion (Gafur, 2012) as follows:

"If in delivering course material is relevant and limited to only the essentials only, the learning outcomes will be better. In other words, in the delivery of learning, should be avoided deliver are not relevant to the subject. The material has nothing to do with the subject (in the form of distraction) if too much will obscure the subject ".

Conditions geography textbook used the school needs to be considered. The grain contains only textbook material in the form of concepts and facts so that students are only given just knowledge. As the results of imaging studies on the geography textbook show that the quality of the material is still relatively low.

Based on the results Sumarmi (2001) on Imaging Textbooks High School Geography, that:

(1) The composition of textbooks geography High School dominated the facts/data, a fraction concepts, and very few generalizations, (2) textbooks compiled the majority of models deductive, (3) there are many images that are presented just does not work, (4) the error paragraphs and the sentence is still prevalent, and (5) because the composition of the facts/data dominate, the concept a bit, and generalizations are very few who do not follow the pattern of the pyramid as proposed Savage and Armstong, the students are forced to be a lot to deal with facts / data to be memorized so that if they have to learn

geography through existing textbook, then the student should have the power to memorize facts/data and concepts.

(Sumarmi, 2001)

A description is a form of analysis of the condition of the textbook. In addition, the analysis of the needs of teaching materials also needs to be done before the development. The goal is to find materials that fit the material to be studied. Several types of materials such as print, audio, audio-visual, and multimedia, print instructional materials like textbooks suitable for the material distribution pattern and spatial interaction villages and towns. This caused grain materials that are facts, concepts, and procedures, such as; (1) understanding of villages and towns, (2) distribution pattern of villages and towns, and (3) the theory of interaction of villages and towns. Presentation of facts and concepts need not be defined but the textbook will be clarified through the presentation of media images.

Based on these descriptions, developing a geography textbook material on the village distribution pattern that fits the needs of students is needed. Such efforts can be done with the present environmental conditions of students in learning situations through textbooks. Explanation of material to be clarified with the media image, it is easier for students to connect knowledge in real life. It aims to facilitate students to achieve the learning objectives in analyzing the material. Textbook development was conducted as a step to produce new products or enhance existing products in order to become better.

METHOD

Development style

This study was designed with the development of research approaches. In this case, the research to be conducted which was to develop a product of geography textbook on the material distribution pattern and spatial interaction villages and towns. Step geography textbook development, conducted by adapting the model Dick & Carey (2009) into 5 stages. This adaptation is carried out in accordance with the needs of the development of geography textbooks in the field, do the following stages (Dick, Carey, & Carey, 2009).

1. In the first phase of identifying learning objectives, this identification is based on the standard of competence, basic competence, and indicators in the field of study of geography syllabus for SMA / MA Semester II class XII.

2. In the second phase of the analysis of learning materials, this aim to identify the competencies that must be learned. Step-by-step instructional material analysis on the development of this textbook covers; (1) This analysis is based on the content of the material to be reviewed in accordance with the basic competencies in the curriculum and student learning environment. After conducting an analysis on these components, found a discrepancy content of the material to the environmental conditions of student learning, it is necessary to develop products that are truly representative of the student's knowledge, (2) analysis can also be reviewed based on the truth of the content / materials, language, presentation, and other components in accordance with BSNP standards, (3) details the basic competence in accordance with the procedure sequence of material to learn.
3. The third phase, namely the development and writing of the subjects geography textbooks, the textbook contains components which include; (1) The title of the chapter, (2) the formulation of basic competencies and indicators, (3) a concept map, (4) develop learning materials that clarified the description with illustrations, keywords, and remember !, (5) assignments and exercises, (6) draw up a summary, (7) reflection, (8) develop a test end of the chapter, and (9) a source of support.
4. The fourth stage, the validation of the book. Expert review and testing is a step in the learning process formative evaluation. This evaluation is a process in the use of the information on which to base decision-making in order to improve the quality of products developed in the form of textbooks. Formative evaluation is done after the development of textbooks that are still in draft form was completed. This evaluation was made with the intent to collect data used in efforts to improve the textbook. In any type of assessment provides different information to the designers, so it can be used in refining the textbook products. At this stage, the validation textbooks, include response content expert, linguist, expert instructional design, and the small group trial and field.
5. The fifth stage, which is a revised and final products textbook development results. This stage is the last stage of phase textbook development subjects. Data obtained from a formative assessment is concluded and described as an effort to recognize the difficulty of students to absorb the material/content textbooks developed. Product development was revised by taking into account linkages between components, for example, students have difficulty understanding the definition, then that is considered is whether because of

misconceptions or due to lack of an explanatory description of the definition question, could also be because these concepts need pictures/photos.

There are several reasons that make geography textbook development procedure is simplified into five stages, namely:

1. Product development geography textbooks do not enter the third stage of identifying the characteristics of the students because the products are arranged not in the form or method of learning. Thus, no need to identify the behavior and characteristics of the learners' feedback. These stages are more relevant to the development of products in the form of a method or model of learning.
2. In the fourth stage, is to formulate specific goals of learning. The stages have been irrelevant to the demands of the curriculum that are not included learning objectives either custom or general. As widely reported in 2013 that there is a curriculum of core competencies, basic competencies indicators. These three system components are defined by BSNP and Center CurriculumNational. So this stage is not necessary to be passed in product development geography textbooks.
3. The fifth stage (linking the reference benchmark test items) also do not need to be passed because research and development are not intended to measure student achievement but to study the response of teachers and students towards the product.
4. The sixth stage is the development of learning strategy, this stage is not relevant to the product plan to be developed because it requires no learning process, but the small group trial / limited testing and field trials.
5. The tenth stage is also not included in the development stage with the product to be produced reason not to test student achievement.
6. Based on earlier research showed valid results using the 5 stages of Dick & Carey model of development. The research model development that will be used in this study included in the category of contextual because the model to analyze the components of the products developed with regard to the characteristics of South Kalimantan. (Dick et al., 2009)

Draft Test

The design of the trial is conducted in stages adapted to the development model of Dick & Carey (2009). The test consists of the product development expert validation phase, small groups, and field, as follows.

1) Validation

- a. Validation content or materials

This was done to get a response in the form of advice and feedback on the content or materials contained in the product development geography textbooks.

- b. Validation language

This was done to get a response in the form of advice and feedback on the use of language in the product development geography textbooks. Things were considered in the validation of language, among other things: punctuation, vocabulary, sentences, and paragraphs.

- c. Instructional design validation

This was done to elicit a response in the form of advice and feedback on the overall design of the product development geography textbooks. Design validation textbooks covering the suitability of the cover with the content, the title of the book, chapters and subchapters, writing and the use of images.

2) The small group trial, at this stage, will do a limited test against small groups as users of the product. The results of these field trials are used to revise II.

3) The test field, at this stage, will be carried out on the actual user groups in the field. The results of these field trials are used to revise III that will produce the final product.

Data analysis technique

Data analysis techniques with descriptive analysis. The data obtained in the data collection phase of data collection instruments were analyzed using analysis techniques in the form of a score criterion using the Likert scale. The use of a Likert scale to present data the frequency response of admissions to product textbooks for high school geography class XII after being developed. Confirm the results of the calculation scale is accomplished by a percentage (%).

Decision-making and meaning using these stipulations in Table 1.

Table 1. Validity Decision Textbook Revision

level of Achievement	Qualification	Information
86-100%	highly efficient	No need revision
71-85%	Efficient	No need revision
56-70%	quite efficient	Revision

41-55%	Less efficient	Revision
0-40%	Very less efficient	Revision

Source: BSNP (MONE, 2008) (BSNP 2006, 2013)

RESULTS AND DISCUSSION

Presentation of Data

This preliminary phase begins with field studies to determine the need for teaching materials. This stage is carried out by means of observation and interviews, both to teachers and students. The aim at this stage is to obtain the response data in the form of teachers and students towards the teaching materials used in learning.

Observations and interviews were conducted in private Madrasah Aliyah (MAS) Bustanul Ulum in Sub Rantau Karau. Observations and interviews were conducted by asking questions about the condition of the teaching materials used in material distribution patterns and spatial interaction of rural and urban class XII IPS. At this stage, it is addressed to a teacher of geography and class XII students in the MAS Bustanul Ulum Rantau Karau. The results of the initial analysis of the use of teaching materials can be seen in Table 2 below.

Table 2. Analysis of Instructional Materials

Analysis
<p>Learning resources specifically on the material distribution pattern and spatial interaction of rural and urban class XII IPS does not yet support the learning.</p> <p>The learning objectives on teaching materials are still elusive students and not in accordance with KD on Curriculum 2013.</p> <p>Material and tasks assigned are likely still the same as in previous years.</p> <p>The scope of distribution pattern and spatial interaction villages and towns is still general or contextual</p> <p>Lack of due administration of pictures, descriptions, and examples of the content of the material on teaching materials.</p>

Data analysis

Observations and interviews conducted showed that the school textbooks used: (1) the material based on the content of curriculum textbooks, SK and KD is not in accordance with the curriculum of 2013 as textbooks used to refer to the previous curriculum SBC. It certainly does not correspond to the learning objectives to be achieved in the curriculum, (2) textbooks are not in accordance with the environmental conditions of students, school, and region in Amuntai because the content of the material and themes that made sourced from the existing situation around environmental writer (Java), and (3) the details of the material, definitions, descriptions, images,

and examples are specific, but less suited to the needs of teaching materials for high school students / MA in Amuntai because students are exposed to situations and conditions that are different from the environment ,

Incompatibility textbooks contained in Bustanul Ulum MAS into the background of researchers in developing a textbook on materials distribution patterns and spatial interaction of rural and urban class XII IPS. It aims to facilitate them in achieving the learning objectives.

Validation Textbook

Validation Expert Content

At this stage, given the material validator *draft textbooks and instrument validation. Instrument validation in the form of assessment, feedback, and suggestions are used as the basis for improvement of textbooks prior to testing the product in the field. Validation of the material is needed as the basis for the development of good study material, appropriate, and in accordance with the concept. Appropriate materials should be provided to avoid any current concept used by students. Data recapitulation validator votes materials can be seen in Table 3 below.*

Table 3. Results Matter Expert Assessment

No	Question	Score
A. material organization		
1	The accuracy of the title in presenting the content	5
2	Conformity title with a description of the material	4
3	Organizing the material is in accordance with scientific systematics	4
4	Suitability examples, illustrations, and materials	5
5	Display pictures and captions are clear and easy to understand	5
6	The language used is simple, straightforward, communicative and easy to understand	4
B. Depth and Breadth of Content		
1	The material explains the facts, concepts, principles, and theories that must be mastered, students	4
2	Make it easy for students to deepen knowledge of the material (concepts, definitions, principles, and practice)	4
3	The truth of the matter	5
4	Servings concepts, definitions, principles, and examples in accordance with the material needs	4
C. material recency		
1	The material in accordance with the applicable curriculum	5
2	The material presented in accordance with the development of science and technology	4
3	The use of teaching materials in accordance with the necessary learning resources	4
4	The material is presented accurately to avoid misconceptions	4
D. Kekontekstualan material		
1	The material presented associated with the atmosphere or the context of students' activities and the environment	5

2	Learning resources used is contextual and can motivate student learning	5
3	Able to activate critical thinking and student learning activities	5
amount		76

Based on Table 3, the number of scores obtained from the material validation is 76. Any score obtained through a questionnaire were counted. Scores obtained $(76/85 \times 100\%) = 89.4\%$ of the expected (100%). Based on data obtained from the subject matter experts to components of the textbook is 76 or 89.4%. If converted to a table retrieval decision revision of the product in Table 1, the components of this text are in the interval is very efficient (86% -100%) and deserve to be a source of learning.

Validation Linguists

Validation of language is one of the indispensable stage researchers in the development of textbooks. The instruments are assessed on the validation language is the use of vocabulary in the delivery of the content of the material. The correct vocabulary must be in accordance with the EYD (Spelling Enhanced) and in accordance with the grade levels that use this textbook. The submission of a good and communicative language will facilitate student understanding and achievement of learning objectives. Data recapitulation language validators ratings can be seen in Table 4 below.

Table 4. Assessment of Linguists

No	Question	Score
A. Aspects of Compliance with Rule Language		
1	The accuracy and precision of punctuation election	3
2	Kebakuan diction (choice of words/terms)	4
3	Accuracy of Sentence Structure	4
B. Consistency Paragraph Structure		
1	Readability subject matter	3
2	Consistency location of the main ideas in paragraphs	4
3	The linkage between the subject matter with an explanatory sentence	4
C. Ketercernaan Translation		
1	directness material	3
2	Conformity style communication developmental level of students	4
3	Keruntutan mindset (meaning wholeness) in paragraph	4
4	Keruntutan mindset between paragraphs	4
D. Coherence and linkages Flow Thought		
1	The linkage between titles	4
2	The linkage between titles with subtitles	4
3	Links between paragraphs	3
4	Linkage sentence in a paragraph	4
5	The integrity of meaning in the material substance	4

E.	Compliance with the Indonesian Right	
1	Grammatical correctness	4
2	The accuracy of spelling	3
3	Use of the term symbol and emblem	4
4	Consistent use of the term	4
5	Consistent use of symbols/emblem	4
amount		75

Based on Table 4, the number of scores obtained from the validation of language is 75. Any score obtained through a questionnaire were counted. He scores $(75/100 \times 100\%) = 75\%$ of the expected (100%). Based on data obtained from linguists to components of the textbook is 75 or 75%. If converted to a table retrieval decision revision of the product in Table 1, the components of this text are in the interval efficient (71% -85%) and deserve to be a source of learning.

Validation Study Design Experts

Making the textbooks rather than just looking at the aspects of the study of matter and language, but also on the design of learning. Validation phases of instructional design are done to get the look of textbooks according to grade levels as objects development, both in terms of the front view to the entire contents of the textbook. The instruments rated in the instructional design include the display of book covers, layout drawings, as well as the use of type and size of the paper on the content of the material presented. Data recapitulation validator ratings learning design can be seen in Table 5 below.

Table 5. Assessment of Learning Design Experts

No	Question	Score
A. completeness Presentation		
1	section Introduction	
	a. Foreword to load the contents of teaching materials in general	3
	b. Suitability content with teaching materials	3
2	section Contents	
	a. Clarity of presentation of images	3
	b. Presentation materials in accordance with referral sources that are included in the bibliography	3
	c. Presentation materials sequentially and interrelated	4
3	section Cover	
	a. The bibliography contains references used in the writing of teaching materials and written consistently	3

b.	Glossary of terms (glossary), which contains definitions of important terms	3
B.	feasibility Kegrafikan	
1	Layout	
a.	The display on the front cover, the back, and back harmonious and consistent	3
b.	Elements of color, illustrations, and typography presented harmoniously	3
2	Composition and Size of Elements Layout	
a.	Title, author, logos, etc. are presented in a balanced manner	4
3	Alphabet	
a.	Letters are used interesting and easy to read	3
b.	Title color instructional materials contrast with the background color	3
c.	Headline font size is more dominant and teaching materials proportional	3
d.	The combination of the font used is not too much	4
C.	design Books	
1	Mirroring Book	
a.	Display the contents of the book provides an overview of teaching materials	3
b.	The colors used do not give rise to misinterpretation	4
c.	Placement titles, subtitles, preface, and more consistent	4
d.	The separation between paragraphs clear	3
2	Harmony Layout	
a.	Printing field and margins proportional	3
b.	Spacing between text and illustration proportional	4
3	Completeness Layout	
a.	The chapter titles are written by complete	3
b.	Writing titles and subtitles adapted to hierarchy presentation of teaching materials	4
c.	The page number is placed in accordance with the pattern	4
d.	Caption able to clarify the material presented	4

	e. Captions placed near the illustration with a smaller font size	3
4	typography Content	
	a. Font used is not too much	4
	b. Variations letter format (bold, italic) is not too much	4
	c. Type the letters as fill material	4
	d. Spacing between normal text	3
	e. Spacing between normal letters	3
Amount		102

Based on Table 5, the number of scores obtained from the instructional design validation is 102. Any score obtained through a questionnaire were counted. He scores $(102/150 \times 100\%) = 68\%$ of the expected (100%). Based on data obtained from expert instructional design to components of the textbook is 102 or 68%. If converted to a product revision decision-making table in Table 1, the components of this text are in the interval is quite efficient (56% -70%) and deserve to be a source of learning.

Validation Master

Validation of teachers is one of the steps being taken to assess the feasibility of the product development textbook. Assessment of teachers is very important to do. Teachers know the conditions and problems during learning so that products are developed in accordance with the wishes of the students. Table 6 below is the result of the vote validator teachers about textbooks on the material distribution pattern and spatial interaction of rural and urban class XII IPS.

Table 6. Assessment Teacher

No	Question	Score
A. material organization		
1	The accuracy of the title in presenting the content	4
2	Conformity title with a description of the material	4
3	Organizing the material is in accordance with scientific systematics	4
4	Suitability examples, illustrations, and materials	5
5	Display pictures and captions are clear and easy to understand	5
6	The language used is simple, straightforward, communicative and easy to understand	5
B. Depth and Breadth of Content		
1	The material explains the concepts that must be mastered, students	4
2	Grain material according to the material needs	3
3	The truth of the matter	4
4	Easier for students to deepen their knowledge	5
C. material recency		

1	The material in accordance with the applicable curriculum	4
2	The material presented in accordance with the development of science and technology	5
3	The use of teaching materials in accordance with the necessary learning resources	4
4	The material is presented accurately to avoid misconceptions	4
D. Kekontekstualan material		
1	The material presented associated with the atmosphere or the context of students' activities and the environment	5
2	Learning resources used is contextual and can motivate student learning	5
3	Able to activate critical thinking and student learning activities	5
Amount		75

Total score answers from a questionnaire given to teachers to textbooks are 75, so based on that data, then the teacher's assessments of the components of the textbook ($75/85 \times 100\% = 88.2\%$ of the expected (100%). Based on data obtained from the teacher to the components of the textbook is 75 or 88.2%. This value is categorized as good (71% -85%). If converted to a product revision decision-making table in Table 1, the components of this textbook are the category of efficient and liveable and as a learning resource.

Trial Small Group

Students, in this case, is the subject of the first test on a textbook material products distribution pattern and spatial interaction of rural and urban class XII IPS. Product trials conducted to get an assessment and suggestions regarding products developed textbooks. Ratings given by students was conducted to determine the score of the appearance and content of the textbook. The assessment is used for revision before field trials to real users. The small group trial conducted in order to produce better textbooks, appropriate, and in accordance with the needs of students, both in terms of material, language, and design.

Table 7. Summary of Questionnaire Responses Student Scores
Items by Category Answers Questions

No.	Question	Score
A.	design	
1.	Display cover (cover) makes you interested in using this textbook.	37
2.	Typeface and font size interesting to read.	33
3.	Map concept is easy to understand	43
4.	The systematic presentation of material in this text is easy to understand.	41
5.	Column "Geo Info" can assist you in learning	36

6.	The "Let's Think!" Encourage you to look for other references and discussion	41
7.	The column "Remember!" Can help you in learning	41
8.	Delivery of material in textbooks has always been associated with everyday life brother.	41
9.	The book that you used before are examples of tasks such as the book "Patterns of Interaction Spatial Distribution and village and town"	31
10.	Summary at the end of the chapter can improve your understanding of the material presented	42
11.	Evaluation helps you to gauge understanding of the material being studied	41
12.	The substance or the contents of a textbook helps the learning brother, either independently or in school.	37
B. Text		
13.	The language used in supplement textbooks is simple, straightforward, communicative and easy to understand.	36
14.	Phrases used in this text are easy to understand.	41
15.	The term in the textbook is easy to understand.	37
16.	Writing punctuation (periods, commas, and so on) in the textbook is appropriate.	35
C. Picture		
17.	Pictures in this text to help you understand the material.	46
18.	Selection of image objects on this text in accordance with the delivery of content.	43
19.	The composition of the colors used is appropriate.	41
20.	The size of the images used is appropriate.	38
Amount		781

Total score answers from a questionnaire given to students are 781. Thus, based on these data, the small group trial on the use of textbooks is $(781/1000 \times 100\% = 78.1\%)$. than expected (100%). Rate the small group trial against the geography textbook is 781 or 78.1%. This includes the interval between categories (good) and the (very good), but closer to the interval criteria. If converted to a product revision decision-making table in Table 1, the percentage rate of 78.1% achievement is qualifying well and deserves to be a source of learning.

Field test

Students, in this case, is the subject of textbook product users. Field tests of products made in school textbooks MAS Bustanul Ulum number of 15 students. Product trials conducted to get an assessment and suggestions regarding products developed textbooks. Ratings given by students was conducted to determine the score of the appearance and content of teaching materials. The field trials conducted in order to produce better textbooks, appropriate, and in accordance with the needs of students, both in terms of material, language, and design.

Table 8. Data Summary of Questionnaire Responses Student Scores
Items by Category Answers Questions

No.	Question	Score
A. design		
1.	Display cover (cover) makes you interested in using this textbook.	50
2.	Typeface and font size interesting to read.	55
3.	Map concept is easy to understand	57
4.	The systematic presentation of material in this text is easy to understand.	56
5.	Column "Geo Info" can assist you in learning	62
6.	The "Let's Think!" Encourage you to look for other references and discussion	66
7.	The column "Remember!" Can help you in learning	62
8.	Delivery of material in textbooks has always been associated with everyday life brother.	63
9.	The book that you used before are examples of tasks such as the book "Patterns of Interaction Spatial Distribution and village and town"	57
10.	Summary at the end of the chapter can improve your understanding of the material presented	66
11.	Evaluation helps you to gauge understanding of the material being studied	57
12.	The substance or the contents of a textbook helps the learning brother, either independently or in school.	65
B. Text		
13.	The language used in supplement textbooks is simple, straightforward, communicative and easy to understand.	63
14.	Phrases used in this text are easy to understand.	60
15.	The term in the textbook is easy to understand.	59
16.	Writing punctuation (periods, commas, and so on) in the textbook is appropriate.	66
C. Picture		
17.	Pictures in this text to help you understand the material.	60
18.	Selection of image objects on this text in accordance with the delivery of content.	61
19.	The composition of the colors used is appropriate.	58
20.	The size of the images used is appropriate.	61
Amount		1204

Total score answers from a questionnaire given to students are 1204. So, based on these data, the small group trial on the use of textbooks is $(1204/1500 \times 100\% = 80.2\%)$. than expected (100%). Assessment of the field test is a geography textbook in 1204 or 80.2%. This includes the interval between categories (good) and the (very good), but closer to the interval criteria. If converted to a product revision decision-making table in Table 1, the percentage of the level of achievement of 80.2% at a good qualifying and deserve to be a source of learning.

Stages validator overall assessment of subject matter experts, linguists, expert instructional design, teacher, small group testing, and field testing can be seen in Table 9 below.

Table 9. Summary of Overall Results Data Validation and Testing

No.	Validator and field trials	Percentage	Criteria
1	matter experts	89.4%	No need revision
2	Linguist	75%	No need revision
3	Instructional design experts	68%	No need revision
4	Teacher	88.2%	No need revision
5	The small group trial	78.1%	No need revision
6	field test	80.2%	No need revision
The average score		79.8%	No need revision

Based on the analysis of the data in Table 9 was obtained as a whole from the validator and test, certifying that the products' textbook development results do not need to be revised with the percentage rate of 79.8% and unfit for use. Products developed in textbooks can be received, both by teachers and students. Product textbook approval of the development of the experts with the decision does not need to be revised but got an important note as repair materials.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The results showed the development of geography textbooks on the competency standards of village and city interaction patterns can help students to learn independently. The development of textbooks is adjusted to the needs of students in achieving competency standards in the material patterns of interaction between villages and cities. Adjustment of content to the material patterns of interaction between villages and cities is done by identifying basic competencies as the objectives of learning. The pedagogy is adjusted both in terms of language, image media, and the characteristics/needs of students in learning. The development of textbooks, in the end, can overcome the difficulties faced by students to achieve the competency standards of village and city interaction patterns.

Suggestion

These textbooks through the stages of expert validation and testing, it is advisable to develop further. Some suggestions for further development namely: First, the textbook should be developed in full on all the basic competencies and more than one study so as to produce a textbook intact in one semester and can be widely used. Second, researchers only take data from the responses of teachers and students towards the attractiveness and feasibility of matter, has not reached the stage of use of the textbook in the actual learning process. Therefore, the need to do more research to determine the effectiveness of the use of the product in real learning.

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