



## Development of Instagram-Based Teaching Materials For Personal Social Guidance Services For Students Of Krian State Junior High School I

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### ABSTRACT

The purpose of this development is to produce an Instagram-Based Teaching material to serve Student Social Personal Guidance. The selection of this model is based on the consideration that this model is easy to understand, systematically developed, and based on the theoretical foundation of the developed learning design. The development process involved (1) learning design experts (2) content experts in the field of study (3) media experts, (4) individual trials, (5) small group trials (6) field trials, and (7) trials. colleagues, to provide feedback and suggestions for improvement. The results of this development research are that this Instagram-based teaching material product has a material feasibility level of 97.33%, a learning design feasibility 94.28%, and a learning media feasibility 85.71%. While the small group trial rate is 90.69% and based on field trials 91.25% with very feasible qualifications and does not need to be revised. Based on the results of the study, it was concluded that using Instagram-based teaching materials could improve the Social Personal Guidance Service for Students of SMP Negeri I Krian. The implication of this research is that Instagram-based teaching materials can be used as a way to improve Student Social Personal Guidance Services.

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## 1. INTRODUCTION

In the current era of globalization, technological advances are developing so rapidly. One of these technological advances is Information Technology (IT) which has penetrated into various areas of human life, which makes interaction and information delivery so fast (Dewi & Khumaidi, 2017; Kuswanto et al., 2017; Pribadi, 2017). Internet is very closely related to school children (Mirza Gayatri et al., 2021; Rahman, 2021; Sudirman, 2021). Today's school children cannot be away for even a second from their communication tools or better known as gadgets or smartphones that are connected to the internet. Most school children use the internet to access various news and entertainment information and social media.

Using smartphones every day and accessing social media is a common thing for school children. When opening a smartphone, the first thing they visit is social media, such as WhatsApp, Facebook, Instagram, Twitter and various other social media. There is no day without accessing social media, and the social media they visit the most is Instagram.

In Indonesia, the number of Instagram users until July 2021 is 91.77 million users. The largest users are in the 18-24 year age group, which is 36.4%. Instagram is the third most used social media platform, after YouTube and WhatsApp (Baizal, 2020; Tafesse & Wood, 2021; Utami et al., 2020). Instagram has become a very popular social media in various parts of the world because it allows users to share photographic content and follow the lives of their favorite celebrities.

Instagram is one of the most trending social media nowadays and is commonly used, especially for school children (Andi Tenri Sapada & Muhammad Ikbal, 2020; Nastiti & Rahajeng, 2019; Wirani et al., 2020). Instagram is one of the social media used to share photos and videos with captions. Actually, apart from being a social media that allows school children to build social relationships on the internet, Instagram can also be used as a learning resource to find teaching materials that can help increase the knowledge and insight of school children in learning a subject.

Based on the observations, the researcher observed from the students' point of view that students were less enthusiastic when receiving lessons from the teacher. Students just want to go to class without having the motivation to learn. Students are not ready to follow the learning process. Students when asked to do practice questions, it appears that students are not ready to accept learning because students do not bring books, so the impact is that these students interfere with the concentration of other students by borrowing books and so on. In addition, there are students who forget to do their homework so that during the learning process these students do not hear the teacher's explanation but try to finish their homework and ask for help from their friends. When learning takes place, there are students who are engrossed in their own activities such as chatting with their classmates or those who are nearby so they do not pay attention to the teacher's explanation and when asked by the teacher about the material that has been taught, students cannot answer. Good learning involves students in the teaching and learning process.

Teachers in today's development must be more creative and innovative in utilizing technological sophistication so that information and communication technology can be used as an innovative learning medium. The problem with teachers at SMPN I Krian is that teachers have not been able to take advantage of the current state of technology to be used as learning media. Older teachers don't know how to update information or applications on their cell phones.

Teaching materials are a set of learning materials that are systematically arranged both written and unwritten so as to create an environment or atmosphere that allows students to learn. In accordance with the times, teaching materials can not only be obtained from books, but can also be obtained from the internet even from Instagram social media or Instagram-based teaching materials. The existence of teaching materials that can be obtained through Instagram social media can help smooth learning, especially school children. As we know that school children are very close to social media. Using the internet for social media has become Instagram-based, school children can learn on their own whenever and wherever they are through information that can be obtained on Instagram. There is a lot of information that can be obtained on Instagram such as information about religion, politics, socio-culture, science and technology, as well as information related to nutrition and health.

## 2. RESEARCH METHOD

This Research and Development research uses the Borg & Gall, (2015) model. The Borg & Gall model is one of the learning design models with a systems approach where the systems approach views learning as a set of interconnected parts that all work together towards a predetermined goal. Therefore, this model aims to solve learning problems programmatically with a systematic sequence of activities, which consists of ten stages, namely: (a) research and data collection, (b) planning, (c) initial product development, (d) testing initial product trial/limited trial, (e) initial product improvement, (f) wider field trial, (g) product improvement resulting from wider field test, (h) final product trial, (i) product revision or refinement final, (j) Dissemination and implementation. The following is a picture of the research steps of Borg and Gall.

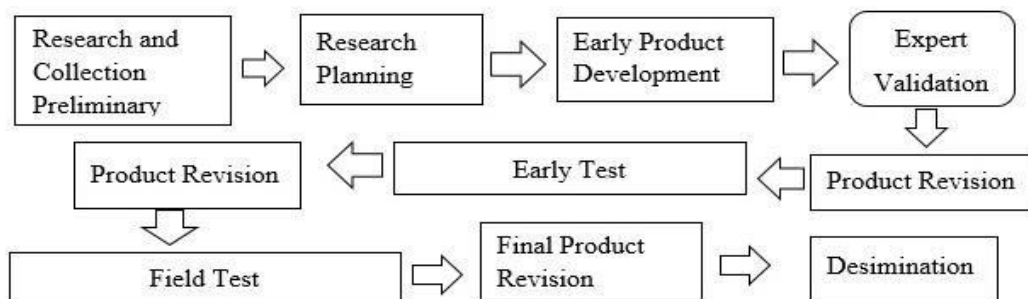


Figure 1. Research Steps in the Borg and Gall Model

There are two kinds of data analysis techniques: (a) qualitative descriptive analysis, and (b) descriptive statistical analysis. The formula used to calculate the percentage of each expert test subject and individual test is as follows:

$$\text{Persentase} = \frac{F}{N} \times 100$$

(1)

Information:

F: the frequency of subjects who chose the alternative

N: the total number of test subjects

The percentage criteria used to make decisions in product development improvement are as follows:

Table 1. Percentage of Each Test Subject

Scoring scale	Classification	Information
81%-100%	Very good	No Need to Revise
66%-80%	Well	No Need to Revise
56%-65%	Not good	Need Revision
0%-55%	Very Not Good	Need Revision

## 3. RESULTS AND DISCUSSIONS

### 3.1 Data Presentation and Data Analysis

The form of display of Instagram-Based Teaching materials for Personal Social Tutoring Services is designed by highlighting images related to the material. The presentation of the

material is packaged as attractively as possible with Instagram-based which is made using Instagram, the subject matter that will be used for Social Personal Tutoring Services. The interface and the results of making Instagram-Based Teaching materials for Personal Social Tutoring Services are shown as shown below:



Figure 2. part of the front view

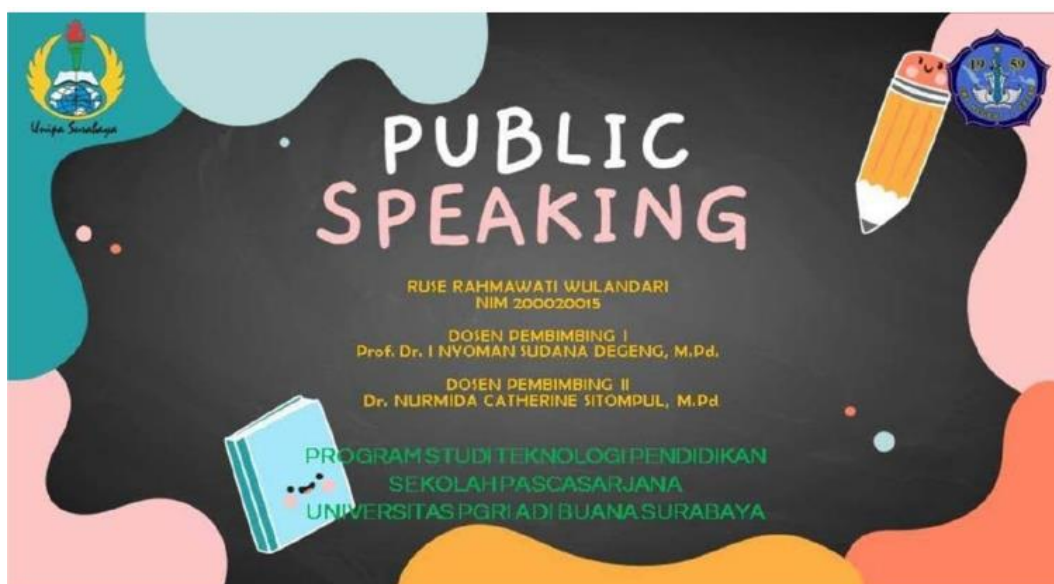


Figure 3. Display of Material Theme



Figure 4. Contents



Figure 5. Closing Section

The data presented below are (1) the first stage of evaluation data, namely the data of the learning design expert review (2) the second stage of the evaluation data, namely the content expert review data of the field of study (3) the third stage evaluation data, namely the media expert review data, (4) fourth stage evaluation data consisting of individual trial data, (5) small group fifth stage evaluation data (6) sixth stage evaluation data namely field trial data given to students, and (7) seventh stage evaluation data consisting of peer trial data.

### 3.2 Learning Design Expert Review Data

The presentation of the results of the data analysis of the learning design expert's review of the components of this learning material can be seen in table 2 regarding the

results of the design expert's responses regarding the suitability, clarity, accuracy, and attractiveness of learning materials.

Table 2. Responses from Design Experts

No	Indikator	Skor
1	Binding quality	5
2	Attractive cover design	5
3	Typing layout accuracy	5
4	Consistent use of title space, sub and typing material	4
5	Clarity of writing/typing	5
6	Completeness of the components in each chapter of the textbook	4
7	The accuracy of the presentation of the material	5
	Total	33

With the validation results of the percentage value of 94.28 %, it can be said that the product of developing Instagram-based teaching materials to serve Personal Social Guidance for SMPN I Krian Students is interesting and fun because it is interactive. So that users do not feel bored. In addition, this media is also equipped with pictures and videos of interesting conversations that can be used as a learning tool anywhere and anytime without being bound by time.

### 3.3 Expert Review Data Content Field of Study

The results of this learning expert review data can be seen in the following table:

Table 3. Responses of Content Experts/Materials Field of Study

No	Indikator	Skor
1	The level of relevance of Instagram-based textbooks with POP BK	5
2	The accuracy of the theme with the description of the material in each theme	5
3	Introductory clarity on each theme	5
4	Clarity of content outline (epitome)	4
5	Appropriateness of indicators and basic competencies	5
6	Conformity of indicators with material description	5
7	Conformity between basic competencies, indicators and material descriptions	5
8	Clarity of description	5
9	The suitability of the examples presented with the description material	5
10	Clarity of problem solving with material descriptions	5
11	Clarity of content	5
12	Conformity between adolescent developmental tasks and material	5
13	The attractiveness of the components in the textbook	4
14	Interesting content of the theme	5
15	The attractiveness of organizing Instagram-based teaching materials using the Borg & Gall model	5
	Total	73

From the results of the validation of content/material experts with the appropriate percentage value of 97.33%, it can be said that the product of developing Instagram-based teaching materials to serve Personal Social Guidance for SMPN I Krian students is very feasible to be developed further.

### 3.4 Media Expert Review Data

The results of this learning media expert review data can be seen in the following table:

Table 4. Responses of Media Experts

No	Indikator	Skor
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1	The accuracy of the illustrations used in the cover of the textbook	4
2	The suitability of the material with the media used Quality of paper used	5
3	Font size accuracy	4
4	Image placement accuracy	4
5	Text quality	5
6	Organizing learning message design	4
7	The accuracy of the illustrations used in the cover of the textbook	4
Total		30

From the results of media expert validation with the appropriate percentage score of 85.71%, it can be said that the product of developing Instagram-based teaching materials to serve Personal Social Guidance for SMPN I Krian students is very feasible to be developed further.

### 3.5 Small Group Trial

The data obtained from small group trials in the form of Instagram-based teaching materials presented by developers or researchers. The assessment of Instagram-based teaching materials through questionnaires in small group tests is as follows:

Table 5. Small Group Assessment Results on Instagram-based teaching materials

Aspek	Skor Responden Kelompok Kecil									Jumlah	Prosentase (%)
	1	2	3	4	5	6	7	8	9		
1	5	4	5	5	4	4	4	5	4	40	88,89%
2	5	4	5	4	5	5	5	5	5	43	95,56%
3	4	5	4	4	5	4	5	5	4	40	88,89%
4	4	5	4	5	4	5	4	5	4	40	88,89%
5	5	5	4	5	4	5	5	4	4	41	91,11%
6	5	5	4	4	5	4	4	5	4	40	88,89%
7	4	4	5	5	5	4	5	4	5	41	91,11%
8	4	4	5	5	4	5	4	4	4	39	86,67%
9	4	5	4	5	5	5	5	5	4	42	93,33%
10	5	5	4	4	5	5	5	4	5	42	93,33%
11	5	4	5	4	5	4	5	5	5	42	93,33%
12	5	5	4	4	5	4	5	5	4	41	91,11%
15	5	4	4	4	5	5	4	5	4	40	88,89%
14	5	5	4	5	4	5	5	4	5	42	93,33%
15	5	4	4	5	4	4	5	4	5	40	88,89%
16	4	5	5	4	5	4	4	5	4	40	88,89%
<b>Jumlah</b>	74	73	70	72	74	72	74	74	70	653	90,69%

The data collected through small group trial activities, then analyzed. From table 5, it is known that the average percentage of Instagram-based teaching materials is 90.69%, which indicates that Instagram-based teaching materials are in good qualification.

### 3.6 Field Trial

The results of student assessment questionnaires on Instagram-based teaching materials in field trials are presented in table 6 below:

Table 6. Student Assessment Results in Field Tests on Instagram-based teaching materials

Aspek	Skor Responden Lapangan																					Jumlah	Prosentase (%)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
1	5	4	5	5	4	4	4	5	5	5	5	4	5	4	5	5	4	4	4	5	4	95	90,48%
2	5	4	4	4	4	5	5	5	4	4	4	5	5	5	5	4	4	5	5	5	5	96	91,43%
3	4	5	4	5	5	5	4	5	5	4	5	5	4	5	5	5	5	5	5	5	4	99	94,29%
4	4	5	4	5	5	5	4	5	5	4	4	5	5	4	5	5	5	5	4	5	4	97	92,38%
5	5	5	4	4	4	5	5	4	5	4	5	4	4	5	4	5	4	5	5	4	4	94	89,52%
6	5	4	4	4	4	4	4	5	5	4	4	5	4	4	5	5	4	5	4	5	4	92	87,62%
7	4	5	5	5	5	5	5	4	4	5	5	4	5	4	4	4	4	5	5	4	5	97	92,38%
8	4	5	4	4	4	5	5	4	4	5	4	5	5	5	4	4	4	5	5	4	5	94	89,52%
9	4	5	4	4	5	5	5	5	5	4	4	5	5	4	5	4	5	5	5	5	4	97	92,38%
10	5	5	4	4	5	4	5	4	5	5	5	5	4	5	4	4	5	4	5	4	5	96	91,43%
11	5	4	5	5	5	4	5	5	4	4	4	5	4	5	5	4	5	4	5	5	4	96	91,43%
12	5	5	4	4	5	4	4	5	5	5	4	5	5	4	5	5	5	4	4	5	4	96	91,43%
15	5	4	5	4	4	4	4	5	5	4	5	4	5	4	5	5	4	4	4	5	4	93	88,57%
14	5	5	4	5	4	5	5	4	5	4	4	5	4	5	4	5	4	5	5	4	5	96	91,43%
15	5	5	5	4	4	4	5	5	5	4	4	5	4	4	5	5	4	4	5	5	4	95	90,48%
16	5	5	4	4	5	5	5	5	5	4	4	5	4	4	5	5	5	4	5	5	4	97	92,38%
<b>Jumlah</b>	75	75	69	70	72	73	74	75	76	69	70	76	72	71	75	74	72	73	75	75	69	1530	91,07%

The data collected through field trial activities, then analyzed. From table 6 it is known that the average percentage of Instagram-based teaching materials is 91.07% which shows Instagram-based teaching materials are in very good qualification.

While the results of peer assessment of Instagram-based teaching materials obtained data as shown in table 7 below:

Table 7. Peer Assessment Results in Field Tests on Instagram-based teaching materials

No.	Kriteria	Skor
1.	Apakah bahan ajar berbasis Instagram ini memudahkan ibu dalam mengajar bimbingan konseling	5
2.	Apakah bahan ajar berbasis Instagram ini dapat membuat siswa tertarik untuk mempelajari materi yang sedang Ibu ajarkan?	5
3.	Apakah bahan ajar berbasis Instagram ini sesuai dengan karakteristik siswa?	4
4.	Apakah bahan ajar berbasis Instagram ini tepat digunakan secara bersama dalam layanan BK?	5
<b>Total</b>		19

The average percentage of student assessment questionnaires on Instagram-based teaching materials in field trials is 95%, which means that Instagram-based teaching materials are in very good qualification. In the questionnaire, students only filled out the questionnaire without providing comments and suggestions. Colleagues do not provide comments and suggestions for improving Instagram-based teaching materials. The average percentage of peer assessment questionnaires in the field trial is 95% where that percentage indicates that the Instagram-based teaching materials have good qualifications.

The products developed have gone through various stages of trials, resulting in Instagram-based teaching materials. This Instagram-based teaching material deserves to be a learning material in terms of attractiveness, usability, effectiveness, material content, arrangement in terms of learning design and the media used. Instagram-based teaching materials are very important in the implementation of learning because they trigger independence, evaluation, activeness, completeness and learning activities. Instagram-based teaching materials can be developed using various technologies in order to learn

effectively and independently (Hapsari et al., 2018). So, visually, Instagram-Based Teaching materials are designed in accordance with the prevailing theories about theories about text, images, visual arrangement and color. This is important because it greatly affects whether the goal or message we intend is achieved or not. The theory of color is explained by Russell (1991) that the game of color not only affects the appearance but also affects the quality of the message, affects emotions and perceptions because each color has a unique character that is different and greatly affects the interaction between eye movements, and brain processes in managing visual information provided (Aloumi, 2013).

Learning that is organized with Instagram-based teaching materials can serve independent learning and differences in the learning speed of the learner, but can still complete difficult learning. Another study concluded that interesting Instagram-based teaching materials can be something interesting and worthy of being pursued by the learner because of the interests they have (Bakker et al., 2015).

Based on the table above, it can be concluded that the product of Instagram-based teaching materials obtained an average total student response questionnaire to Instagram-based teaching materials of 93.557% which is included in the very practical category. It can be seen that many students are active, enthusiastic, able to solve the problems contained in the teaching materials. This is supported by research (Setyawan & Wahyuni, 2019) which states that using learning media makes students more attractive to understand the material especially by using Instagram-based teaching materials. Then learning mathematics using learning media is very useful to stimulate the eyesight and movement style of students. In addition, using learning media can be a communication interaction between educators and students through the media used (Masykur, et al, 2017)

#### 4. CONCLUSION

Based on the results of developing Instagram-based teaching materials to serve Personal Social Guidance for SMPN I Krian students, the following conclusions were obtained: (1) The development of Instagram-based teaching materials answered pre-existing problems in the background. Where to serve Personal Social Guidance SMPN I Krian students have not implemented Instagram-based teaching materials as an alternative media. So we need an Instagram-based teaching material that can increase the effectiveness of student learning activities. Therefore, it is necessary to develop Instagram-based teaching materials for counseling guidance services that have gone through the research stage to determine the validity of the Instagram-based teaching materials. While this Instagram-based teaching material has met the valid criteria and is suitable for use after validation and trials are held, including, (2) On media experts, with the results showing 91.42% which means it is valid. It can be concluded that this Instagram-based teaching material is included in the very feasible criteria and can be implemented without any revision, (3) For design experts, the results show 91.42% which means it is valid. It can be concluded that this Instagram-based teaching material is included in the very feasible criteria and can be implemented without any revisions, (4) For material experts, the results show 70.66% which means it is valid. It can be concluded that this Instagram-based teaching material is included in the very feasible criteria and can be implemented without any revision, (5) In a small group trial, the results showed that it was 81.11% which means it is valid. It can be concluded that this Instagram-based teaching material is suitable and effective to be used as an alternative to Instagram-based teaching material in BK services, (6) In the field trial, with the results showing 84.46% which means it is valid. It can be concluded that this Instagram-based teaching material is suitable and effective to be used as an alternative to Instagram-based teaching material in counseling services, and (7) In peer trials, the results show 85% which means it is valid. It can be concluded that this Instagram-based teaching material is suitable and effective to be used as an alternative to Instagram-based teaching material in the activities of Counseling Guidance services.

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