



# The Development of E-Module Premarital Guidance for Family Readiness for High School Students in East Lombok

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**Abstract.** Aspect of competency that high school students need to develop is their readiness to get married and start a family. However, students often do not receive comprehensive information, which causes many divorce cases because many are not ready to marry, start a family, or even marry at a young age. This is one of the causes of the rise in divorce, where in 2020 there were 447,743 divorces, while in 2022 there were 516,334. The aim of this research is to develop an e-Module for premarital guidance to prepare for starting a family. This research is a type of research and development (R&D). This research uses the Borg & Gall model with adjustments. The developed E-Module media is tested for feasibility by media expert validators and material expert validators. The e-module was also tested on guidance and counseling teachers. The data analysis technique uses descriptive statistics to determine the feasibility of the E-Module. The results of the material expert feasibility test obtained a score of 75, which is included in the very feasible category. The results of the media expert feasibility test obtained a score of 66, which was included in the very feasible category. User trials on three guidance and counseling teachers obtained scores of 70, 74, and 75, which were in the very feasible category.

**Keywords:** E-module, Premarital, family readiness

## 1 Introduction

The family is the smallest unit in society, consisting of a father, mother, and children. The family is an important place for children's development physically, emotionally, spiritually, and socially because the family is a source of shared love, protection, and identity for its members. The family performs an important function for the continuity of society from generation to generation. From cross-cultural studies, it was found that there are two main functions of the family: internally providing psychosocial protection for its members and externally transmitting cultural values to the next generation. Every individual is required to prepare themselves to face family life; this aims to form a harmonious family, in line with one of the tasks of adolescent development, namely understanding and preparing for the various responsibilities of family life [1].

Santrock [2] stated that adolescence is a period of transition, both physically, intellectually, and socially. Adolescence, according to the WHO, is a period when individual humans develop. From the moment they first show secondary sexual signs until they reach sexual maturity, psychologically, individuals experience development and patterns of identification from childhood to adulthood. In addition, high school/equivalent students must complete developmental tasks in guidance and counseling services at schools, such as achieving maturity and readiness for marriage and family life. Adjustment to new roles and tasks in the family often causes problems; one of the causes is a lack of self-readiness in carrying out tasks in the family[3] . Based on data from the Directorate General of Population and Civil Registration (Dukcapil) of the Ministry of Home Affairs (Kemendagri), there were 3.97 million people whose marriage status was divorced until the end of June 2021. This number is equivalent to 1.46% of the total population of Indonesia. reached 272.29 million people. Based on a report by the Indonesian Central Statistics Agency, the number of divorce cases in Indonesia reached 447,743 in 2021, an increase of 53.50% compared to 2020, which reached 291,677 cases. This report shows that more wives file for divorce than husbands, namely 337,343 cases, or around 75.34%. Meanwhile, the number of applicants from the husband's side was 110,440, or 24.66%. Apart from that, the issue of early marriage in Indonesia has reached an alarming level. Based on UNICEF data as of the end of 2022, Indonesia is currently ranked 8th in the world and 2nd in ASEAN, with a total of almost 1.5 million cases.

Premarital counseling is only carried out by the prospective bride and groom who will be carrying out the wedding. This pre-marital guidance is under the auspices of the Ministry of Religion through the KUA (Religious Affairs Office), which is spread throughout Indonesia. The method for each KUA is different; there are those who carry out pre-marital guidance by gathering all prospective married couples in one place and giving marriage materials; and there are also those who provide advice. marriage, there are also those who call prospective husband-and-wife couples and their guardians to provide marriage advice [4]. Overall, divorce cases in Indonesia are motivated by several factors, based on the results of research conducted by Harjianto and Jannah (2019), which states that the factors causing divorce include internal and external factors, namely economics (37.5%), responsibility (15%), and harmony (17.5%), while external factors are infidelity (30%). The results of this research also recommend that the concept of premarital education be carried out in schools, because schools have a big responsibility for the development of students and improving education in schools to make maximum use of school components in the real social life around them.

Based on the results of a preliminary study conducted by researchers, 600 students at 5 high schools in East Lombok Regency stated that 75% of respondents needed premarital guidance services to prepare themselves for family life. However, guidance and counseling teachers only have a little time, so it becomes an obstacle to providing premarital guidance. Guidance and counseling teachers can use media as a resource for high school students to understand preparations for family life. Guidance and counseling media are anything that can be used to channel guidance and counseling messages that can stimulate the thoughts, feelings, attention, and ability of students or counselors to understand themselves, direct themselves, and make decisions to solve the problems they face [5]. The use of interesting media can create interaction between teachers and students, such as by increasing students' motivation to actively ask questions or student participation in participating in guidance and counseling services. The guidance and counseling

teacher acts as the driving force or guide, while the students act as recipients or are guided so that, using interesting media, educational interactions can be created [6].

Based on a media needs questionnaire conducted among guidance and counseling teachers, 80% of teachers chose e-modules as a medium for providing premarital guidance. E-modules are a development of printed modules in digital form that adapts many of the printed modules. The module itself is learning material that is designed systematically according to a certain curriculum in the form of material that can be studied independently within a certain time [7]. According to Suarsana et al [8] the advantage of e-modules compared to printed modules is that their interactive nature makes it easier to navigate, allows displaying and loading images, audio, video, and animation, and is equipped with formative tests and quizzes that allow immediate automatic feedback. Another advantage of e-modules is that the process is problem-oriented, organizing students to think, guide, develop, and present results, as well as analyze and evaluate the problem-solving process.

## **2 Research Approach**

Research on the development of premarital guidance e-modules for family readiness for high school students uses the Borg & Gall model with adjustments. According to Borg and Gall [9], development research follows the following steps: (1) preliminary study, (2) planning, (3) developing a hypothetical model, (4) reviewing the hypothetical model, (5) revising, (6) limited trials, (7) revision of trial results, (8) wider trials, (9) revision of the final model, and (10) dissemination and socialization.

At the preliminary study stage, the researcher conducted a literature study and a field study. At the planning stage, the researcher determines the research subject and designs the product draft. In the initial product development stage, researchers develop e-modules. Researchers limit the research model to only the testing stage, which is limited to users. In this study, a Likert scale was used to measure the feasibility of the premarital guidance model to increase students' readiness to face family life. The Likert scale is used to measure attitudes and opinions to determine the feasibility of the product being developed. The researcher then proceeded to the trial stage, involving media validators and material validators. Researchers made revisions according to validator input and carried out trials on users, namely guidance and counseling teachers. Data collection techniques and instruments use questionnaires, and all data collected is analyzed using descriptive statistics.

## **3 Result and Discussion**

Research and development of premarital guidance e-modules for family readiness for high school students using the Borg & Gall model with six steps. The first step is to conduct research and collect information. At this stage, the researcher carries out literature studies and field studies. The literature study was carried out by reviewing books and articles related to e-module development, premarital guidance, and family

readiness for high school students. Apart from that, this study was carried out to find existing problems through research articles and other sources related to this development research. Field studies are carried out to find problems that occur in the field. This study was conducted by interviewing guidance and counseling teachers and distributing questionnaires to five high schools in East Lombok Regency. In the second stage, the researcher prepared a research and development plan for the e-module. This stage, is carried out by preparing a product development plan based on the results of the first stage, determining the research subject, reviewing theories at an early stage, and developing research instruments. Then the researcher plans a hypothetical product development model and carries out various analyses in developing the product.

Stage three, researchers carry out initial product development. After the study and planning process, the researcher began to develop a hypothetical design, determine the media and guidance methods needed in the e-module, determine the stages of implementing design tests in the field, and determine the job descriptions of guidance and counseling teachers and students in the research. In this stage, the researcher prepared an e-module that was used as a premarital guidance medium for high school students' readiness to start a family.



Fig. 1. The Criteria of Material Eligibility

Stage four, researchers conducted initial field trials, where at this stage product tests were carried out according to experts for limited initial field tests. Material expert validators provide assessments on aspects of content suitability, linguistic aspects, and presentation aspects. Then, material expert validators provide assessments on aspects of screen design appearance, user friendliness, consistency, and graphics. The material expert validation results were analyzed using a Likert scale with four answer choices. There are 20 statement items in the material expert assessment sheet. Minimum score (Smin)  $1 \times 20 = 20$ , maximum score (Smax)  $4 \times 20 = 80$ , number of classes is 4, then interval length (P) is (Smax-Smin): number of classes = 15. The following are the assessment results from material expert validators:

**Table 1.** The Criteria of Material Eligibility

Score	The Criteria of Material Eligibility		
	Category	Interval Score	Category
4	Very Feasible	$(S_{min} + 3P) \leq S \leq S_{max}$	$65 \leq S \leq 80$
3	Feasible	$(S_{min} + 2P) \leq S \leq (S_{min} + 3P - 1)$	$50 \leq S \leq 64$
2	Not Feasible	$(S_{min} + P) \leq S \leq (S_{min} + 2P - 1)$	$35 \leq S \leq 49$
1	Strongly Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$	$20 \leq S \leq 34$

Material expert validation gave it a score of 75. This score is in the very decent category because it is in the range  $65 \leq S \leq 80$ . The validator provided several suggestions so that the writing could be tidier, and the colors could be adjusted between one page and another.

The validation results by media experts were analyzed using a Likert scale with four answer choices. There are 18 statement items in the media expert assessment sheet. Minimum score ( $S_{min}$ )  $1 \times 18 = 18$ , maximum score ( $S_{max}$ )  $4 \times 18 = 72$ , number of classes is 4, then interval length (P) is  $(S_{max} - S_{min})$ : number of classes = 13. The following are the assessment results from media expert validators:

**Table 2.** The Criteria of Media Eligibility

Score	The Criteria of Media Eligibility		
	Category	Interval Score	Category
4	Very Feasible	$(S_{min} + 3P) \leq S \leq S_{max}$	$57 \leq S \leq 72$
3	Feasible	$(S_{min} + 2P) \leq S \leq (S_{min} + 3P - 1)$	$44 \leq S \leq 56$
2	Not Feasible	$(S_{min} + P) \leq S \leq (S_{min} + 2P - 1)$	$31 \leq S \leq 43$
1	Strongly Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$	$18 \leq S \leq 30$

Validation by material experts gave it a score of 66. This score is in the very appropriate category because it is in the range  $57 \leq S \leq 72$ . The validator did not provide input or suggestions because it was assessed that, in terms of material, it was sufficient to continue at the next stage.

Stage five, researchers revised the results of limited field tests. Product designs that have been validated by material experts and media experts are then revised according to criticism and suggestions obtained from material and media experts. At this stage, the researcher has received several inputs regarding the e-module being developed and has made revisions.

Stage six, researchers conducted field tests on users, namely guidance and counseling teachers. The results of validation by guidance and counseling teachers were analyzed using a Likert scale with five answer choices. Data analysis is the same as the fourth stage of assessment by guidance and counseling teachers. The following are the assessment results from three guidance and counseling teachers. There are 20 statement items in the assessment sheet for guidance and counseling teachers. Minimum score ( $S_{min}$ )  $1 \times 20 = 20$ , maximum score ( $S_{max}$ )  $4 \times 20 = 80$ , number of classes is 4, then interval length (P) is  $(S_{max} - S_{min})$ : number of classes = 15. The following are the results of the assessment from guidance and counseling teachers:

**Table. 3.** The Eligibility of Guidance and Counseling Teachers

Score	The Criteria of Media Eligibility		
	Category	Interval Score	Category
4	Very Feasible	$(S_{min} + 3P) \leq S \leq S_{max}$	$65 \leq S \leq 80$
3	Feasible	$(S_{min} + 2P) \leq S \leq (S_{min} + 3P - 1)$	$50 \leq S \leq 64$
2	Not Feasible	$(S_{min} + P) \leq S \leq (S_{min} + 2P - 1)$	$35 \leq S \leq 49$
1	Strongly Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$	$20 \leq S \leq 34$

**Table. 3.** Score from Guidance and Counseling Theachers

No	Name	Score	Category
1	RR	70	Very Feasible
2	MBDC	74	Very Feasible
3	AF	75	Very Feasible

The three guidance and counseling teachers gave scores in the "very appropriate" category according to the assessment criteria for guidance and counseling teachers. Based on the results of user trials, the premarital guidance e-module for family readiness was declared feasible.

The use of electronic media is considered more effective and flexible. Learning resources in the form of printed modules that are converted into digital modules are called electronic modules (E-modules). According to Ramadhani et al [10] electronic modules are non-printed learning resources for independent learning for students. Elements contained in printed modules, such as images, text, audio, and video, can be inserted into electronic or digital formats. Writing electronic modules, or e-modules, is not much different from writing printed modules in general. Electronic modules are considered more effective because they can be accessed anywhere and anytime, provided they are connected to the internet. Electronic modules are an independent learning resource, presented systematically electronically [10]. Apart from that, e-modules also present structured, interesting information, so that e-modules are applied as independent learning resources that help users to increase understanding [11].

The e-module was developed using the Flip Pdf application with a standard e-module display size. In the e-module, there is an introduction that contains the competencies that students must achieve. The program contains an independent evaluation in the form of a pre-test and post-test. E-modules are also equipped with materials, assignments, RPL, and independent tests. Apart from that, the e-module is equipped with several main menus, namely home, exit, help, next, and back. The program is equipped with video, audio, and visuals. E-modules for premarital guidance can be developed by researchers because marriage is the only halal way for human relationships living together of different genders. The premarital guidance e-module can be used by guidance and counseling teachers to improve high school students' family readiness. The premarital guidance e-module is expected to be able to increase students' self-readiness for facing family life and crises that occur in the family. The main aim of learning with media in the form of modules and e-modules, according to Fitriani & Indriaturrahmi [12], is to increase the efficiency and effectiveness of learning in schools, including time, funds, facilities, and energy, in order to achieve optimal goals. Meanwhile, the

main function of the module is to carry out independent learning. Rusmanto & Rukun [13] stated the benefits of module learning for students, such as students being able to find out the level of their learning outcomes and correct their mistakes; students having the same opportunity to master the learning material completely; it can increase students' motivation to try as hard as possible; learning is more flexible; and it can train cooperation between students. The use of e-modules is intended to provide pre-marital guidance for high school students to train their readiness to have a family in the future.

To prepare themselves for family life, everyone must prepare themselves first. Fahira [14] defines readiness as a person's overall condition, which makes him ready to respond or answer in a certain way to a situation. Family readiness means preparing for marriage as the first step in building a family, where the prospective bride and groom together prepare themselves well to build prosperous family relationships.

According to Anggara et al [15] family readiness is the state of being ready or willing to build a relationship with a partner, ready to accept responsibilities as husband or wife, sexually connected, ready to manage a family, and ready to care for children. In line with that, Yubiah et al [16] stated that readiness for marriage consists of personal readiness in the form of emotional maturity, age readiness, social maturity, and role readiness, while situational readiness means preparing financially and time. Before perpetuating a marriage and building family relationships, prospective partners are expected to be able to fulfill three conditions, namely being able to obtain economic resources to meet basic needs and family development, having adequate quality human resources related to managing the family as an ecosystem, and having the personal maturity to carry out the functions, family roles, and duties [17].

The development of e-module products for premarital guidance can become a medium that can be used by guidance and counseling teachers. Guidance and counseling teachers can provide material related to family readiness using e-modules to make it easier for teachers to provide classical guidance services and group guidance services. The use of e-modules is a medium that can be used and is an integral part of the information services provided by guidance and counseling teachers.

## **4 Conclusion**

Family readiness is the state of being ready or willing to build a relationship with a partner, ready to accept responsibilities as husband or wife, sexually connected, ready to manage a family, and ready to care for children. To prepare a physically and psychologically healthy family, it has been necessary to prepare carefully since high school. Researchers developed an e-module for premarital guidance for family readiness, which is one of the developmental tasks that high school students must go through. The premarital guidance e-module can be used by guidance and counseling teachers to improve high school students' family readiness. The premarital guidance e-module is expected to be able to increase students' self-readiness for facing family life and crises that occur in the family.

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