

Need Analysis of Teaching Materials on Literature Based on Respect Education in Indonesian Language and Literature Education Study Program

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Abstract. This research was inspired by the less optimal of the teaching materials and the quality of learning usage in the Literature Teaching lessons at School. This research aims to identify problems in the implementation of teaching and learning in the Indonesian Language and Literature Education Study Program at Unimed and analyze the need for developing teaching materials based on respect education. The type of the research is a survey research. The data collection was by interviews, learning observations, and filling out questionnaires regarding responses from students and lecturers teaching literature courses at schools. The data obtained is in qualitative and quantitative descriptive form. Analysis of teaching material needs is based on several aspects such as material content, language, presentation and media. Based on a survey conducted on the problems in implementing learning, it is known that learning in literature teaching lessons has not yet achieved the learning processes and results at maximum. The observations results made also state that teaching materials for teaching literature based on the respect education have never been developed. From the four aspects of the need analysis, it was concluded that the students and the teachers 'strongly agree' to develop the literature teaching materials based on respect education. This was obtained based on the results in which the average score in the category was 76% - 100%, the material aspect received a score of 93.38%, language 90.44%, presentation 91.91%, and media 89.46%. It is expected that these teaching materials analysis results will lead to the development of literature teaching materials based on respect education that can facilitate the students' learning by integrating the education values.

Keywords: needs analysis, teaching materials, literature teaching, respect education

1 Introduction

One of the education goals is to produce the students who can develop into potential human beings either through the process of transferring the knowledge intellectually or through the process of transferring of values emotionally and spiritually [1]. However, in reality, the education process in Indonesia is still dominated by transferring the knowledge orientation which

only demands the intellectual educational output, so that the process of the developing the students' attitudes, ethics, morals, emotions and spirituality is often sidelined ignored in its implementation. In fact, developing a sense of humanity and respect is an important note for Indonesian education. The character education as promoted in the K13 curriculum or the Pancasila Student Profile activities in Merdeka Curriculum still seem to be promises that cannot fully develop the emotional and spiritual potential of the students in Indonesia.

A survey conducted by the Federation of Indonesian Teachers' Unions (FSGI), have noted several cases of bullying in educational units for the January-September 2023 period which there are 23 cases, 50% were at junior high school , 23% at elementary school, 13.5% at high school, and 13.5% at vocational schools. This was also acknowledged by the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) in the results of the 2021-2022 National Assessment and 2022-2023 Education Report Card, in which 24.4 percent of the students experienced various types of bullying. Several studies have been conducted regarding the case studies of bullying at schools [2], [3], [4], [5], and [6] which prove that most students consciously conducted verbal, physical and relational bullying behavior at school. These behaviors indicate that there is low level of respect education at schools. Some of the researches also state that insecurity feelings do not only originate from the students' friends, but also the teachers' attitudes which influence the existence bullying cases in schools. The students experienced some violances that cause the loss of motivation to learn and difficulty in understanding the lessons. The research study also states that a potential policy is needed that can reduce bullying cases at schools, including instilling the values of tolerance and discipline, training in social, emotional skills and emotional control, as well as training for teachers in building healthy relationships with the students

Reflecting on the problems of bullying at schools, it is necessary to develop humanistic learning, realizing that learning requires mental involvement and trying to change the learning atmosphere to be more enjoyable and meaningful by combining the students' physical and psychological potential [7]. According to [8] one aspect of humanistic learning which is important in learning activities and must be possessed by the teachers is "respect". In an effort to develop respect education at schools, several basic actions need to be taken to implement the humanistic learning. In the context of this research, one effort to conduct the respect education concretely is through the learning process in the classroom which leads to the development of teaching materials based on the respect education.

This research aims to identify problems in the implementation of teaching learning literature in the Indonesian Language and Literature Education Study Program at Unimed and analyze the need for developing the teaching materials based on respect education. The literature teaching lesson is one that equips the students as prospective teachers to have adequate skills regarding studying literature at school. This lesson requires the students to master the concept of literary learning and its relevance in the literature learning curriculum (learning poetry, prose and drama). [9] stated that someone's ability to appreciate and create literature is formed since they are at school. Therefore, it is important to equip the students and the teachers to have strong literary competencies, so that they can provide the literary learning experiences that instil the humanistic character values in the students.

The problems occur in the Indonesian Language and Literature Education Study Program are that the students have not been able to understand and apply the literature learning at school well. This has previously been stated by [10], that the practice of teaching literature by the students at schools has not been able to show any new progress for the development of literature

learning. The students are still not able to fully appreciate literature and this can have an impact on the teaching literature experience for the students at school. This problem is also triggered by the learning process and teaching materials usage which are not well facilitated by the literature teaching teachers. The teachers in literature teaching lesson in this case have not been able to provide innovative teaching materials to facilitate the students in learning to teach literature. [11] in their research about the development of teaching materials for writing articles and publications for the students of Indonesian Language and Literature Education Study Program, revealed that teaching materials are primary factors that support the achievement of the objectives.

Concerning the urgency regarding the problem of bullying in schools and the low quality of literature teaching by lecturers and students, as well as the potential for literature learning based on humanistic, this research intends to analyze the needs for literature teaching materials based on respect education in the Indonesian Language and Literature Education Study Program, as an effort to provide a solution especially in literature teaching lessons on overcoming bullying cases at schools and the quality of literature teaching learning for the students of the Indonesian Language and Literature Education Study Program, Universitas Negeri Medan.

2 Method

The research was conducted at the Indonesian Language and Literature Education Study Program of Universitas Negeri Medan in June 2024. The research took 100 students and 2 lecturers in literature teaching lessons. Survey techniques were used in this research. It is a method where the data collection can use questionnaires and interviews from the subjects, and the data are able to represent a certain population according to research interests [12]. The data collection conducted by using questionnaires, observation and interviews. The data collection instruments are 1) The questionnaire of the students and teachers needs, and 2) observation sheet of the learning process for literature teaching lessons. The following is a statements grid in the questionnaire.

Table 1. Questionnaire grid for the teachers and student needs

Aspect	Number of Question	Total
Material content	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	11
Language	12, 13, 14, 15, 16	5
Presentation	17, 18, 19, 20, 21, 22, 23, 24, 25	9
Media/Graphic	26, 27, 28, 29, 30, 31, 32, 33, 34, 35	10

The data analysis technique used is descriptive statistical analysis. Needs analysis is obtained from in the form of percentage figures. The percentages were obtained based on modified Likert scale calculations. The instrument items are given quantitative values as in table 2 below. The data analysis used is descriptive statistical analysis. Needs analysis is obtained from data obtained in the form of percentage figures. Percentages were obtained based on modified Likert scale calculations. Instrument items are given quantitative values as in table 2 below:

Table 2. Scoring scale

Scoring	Scale Value
Strongly agree	4
Agree	3

Disagree	2
Strongly disagree	1

The analysis of the questionnaire results was conducted quantitatively by using the following formula.

$$P = \frac{n}{N} \times 100\%$$

Where P is the percentage of questionnaire analysis results, n is the total assessment score, and N is the maximum score that may be obtained. For the interpretation of Likert scale scores, see Table 3.

Table 3. Likert scale interpretation

Category	Percentage
Strongly agree	76 % - 100 %
Agree	51 % - 75 %
Disagree	26 % - 50 %
Strongly Disagree	0 % - 25 %

3 Results and Discussion

Needs analysis is the first step that must be taken in an effort to develop teaching materials. This step aims to ensure that the developed teaching materials are appropriate and related to the demands of the students' competency and contextual needs [13]. This analysis of teaching material needs begins by observing the learning conditions for teaching literature and then it is carried out based on four aspects of the suitability of teaching materials which include; material, language, presentation, media or graphics.

The following is the grid of instruments and interview observations results on the teachers in literature teaching lessons in the Indonesian Language and Literature Education Study Program.

Table 4. Instrument grid and the teachers' interview results

Interview Instrument Grid		Interview Result
Teaching Contents	Based on RPS and CPMK	1. The teachers teach based on RPS and CPMK for Teaching Literature
Teaching Materials	Materials based on <i>respect education</i> Type/form of teaching materials	2. The teachers have never provided integration of teaching materials based on the respect education
The classroom condition	Source and variety of teaching materials Character of the students' interaction	3. The teachers and students are accustomed to using printed teaching materials based on the need
Students' Competency	Learning achievements Ability in appreciating and creating the literature	4. The teaching materials used by the students are still limited 5. The students optimally are not yet able to interact communicatively

The ability in teaching the literature	in the process of learning activities 6. The learning achievements are still limited in lesson output 7. The students have not been able to maximize their competence in appreciating and creating literature works and applying them in teaching literature at school.
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Based on the interviews results with the teachers in the Literature Teaching lesson, it is known that the learning conditions for teaching literature have not yet been fully implemented optimally. The conditions in the interview results indicate the occurrence of several problems such as limited resources and variations in teaching materials used. [14] stated that the limited learning sources can be the factors which slow down an effective learning process and the students' understanding. Moreover, [15], in their research stated that teaching materials developed by the teachers can be an effective solution to support the learning process in class, so that the students can absorb the teaching material more contextually according to their needs. The interviews results conducted with the teachers in literature teaching lessons also stated that the students' competence in appreciating and creating literature and applying it in teaching literature at school has not yet achieved at the maximum results. The interview also indicated the potential of the developing teaching materials based on the respect education. From the observations, the literature teaching materials based on respect education have never been developed within the Indonesian Language and Literature Education Study Program, Unimed.

To strengthen the assumptions about the need for teaching materials from the interviews results with the teachers, a needs analysis was then conducted by using a questionnaire on the need for teaching materials based on four aspects of the suitability of teaching materials which include material content, language, presentation and media/graphics. Below is the percentage of the overall the analysis of needs results for developing teaching materials based on respect education.

Table 5. Percentage of need level for literature teaching materials

Aspect	Total Score	Percentage	Category
Material Content	381	93,38%	Strongly agree
Language	369	90,44%	Strongly agree
Presentation	375	91,91%	Strongly agree
Media/Graphic	365	89,46%	Strongly agree

The above table gives the information that the students and the teachers of the Indonesian Language and Literature Education Study Program at Unimed strongly agreed with the development of literature teaching materials based on respect education. This is proven by the percentage obtained in the needs analysis or material aspects was 93.38%, language 90.44%, presentation 91.91%, and media 89.46%. The percentage chart for each aspect is as follows.

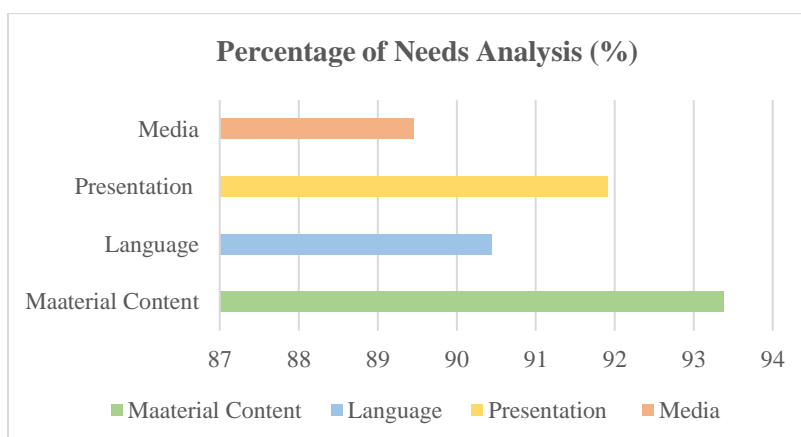


Fig. 1. Chart of needs analysis percentage

The above graphic chart shows that the lowest percentage is 89.46%. This means that the percentage of all the statements value was above 75%. Based on the Likert scale interpretation table, the data with a percentage of 76% - 100% was at the strongly agree category. The following is a description of the needs analysis per aspect.

3.1 Aspect of the needs for material content

The aspect of the material content is one of the four most important aspects and must be considered first in the process of developing teaching materials. This aspect requires conformity and linkage of the material content with the learning outcomes of the lesson. Therefore, in needs analysis, this aspect is important for mapping the teaching materials to be developed. The following is the results of the needs analysis for material content aspect.

Table 6. Aspect of the needs for material content

Aspect	Sub aspect	Question Number	Total Value
Material Content	1. The relevancy with CPMK	1, 2	SS: 300 S: 81
	2. The source of literature teaching books	3, 4	TS: - STS: -
	3. Literature Teaching Materials	5, 6	P
	4. The value of respect education	7, 8, 9, 10, 11	$= \frac{381}{408} \times 100\%$ $= 93, 38\%$

Based on the scores of the needs questionnaire, the highest score of the material aspect was 93.38%. This indicates that almost all respondents 'strongly agree' to the development of literature teaching materials based on respect education. All the respondents in this case stated the need for teaching materials to be developed based on the relevancy of the CPMK Literature Teaching lessons, relevant sources, contextual literature teaching materials, and the integration of respect education values such as responsibility, respect, tolerance, peace, caring, fair and polite.

3.2 Aspect of language needs

According to BSNP, language is one of the indicators that determines the quality of teaching materials. This aspect is needed to support the students' achievement in understanding the material through the language usage that is good, communicative, and appropriate to the student's level of intellectual development. The following is the results of the aspect of language needs.

Table 7. Aspect of language needs

Aspect	Sub aspect	Question Number	Total Value
Language	1. Variety of language	12, 13	SS: 63
	2. Writing form	14	S: 39
	3. Sentence	15	TS: -
	4. Term usage	16	STS:- $P = \frac{369}{408} \times 100\%$ = 90, 44%

Based on the scores obtained in the needs questionnaire, the language aspect score was 90.44%. In the analysis of needs from the language aspect, the students and the teachers 'strongly agree' to the development of literature teaching materials based on respect education by considering the elements such as the variety of standard and communicative writing, using coherent sentences so that they are easy to understand, and using the contextual terms according to the scope of learning material.

3.3 Aspect of presentation needs

This aspect of presentation needs analysis aims to determine the level of relevancy and effectiveness of textbooks used in the learning process. Therefore, this analysis was deliberately conducted so that the teaching materials that will be developed are on target in their presentation and to prevent the deviations in the content requirements for the presentation of learning materials. Below is the results of the needs analysis for the presentation aspect.

Table 8. Aspect of presentation needs

Aspect	Sub aspect	Question Number	Total Value
Presentation	1. Accuracy of presentation	17	SS: 69 S: 33
	2. Ease of understanding	18	TS: -
	3. Explanation of material	19, 20	STS: -
	4. Questions	21,22	P
	5. Initial systematics	23	$= \frac{375}{408} \times 100\%$
	6. Systematic content	24	$= 91, 91\%$
	7. Systematic closing section	25	

Based on the scores of the needs questionnaire, the presentation aspect score was 91.91%. Overall, the students and the teachers 'strongly agree' with the development of literature teaching materials based on respect education by considering several things related to the presentation aspect, such as material presented with lots of quotations and reference sources from experts, books and journal articles, presentation of the material written in a structured and easy to understand the manner, explanations of the material directly refer to the application of literature theories, explanations of the material are presented with descriptions, narratives and expository, practice questions are in the form of essays and projects, and have a clear systematic beginning, content and conclusion.

3.4 Aspect of media/graphics needs

Analysis of the teaching material needs based on graphic or media aspects was aimed to get an overview of visuals or the appearance of the teaching materials that respondents wanted. Below is the results of the aspect of media/graphic needs analysis.

Table 9. Questionnaire grid for aspect of media/graphics needs

Aspect	Sub aspect	Question Number	Total Value
Media/Graphic	16. Number of pages	26	SS: 59
	17. Paper type and size	27	S: 43
	18. Font type and size	28	TS: -
	19. Components of the introductory part of the module content	29	STS: -
	20. Book title and cover of module	30	$P = \frac{365}{408} \times 100\%$
	21. Page accuracy	31	= 89,46%
	22. The physical form of the book	32	
	23. Book cover	33	
	24. Illustrations	34	
	25. Colour composition	35	

Based on the scores of the needs questionnaire, the media aspect was 89.46%. The students and the teachers 'strongly agree' with the development of literature teaching materials based on respect education with the concept of teaching materials in the form of a book with 50-150 pages, using Garamond type with B5 book size, containing the components of a cover page, foreword, table of contents and objectives of books usage, clear book titles with pages in the bottom center, the book is light and easy to carry, containing illustrations, and bright, pastel colors such as light blue, cream brown, and other similar ones.

4 Conclusion

This needs analysis begins with observing learning conditions in literature teaching lessons in the Indonesian Language and Literature Education Study Program. This observation was conducted by interviewing the teachers who teach literature. The results of the observations stated that the learning conditions of the students in literature teaching lessons were still not optimal in the implementation process and the availability of teaching materials provided by the

teachers. The observations results also stated that the literature teaching materials based on respect education have never been implemented and developed. From the four aspects in the analysis of teaching material needs which include content, language, presentation and graphics and this concludes that the students and the teachers 'strongly agree' to develop the teaching materials for teaching literature based on the respect education. This conclusion was obtained based on the results of the needs analysis scores in which the four of them have an average score in the 76% - 100% category and the material aspect was 93.38%, language was 90.44%, presentation was 91.91%, and media was 89%.46%.

In developing the teaching materials, needs analysis is something that cannot be eliminated in the process. There are many aspects and indicators that can be used in analyzing a need for teaching materials. This research takes several aspects that contextually lead to the relevancy of a teaching material. It is recommended that other researchers who wish to carry out a needs analysis can enrich external aspects or outside the context of the relevancy of teaching materials, so that the observations results of teaching material needs can be deeper and more precisely mapped in designing the teaching materials.

Acknowledgments

The authors would like thank to the Institute for Research and Community Service (LPPM) Universitas Negeri Medan who provided research funding so that it can be implemented in 2024. Thanks also go to all who participated in this study.

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