

THE NEED ANALYSIS OF WRITING MODULE WITH EDMODO

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Abstract: Paper writing skills for Akamigas Polytechnic Students Palembang had not reached the expectation. They still had difficulties organizing the ideas into written forms and effective sentences. They did not understand the paper writing systematically, how to cite, and how to write the bibliography. They were caused by the use of limited teaching materials, by relying on *PowerPoint* as the main media. This research aimed to find out what the students needed of Edmodo-writing module. This research is a part of the identification of teaching material needs to explore the needs of the teaching materials. Therefore, this research applied the qualitative approach with descriptive method. The data were collected with a closed-questionnaire and interview. The need analysis showed a percentage of 97.1% of students preferred the Internet as the reference source to any other. Therefore, it is important to technology-based learning media that provided several applications. They could facilitate both lecturer and students to share and to learn the materials. The data showed 87.1% of students needed technology-based teaching materials, such as *Edmodo*. A percentage of 91.4% of students stated that they wanted technology-based teaching materials that were developed into modules assisted with Edmodo. Besides that, a percentage of 95.7% of students wanted guidelines to facilitate them applying the module and using the Edmodo.

Keywords: *module; writing; e-learning*

INTRODUCTION

The module is a thematic teaching material. It is packaged in an integrated manner and systematically. The module has a set of planned and designed learning experience instruments so that learners could master the specific learning objectives. According to Warso (2016), a module is an arranged teaching material presented in a written manner. It should facilitate readers to understand the materials independently.

The module is a specific preparation and a systematically designed teaching material based on a certain curriculum. Daryanto (2013) argued that the module is a teaching material realization. It is

packaged into a modular learning unit for learners to study independently and to achieve certain applied learning objectives (Direktorat Pembinaan SMA, 2017). Prastowo (2014) argued that the module is an arranged teaching material systematically with modest language and effective sentences. It is important to keep up with the learners' cognitive levels and ages. Thus, learners could learn autonomously or with the guidance of the teachers. Wedemeyer (cited in Rusman, 2016) argued that learners learn autonomously by reading the module and are expected to have a responsibility in managing and directing themselves during the learning process.

Prastowo (2015) found four purposes for creating a module. They were a learning resource, a guideline for understanding the materials, and measurement. Thus, a module could be applied in each learning process, started from motivating readers, sharing information, and assessing the learning outcomes. Many studies had been promoted by Fadhilah, Djaohar, & Sunawar (2020), Purwaningtyas, Dwiyoogo, & Hariyadi (2017), and Wijaya & Iriani (2020). They developed Edmodo-based modules for learners so they could learn without being limited by learning sources. The modules could also facilitate teachers to develop their creativity.

In this research, the developed teaching material was a paper-writing module of an Indonesian language course. The module should have complete components. One of them was the teaching material structure. According to Prastowo (2014), the module should cover six components. They are explicit teaching objective formulation, 2) student worksheet, 3) key answer sheet, 4) evaluation sheet, 5) evaluation answer sheet, and 6) teacher guideline.

The arranged learning module based on module development principles consisted of the need analysis, the module-design development, the implementation, the assessment, the evaluation and validation, and the quality warranty. In this research, the stage only covered the need analysis. The module was developed to assist the students to write.

Writing skill becomes the main demand for the students. According to Satata, Suhardjono, and Sadikin (2019), by having writing skills, students can think critically, express their ideas, and write them into academic writing. The writing skills of the students are expected to facilitate them while working on their tasks, such as paper works, final assignment, final project, thesis, and other tasks with scientific language variety.

One of the Indonesian language materials, stated in the Semester Lesson Plan of Akamigas Polytechnic Palembang is a writing paper. This skill is expected to facilitate students to write a paper by paying attention to the paper elements. The elements of the paper are such as paper form, validity, notion creativity, the proposed topic, data, information resource, analysis, systematic, and conclusion.

According to the interview results with the Indonesian Language course lecturer on November 23, 2019, it was obtained that the paper writing skills for Akamigas Polytechnic Students Palembang had not reached the expectation. They still had difficulties organizing the ideas into written forms and effective sentences. They did not understand the paper writing systematically, how to cite, and how to write the bibliography. It made the students tended to copy directly from the internet without revising them. Therefore, the paperwork results arranged by the students did not match the excellent criteria of paper writing.

Based on the preliminary survey from September 23, until November 23, 2019, the teaching material implementations were limited and relied on *PowerPoint* as the main media. Lecturers needed common books with the common Indonesian language materials to support their teaching-learning process at the higher education level. The applied books by the lecturers could not be considered as teaching materials because they were only to share the reference during the course. The presented content materials in the book were still common and they did not cover the students' needs. It made them not interested. Based on the information, there had not been teaching materials arranged by the lecturers to support the teaching-learning process.

From the explanation, this research aimed to describe the students' and lecturers' needs toward the paper-writing module with Edmodo for Akamigas polytechnic students of Indonesian language course in Palembang.

Theoretically, the findings of this research could enrich literature and become the reference to develop joyful teaching materials for students and to enrich their knowledge about the learning technology implementation. Practically, the findings would be useful for any party, such as students, lecturers, and the campus.

METHODS

This research was conducted in Akamigas Polytechnic Palembang. The subjects were the Akamigas Polytechnic students, Palembang.

The subjects were selected with purposive sampling. The sampling technique was chosen based on certain considerations with the objectives and the purposes of the research (Ames, Glenton, Lewin, 2019a, 2019b; Ernawati & Kuncoro, 2016;

Etikan, Musa, Alkassim, 2016; Kuncoro & Husnurrosyidah, 2015, 2017). The subjects of research were students and lecturers of the Indonesian language course.

This research was a part of the identification of teaching material needs to explore the needs of the teaching materials as suggested by Jolly and Bolitho (cited in Tomlinson, 2011). This stage was important to carry because it would determine the following stages of an R&D (Agastya, Hati, Machdum, 2018; Azhari & Agus, 2016; Winayarti, Handarsari, Fathurohman, 2012). Therefore, this research applied the qualitative approach. Qualitative research collects evidence or findings to be reviewed, interpreted, and elaborated in which both findings and the explanations should be coherent (Hardani, Adriani, Ustiaty, Utami, Istiqomah, Fardani, Sukmana, Auliya, 2020; Çelik, Baykal, Memur., 2020; Coombs, 2017; Guetterman, 2015).

The data were collected with a closed-questionnaire and interview. The interview in this research was addressed for the lecturers and the students. It was to obtain more information about something unclear found in the questionnaire results. The applied data analysis technique was descriptive. The obtained data of the questionnaire results were calculated in percentage and described. On the other hand, the data obtained from the interviews were only described.

RESULTS AND DISCUSSION

The identification of needs was done for 68 students and a lecturer as the respondents. They were from the Indonesian language course that had a lecturer taught the students paper-writing. From the questionnaire results, the student's needs could be identified to develop the teaching materials in the form of a module. Some principles needed to develop the module were (1) respondents' responses toward the paper-writing materials, (2) the importance of paper-writing teaching materials in the course, (3) the applied learning source during the paper-writing course, (4) hindrances or difficulties experienced during the course, (5) development of paper-writing teaching materials, (6) the content materials for writing paper, and (7) stages to present the concepts, examples, exercises, or tasks in paper-writing teaching materials.

The students' need analysis

The students' need identification was done by distributing the questionnaire via *Google Form*. It was done from June 10 until 14, 2020. The respondents consisted of 70 students in the second semester of Akamigas Polytechnic, Palembang. Based on the students' responses toward the questionnaire, a percentage of 97.1% of students admitted they needed paper-writing material. A percentage of 67.1% of students stated that they needed textbooks or other handbooks to learn paper-writing material. The questionnaire results also showed that a percentage of 97.1% of students sought more materials via the Internet besides the textbooks and handouts from the lecturer.

The next question dealt with students' difficulties in understanding the paper-writing materials in the textbook. The results showed a percentage of 90% of students had difficulties in understanding the materials from the textbook. The next question was about the use of a complementary module for paper-writing material understanding. Based on the questionnaire, it was found that during the learning process, the lecturer did not use the module. It was proven with all no-answers of the students (100%).

The next question showed a percentage of 85.7% of students had difficulties in understanding the material. A percentage of 92.9% of students admitted they had difficulties when they attempted to understand the material since it was limited.

The next question dealt with the importance of an understandable and interesting module. A percentage of 91.4% students answered 'yes' while 8.6% students answered 'no'. A percentage of 77.1% of students admitted that the lecturer did not use technology-based learning to share the course materials, especially on paper-writing material.

Learning by applying technology should be improved. It needs to keep up with the technology development that provides various applications to facilitate lecturers in sharing the materials. One of them is *Edmodo*. The data showed 87.1% of students needed technology-based teaching materials, such as *Edmodo*. A percentage of 91.4% of students stated that they wanted technology-based teaching materials that were developed into modules assisted with *Edmodo*. Besides that, a percentage of 95.7% of students wanted guidelines to facilitate them applying the module and using the *Edmodo*. The results can be seen in Table 1.

Table 1. *The need analysis of Edmodo-based module development*

Number	Question Items	Yes	No
A.	The importance of paper-writing materials		
	1. The importance of paper-writing material learning	97.1%	2.9%
B	The applied learning sources		
	2. The students had textbooks or other handouts.	67.1%	32.9%
	3. The students used the Internet as a learning source.	97.1%	2.9%
C.	The paper-writing difficulties		
	4. The students' difficulties to learn paper-writing material from textbooks.	90%	10%
	5. The use of module by the lecturer as teaching material	0%	100%
	6. The difficulties to understand paper-writing material learning	85.7%	14.3%
	7. The difficulties to understand the materials from the applied teaching materials by the lecturer	92.9%	7.1%
D.	The module development with Edmodo		
	8. The need for the module as the easier and more interesting teaching material	91.4%	8.6%
	9. The information and communication technology-based learning by the lecturer	22.9%	77.1%
	10. The importance of ICT-teaching materials, i.e, Edmodo	87.1%	12.9%
	11. The importance of module with Edmodo as teaching materials to understand the paper-writing material	91.4%	8.6%
	12. The importance of guideline arrangement to apply module with Edmodo during the learning activity	95.7%	4.3%

Based on the questionnaire results, the information of the most difficult matters to develop by the students were such as problems (65.7%), discussion (55.7%), introduction (35.7%), and conclusion (17.1%).

The next statement was about the most difficult matters while writing papers. They were: paper-writing system (67.1%), idea development (50%), idea organization (47.1%), writing the introduction (22.9%), writing conclusion (18.6%), and the other matters (7.1%).

Based on the questionnaire, a percentage of 77.1% students argued that the developed teaching materials should cover paper concepts, discussions, and exercises; 30% of students needed teaching materials containing examples; 21.4% of students needed teaching material containing paper concepts; 20% students needed exercises, and 1.4% students mentioned other needs. It could be seen in the Figure 1.

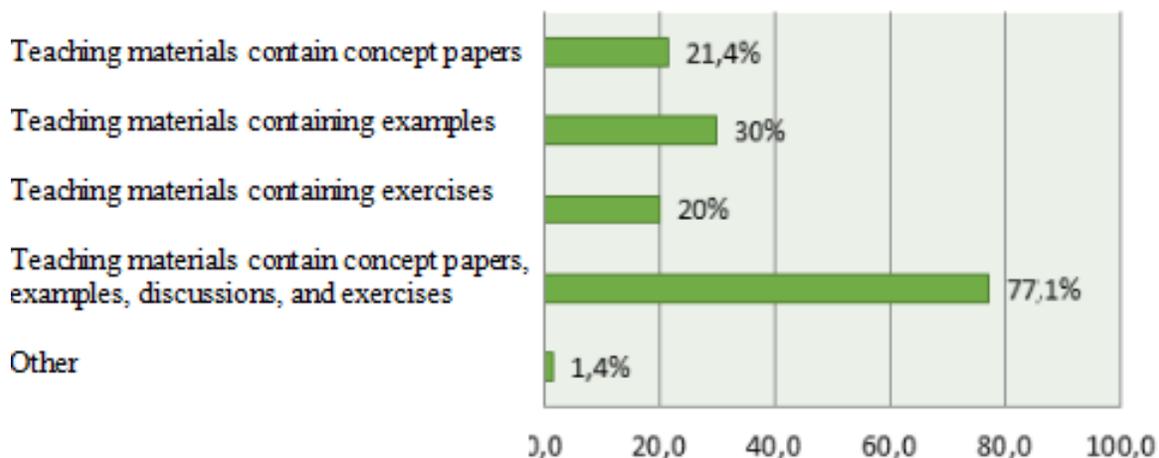


Figure 1. *The need analysis results of the teaching material*

The table below shows a percentage of 71.4% students demanded paper types, 50% of students wanted systematic and structured paper writing materials, 60% of students needed paper-writing guidelines, 55.7% demanded the definition of paper and its language features. 52.9% of students wanted to have paper examples. Then, 24.3% of students chose different needs. It could be seen in the following table.

Table 2. The need analysis results of the teaching material

Number	Aspects	Percentage
1	Paper definition	55.7%
2	Paper types	52.9%
3	Paper language features	55.7%
4	Paper-writing guideline	60%
5	Paper-structure system	71.4%
6	Paper examples	50%
7	Others	24.3%

The following data deal with the exercise development exercise, 47.1% of students needed materials of the module. A percentage of 80% of writing introduction exercises, 40% of students needed a paper-writing system exercise, wanted exercises to create a conclusion. Then, 1.4% 54.3% wanted to have an idea organization of students needed other exercises. It could be seen exercise, 51.4% of students wanted to have an idea in the Figure 2.

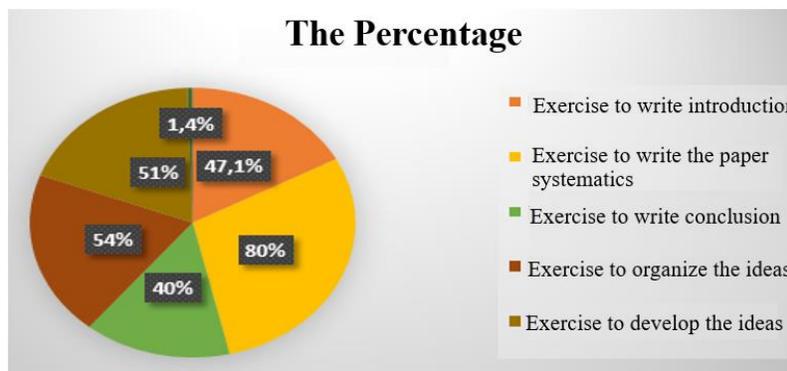


Figure 2. *The need analysis results of the students*

The teaching material forms

This session explains the findings of the concepts, exercises, examples, and tasks of the paper-writing module. A percentage of 71.4% of students preferred the exercises about the clear and ordered

writing stages. 55.7% chose the stages to work on the exercises with accurate diction. 34.3% wanted to have exercises on how to answer the questions. Then, 1.4% of students chose different forms. It could be seen in the Figure 3.

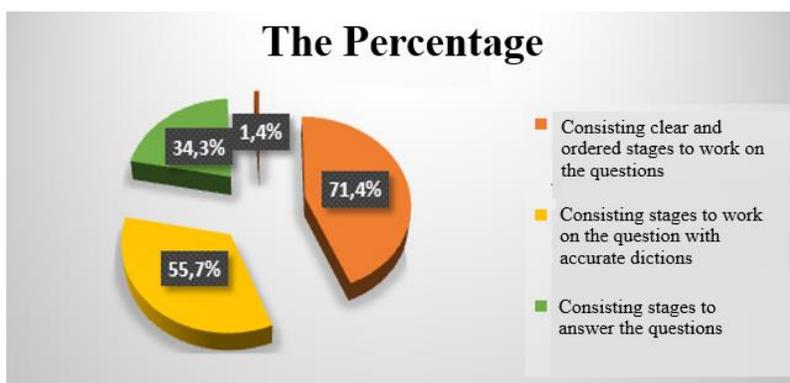


Figure 3. *The need analysis results of how to do the exercise in the teaching material*

The exercise of the teaching materials consisted of the clear and ordered stages to work on the exercises with accurate dictions.

From the explanations of the opened questions, the researchers chose the students' answers with

higher percentages from 50% of each answer. They were used as considerations to develop the teaching materials. Here are the results of the students' analysis needs based on the opened question answers.

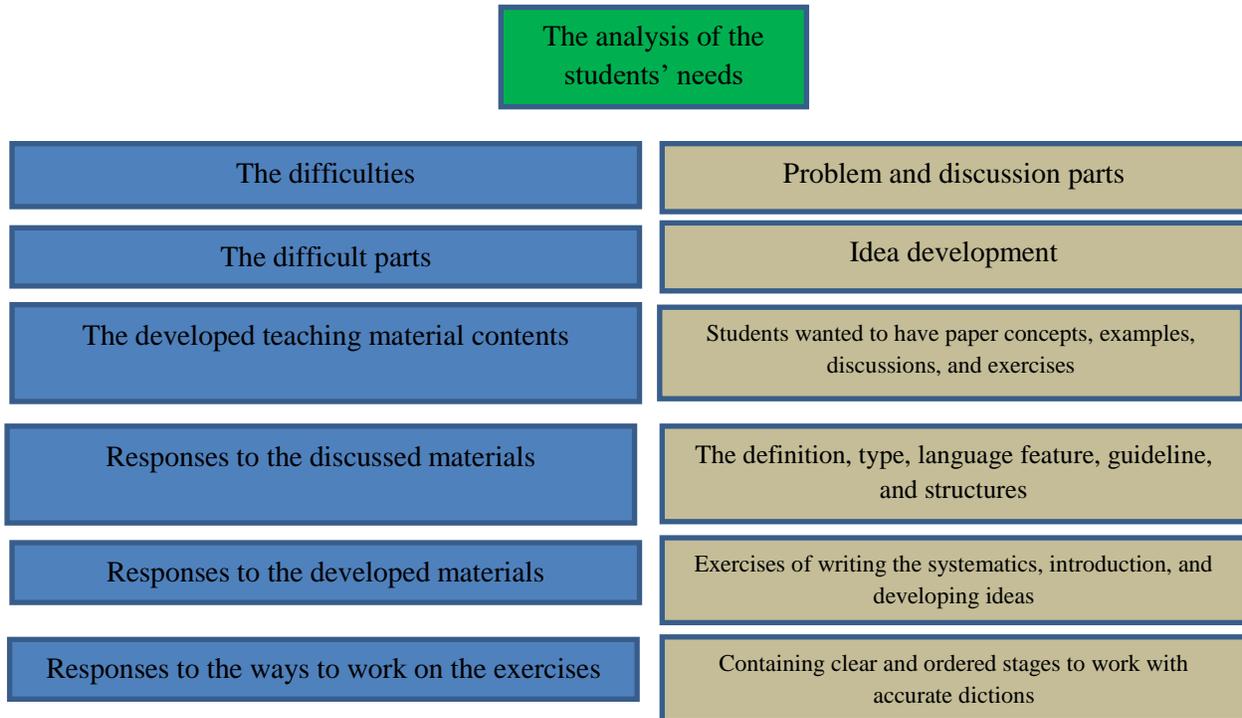


Figure 4. *The need analysis results of the students*

The lecturer's need analysis

This identification was carried out on June 15, 2020. The respondent was a lecturer of an Indonesian language course that taught "Paper Writing" course in Akamigas Polytechnic, Palembang.

Based on the identification, he argued that writing is important for the students because they could not be separated from paper writing activities.

During the learning process, the lecturer used various paper writing sources from textbooks and the Internet. The lecturer had difficulties explaining the materials due to limited teaching materials and lack of teaching materials or specific guidelines to teach the material. These situations made the students had difficulties in developing their papers. Most students had difficulties in developing the discussion and research methodology. Therefore, they need more exercises to create better writing results.

In the next question, the lecturer agreed with the idea to create paper-writing teaching materials in the form of an Edmodo application-based module. The module should cover the descriptions, learning objectives, and learning materials, paper concepts, discussions, examples, and exercises.

Then, the content materials should discuss the paper-writing guideline, the paper system, and the paper examples. During teaching paper-writing materials, the lecturer should provide models about the examples for students both individually or in the group.

The next question was about the exercise realizations of the module. The exercises should cover writing introduction, writing system, organizing ideas, and developing ideas. The guideline of the teaching materials was expected to cover how to work on the exercise clearly and orderly, how to work on the exercise of selecting the appropriate diction, and how to answer the questions. The most appropriate evaluation for

scientific writing learning, especially paper writing, was performance evaluation.

Based on the identification results, the developed module should contain guidelines, examples, stages, and exercises.

Edmodo

From the need analysis, the students needed various learning sources. Most students used the Internet as a learning source. Therefore, the students needed an Edmodo-based teaching material.

Edmodo has similar look as *Facebook*. It facilitates students to use it. The uploaded paper-writing module in Edmodo could facilitate students to access the learning materials, to answer the exercises, to do the given tasks, and to facilitate the interaction among the students and with the lecturer. The writing module development for the Indonesian language course is expected to facilitate the students in writing papers.

Hayati and Rosids (2013) argued that Edmodo as a social network could be used for Learning Management System (LSM). Edmodo allows the lecturer to communicate, collaborate, share the learning content, share the questions for the students, discuss virtually, conduct online tests, etc. Sulisworo, Nursulistyo, and K (2018) found that Edmodo could be one of a modest and effective learning management system to cover the learning needs.

Edmodo also has functions to share ideas, files, agendas, and tasks. These functions can create a lecturer-student interaction. Edmodo can be also used to support the learning process and distance learning by using the current information and communication technology.

Edmodo provides a more interesting learning environment because it brings a different teaching-learning process atmosphere. Edmodo also allows learners to be autonomous without ignoring the students' minimum mastery standards.

Creative learning via Edmodo can make students choose the learning promoted via the platform. Then, once they enjoy it, they can learn new and challenging materials. This platform is easy to understand and use especially for lecturers that consider themselves to have less knowledge of current technology development. Edmodo could motivate students to learn.

Even so, Edmodo also has weaknesses, such as the absence of online syntax to connect directly with Edmodo (Basori, 2013).

CONCLUSION

From the findings and discussion, a percentage of 97.1% of students chose the Internet as the source of reference. Therefore, it is important to technology-based learning media that provide several applications. They can facilitate both lecturer and students to share and to learn the materials. The data showed 87.1% of students needed technology-based teaching materials, such as *Edmodo*. A percentage of 91.4% of students stated that they wanted technology-based teaching materials that were developed into modules assisted with Edmodo. Besides that, a percentage of 95.7% of students wanted guidelines to facilitate them applying the module and using the Edmodo.

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