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THE USE OF SURVEY APPLICATION TO CREATE LEARNING MODULES IN THE PANDEMIC ERA

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ABSTRACT

Effective learning needs to be supported by adequate facilities and infrastructure that are approved in finding relevant references and materials. In the field, learning is quite difficult in the learning process because of limited referrals/material. Therefore, it is necessary to design a module that is by following the syllabus (RPS) that helps students learn independently. The purpose of the research is to find the needs and desires that are expected in the course modules in linguistic/literature research methods. The research method used was conducting a survey using questionnaires and conducting interviews. The questionnaire analyzes the needs of students and lecturers who are then analyzed by identifying based on their needs. The questionnaire for needs analysis is published with SurveyMonkey media application to facilitate the process of filling out the questionnaire. The results of the interview activities will be described qualitatively based on field observations. The subjects of the study were 100 students in the 6th semester and three lecturers who were lecturers parallel to this course. The results of this study consisted of an analysis of student needs and the views of the lecturers regarding the design content of the module, which contained; dimension of content, learning

Keywords: Needs analysis; Designing modules

INTRODUCTION

Effective learning needs to be supported by adequate facilities and infrastructure that are approved in finding relevant references and materials. In the field, learning is quite difficult in the learning process because of limited reference/material. In this case, there are a lot of things found in the student learning process that is fixated on the references or references without paying attention to the latest relevant studies (Helaluddin, 2017). In this case there are still many lecturers and instructors' reluctance in gathering various methods in the learning process. This is believed to be one of the reasons students are lazy to take courses. For example, a lecturer only applies two methods in the teaching process, namely

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lectures and discussions. Generally, the method is not suitable for all aspects of the ability to be studied. The method is not appropriate if there is a competency in writing paragraphs or essays. This method is considered inappropriate because both of these competencies require a practical or application touch. Therefore, it is necessary to design a module that is by following the Semester Syllabus /Plan (RPS) that helps students learn independently (Sanjaya, 2015). Syllabus is a learning plan in a learning group that includes competency standards, basic competencies, learning material, learning activities, and indicators of achievement of learning competencies. Therefore, in this case, the syllabus (RPS) has an important role as a reference. The right and appropriate RPS and the learning competencies needed to design the right module as needed. Based on this, the formulation of the problem in this study is how is the need analysis of teaching materials (modules) in the subject of linguistic/literary research methods. The aim is to describe the analysis of the needs of students and lecturers in the form of concepts, theories of views and ideas for designing modules in the linguistic/literature research methodology.

The module is designed by looking at the contents of the module design, which contains; dimensions of content, learning material, and expected competencies. In this case, modules are also designed by following the existing Syllabus and RPS (Semester Learning Plan). The results of the analysis are an important part of concocting and formulating so that quality teaching materials will be created and useful in the learning process in general and the individual abilities of students in particular. Moreover the concept and content will provide an overview of the lecturers in the course of implementing the next learning process (Abdelmohsen, 2020). Needs analysis is conducted to see understanding and desires for student learning needs. What material they need, learn their knowledge beforehand and what content is appropriate to use and learn about their environment. Therefore, wanting to research also discuss this to help in the analysis process. Based on this there are three strategies used to extract the knowledge needed: (1) a preliminary interviewing stage; (2) a data-gathering/ questionnaire stage; and (3) a prototype/refinement stage

In this study data collection was done by distributing questionnaires (Waclawski, 2012). The questionnaire was conducted with the monkey survey application. This application will help you to get data easily. Questionnaire can arranged with various responses including yes/no response, choose one or more from the list and drop it bottom menu response. The designer can draft a survey questionnaire and save the draft for further editing, for example as follows:
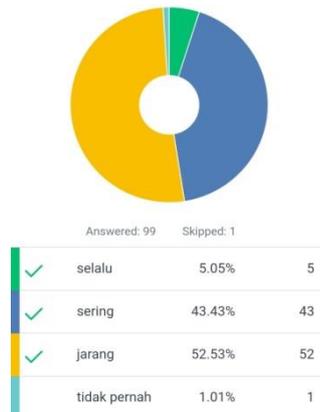
Based on the questions raised, the following are the results of responses from students. Of the 99 students who answered the questions, a total of 52 people answered rarely and 43 students answered frequently. Then 5 people answered always, 1 person answered never and 1 person didn't answer (skipped). Thus it can be concluded that the average student has and knows about research or scientific work (Emily, 2011). Survey Monkey, evaluates its effectiveness through the assessment of digital collection websites, and their potential application in future usability studies. Findings–Survey Monkey can be used as an assessment tool by planning in advance by the evaluator to get user feedback and opinions. Overall, this is a cost-effective and time-saving choice for the Small Value project (Syafii & Gestanti, 2018). Problem identification is very necessary to get information about the types of needs based on learning and teaching situations on the needs of students. Needs analysis data were obtained from questionnaires given to students and data from semi-structured interviews given to teachers. Data from students and teachers are calculated and presented to see the results of the teaching material needs they need. The results are explained descriptively from both the teacher and student and outlined again in a qualitative form. Data from the needs survey is used as a basis for the development of teaching materials (Puspitasari, 2013). Needs analysis is one of the important aspects of the learning process. Needs analysis is inseparable from the development of material and curriculum or what is known as the term (curriculum and material development). In this context, language and material content are central and there is a focus on the process of developing teaching materials.

There are three main aspects of construct validation in the needs analysis: (a) determine the construct/material domain, (b) empirically determine the extent to which the item measures the domain, and (c) examine the extent to which measurement results are theoretical (Grant et al., 1997; Supratiknya, 2011). In designing a module it is necessary to do a number of basic things, namely needs analysis or needs assessment. In this case, it is important to look at the needs of the educator or teaching unit environment that will be made modules/teaching materials. Especially the basis is the absence/lack of proper teaching materials or modules used in the learning unit. Besides that, the objective is to find out the specific group

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needs and what are the priorities in the scope of the teaching.

The purpose of needs analysis is to find out the learning needs of a study group. With these objectives, appropriate and appropriate teaching materials are made. Many forms of teaching materials that can be used, ranging from making textbooks, modules or guides. Everything is designed by the objectives of learning, curriculum, learning environment, the situation of teachers and students as well as the available media and infrastructure. For example in this study (Febriani, 2012). In this study, the teaching materials developed were teaching materials of Banyumas fairy tale appreciation. The results of this study are expected to provide local wisdom education for elementary school students who read it. Besides, through fairy tales, children also get the moral value contained in each story. Fairy tales are a very effective medium for influencing a child's personality and emotions. Therefore, researchers integrate moral values and local wisdom education through teaching materials in appreciation of the Banyumas fairytale. Therefore, in line with the integration of local wisdom education in Indonesian subjects in the national education curriculum in Indonesia, researchers developed teaching materials for Banyumas fairy tale appreciation as teaching materials that can be utilized by teachers in learning.

Based on the description, it is important for the instructor to develop the material or find a way to teach that is appropriate to the needs and learning abilities of students. Good learning skills are obtained from the learning process that is right on target and by its usefulness in the community. Learning is not merely about knowing, but is able to

apply and realize it to the public and the general public.

Teaching materials are not only related to certain books or materials, but there are also many things that we can explore from the environment around us to become learning materials. Therefore, the roles of teachers, lecturers and researchers are needed to develop various forms of teaching materials that are appropriate and appropriate to the learning objectives. [8] Teaching material is a set of subject matter or substance which is arranged coherently and systematically and displays a complete figure of the competencies that will be mastered by students in learning activities. Thus, students can learn learning competency coherently and systematically. In addition, cumulatively able to master the learning competence as a whole and integrated.

Based on the description, it is important for the instructor to develop the material or find a way to teach that is appropriate to the needs and learning abilities of students. Good learning skills are obtained from the learning process that is right on target and by its usefulness in the community. Learning is not merely about knowing, but is able to apply and realize it to the public and the general public. But before that, to be able to make the right teaching materials, a needs analysis was carried out in order to get the right information to design the teaching materials.

METHOD

The method of this research is a descriptive survey analysis (descriptive survey) (Morrisan, 2012). A descriptive survey that attempts to explain or record conditions or attitudes to explain what is currently. In this case, it is to see the results of the teaching material needs analysis to design a course module in literature research/linguistics. The

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instrument used is an open and closed questionnaire. Questionnaire as a media to see the results of needs analysis. Needs analysis is carried out on students and lecturers in the course. The needs analysis is carried out by distributing the questionnaire in the form of an open and closed questionnaire. Closed questionnaires consist of 10 multiple choice questions and 5 description questions related to the needs of teaching materials.

The research subjects were taken to the 5th-semester students who attended the subject of literature research/linguistics at INDRAPRASTA PGRI University. The subjects of the study consisted of 100 respondents for students and 4 lecturers of lectures. All student respondents were taken randomly from 7 classes who participated in the course. The subjects are the sample to be able with random sampling. The sample is students who answer the questionnaire independently through the surveymonkey media application with their respective mobile phones (Ponto, 2015). Sample presented a simplified procedure for the selection of a sample and the numerical computation of the standard errors from the returns. The various methods proposed for determining sample sizes in stratified random sampling when the survey is designed to provide information on more than one variable.

In this study, data collection techniques were carried out using questionnaires or surveys with the Surveymonkey media application. Surveymonkey is an online service that allows users to create web-based surveys (Waclawski, 2012). Survey Monkey is an internet programme and hosting site that enables a person to develop a survey for use over the internet. Data analysis techniques are carried out with the results of direct surveys. After all respondents answered all questions, the media application will provide the results of the survey on the closed questionnaire in the graph or chart directly, while in the open questionnaire the researcher will make a complete observation, interpretation, and conclusion.

RESULTS AND DISCUSSION

This study is interesting in the analysis of the results of the needs of 100 respondents, namely, students take courses in research methods/linguistics in literature at INDRAPRASTA PGRI University. The analysis of teaching material requirements is a guide for developing appropriate teaching modules or materials in research. In addition, this study also asked for input from 4 lecturers of this course to provide feedback and suggestions on the appropriate learning process and appropriate teaching materials that can be used in the learning process. After the needs analysis questionnaire is disseminated, the following are the results of the student's teaching needs.
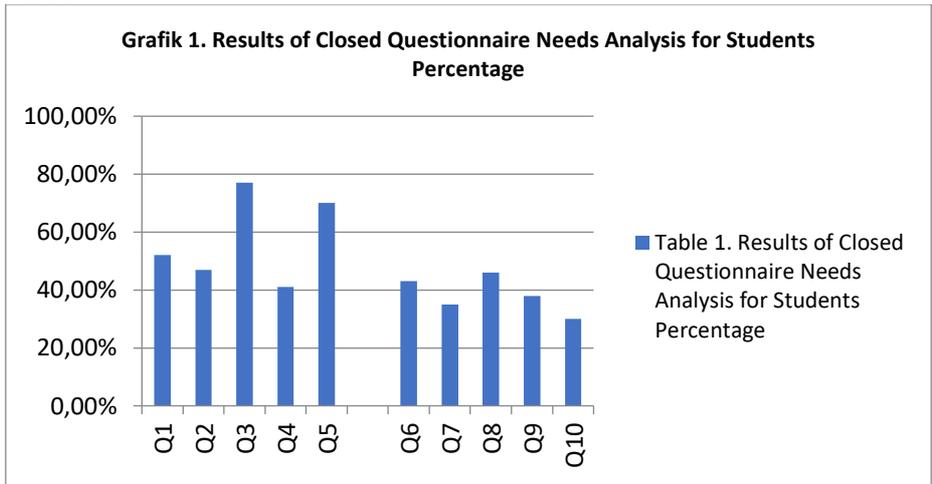
Table 1. Results of closed questionnaire need analysis for students

No.	Questions asked	T	P
Q1	The intensity of compiling a research proposal or scientific work.	52	52.00%
Q2	The ability to compile a research proposal or scientific work might be possible, but not systematic.	47	47.00%

Q3	Formulating the research title, based on your learning experience, may be possible but needs guidance.	77	77.00%
Q4	Teaching materials/models used are sufficient to meet the content and components of the teaching materials that have helped you prepare proposals/research.	41	41.00%
Q5	Very necessary teaching materials/modules that can help you compile a research proposal	70	70.00%
Q6	Which modules provide direction and examples of research so that you can help you compile linguistic/literary research/ proposals?	43	43.00%
Q7	Difficulties experienced when compiling a research proposal are no modules/teaching materials that help write /compile a research proposal	35	35.00%
Q8	The contents of the learning material in the module contain theory, systematics, examples and forms of linguistic and literary research.	46	46.00%
Q9	The module designed in the study of theory contains a systematic discussion of writing, methods, techniques and finding problems in linguistic/literary research.	38	38.00%
Q10	In conducting research on aspects of understanding the material, the difficulty of students finding the theoretical foundation to be used as literature review.	30	30.00%

Based on table 1, it was found that the constraints of students in compiling research proposals were formulating research titles, occupying the highest response as much as 77%. Students have difficulty choosing the title and need guidance or direction from the lecturer. In addition, it is known that based on the results of the questionnaire students really need a guidebook / module that can help them in preparing proposals as much as 70%. The next component was their lack of intensity in compiling proposals as a factor that also became a barrier, and found a response of 52% intensity (rarely) they learned about the preparation of research proposals. Based on the above table, a detailed graph of the results of the closed questionnaire needs for students is compiled as follows:

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Grafik 1. Results of Closed Questionnaire Needs Analysis for Students Percentage

Results of Open Questionnaire Analysis Needs for Students

Based on table 1, it was found that the constraints of students in compiling research proposals were formulating research titles, occupying the highest response as much as 77%. Students have difficulty choosing the title and need guidance or direction from the lecturer. In addition, it is known that based on the results of the questionnaire students need a guidebook/module that can help them in preparing proposals as much as 70%. The next component was their lack of intensity in compiling proposals as a factor that also became a barrier, and found a response of 52% intensity (rarely) they learned about the preparation of research proposals. Based on the above table, a detailed graph of the results of the closed questionnaire needs for students is compiled as follows:

The questionnaire that was distributed consisted of five questions, which were related to the problems students faced in preparing research proposals and how the needs of the teaching materials they wanted were to help the learning process. In this case, it is known various problems, one of which is to be asked the question "Why are you very difficult to determine the research title?" of the 100 students as respondents the average student found it difficult to find problems, objects (variables) and find the theoretical basis for researching. In addition, the limitations of understanding theory in research are also obstacles. Furthermore, being asked what is more specific about some aspects/components in the study, which component do you feel is very difficult to do? Students answer starting by formulating the problem and determining the frame of mind, arranging the background is a complicated matter. However, students also have difficulty determining instruments that are based on theoretical foundations by the research. In this case, the main obstacle for students is the limitation of references and references to help students prepare proposals. Next, questions are asked; in overcoming these difficulties, what do you really need to help to formulate a proposal? Students answer them needing guidebooks, modules or examples of research proposals that help them to learn independently. Broadly speaking, students really need a reference that is easier to learn. The next question is, what steps can you take to understand the research and develop a research proposal? Students answer by reading books and thesis as references to have an overview of research. With the

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limitations of the reference, students keep trying to learn and complete the proposal. Therefore, in the last question the questionnaire is asked questions; what references and guidelines do you need in order to help you compile a research proposal? In this case, students need accuracy in preparation, students need a module that contains an explanation of how to prepare a more detailed proposal. In addition, students expect guidance and guidance from more cooperative lecturers because the preparation of proposals is individual. Thus, it can be concluded that students need a complete reference book, guideline or module that can guide them in preparing research proposals. (Nurjaya, 2012) In the results of the development research carried out it was found that teaching materials helped and contributed to the ability to understand and apply PBSI Course concepts. In this study also conducted questionnaires to see the response to the use of instructional materials, both structured questionnaires and open questionnaires. From the results of a structured questionnaire, there was a positive response from students with the use of PBSI Method teaching materials and from the results of an open questionnaire it was found that the constraints found were the limited time provided during learning and constrained understanding of the material used as learning.

In addition, in this study, questionnaires were distributed to students with a variety of different responses (Syafii & Gestanti, 2018). Each respondent was asked to answer by choosing one of the following responses, "very easy, easy, sufficient, difficult or very difficult." This option is used to obtain respondents' perceptions about the level of difficulty of textbook material. The questionnaire was given to 106 students with the following results; two respondents (1.88%) stated that the material was very easy to learn. Eight respondents (7.54%) said that the ingredients were easy. In addition, six respondents (56.6%) stated that the material was fair. Thirty-three respondents (31.13%) answered that the material was difficult and three respondents (2.8%) stated that they were very difficult. Thus, most respondents have the perception that the textbook material is not too difficult and not too easy.

In subsequent studies, the questionnaire consisted of four parts (Mardiana & Fitriani, 2016). The first is students as information centers. The second is a systematic organization of English integrated teaching materials. Then the third is systematic and appropriate teaching of English according to learning and the fourth is the arrangement of English content as material that includes the syllabus of the 2013 curriculum. After all obtained data is distributed in a systematic organization of integrated English material. The final stage the researchers concluded all the findings obtained.

Table 2. Results of Closed Questionnaire Need Analysis for Lecturers

No.	Questions Asked	T	P
Q1	Obstacles experienced in the learning process in class in the linguistic/literature research course.	2	50.00%

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Q2	The learning method used is the lecture method and direct practice of students so that the learning process is more maximal.	3	75.00%
Q3	The implementation and learning process in the classroom already quite appropriate but not yet suitable for students.	3	75.00%
Q4	In the teaching and learning process, it is in accordance with the RPS (Semester Learning Plan) and set learning objectives.	2	50.00%
Q5	In the learning process there are no modules/textbooks, only textbooks and guidebooks from other references that help in the learning process in the classroom.	3	75.00%
Q6	The use of language (diction/choice of words, use of punctuation), politeness, understanding/ communicative) on teaching materials in the course of linguistic/literary research is sufficient.	2	50.00%
Q7	Completeness of the contents of the material on the teaching material that you use in the class is still lacking because it does not focus on just one book but many references.	2	50.00%
Q8	Teaching materials or learning media used in the classroom already have benefits for student learning and student academic writing skills.	1	25.00%
Q9	Practical students directly write and compile research proposals independently and individually with the direction of the lecturer and help with the guidebook.	3	75.00%
Q10	Students in the class have mastered the material and the basic theory in linguistic literature so that they can follow this course well but still need to be improve.	3	75.00%

Based on table 2, the results of the closed questionnaire needs analysis on the lecturers were found as follows. What dominates almost 75.00% is the one that discusses learning methods, how to teach in the classroom and references used in learning. In detail, 75.00% of the lecturers used the lecture and direct practice methods of the students, besides that 75.00% in the implementation and learning process in the classroom was quite appropriate but not yet suitable for the students needed. Similar to the need for modules/teaching materials found 75.00% in the learning process there are no modules/textbooks there are only textbooks and manuals from other references that help in the learning process in the classroom. Other components, lecturers assume that as much as 75.00% of students must practice directly writing and compiling research proposals independently and individually. But so far in the learning process, it is believed that students in the class have mastered the basic material and theory as much as 75.00% but still need to be improved so that the results are more maximal. While the lowest is only 25.00% of the known assumptions,

namely the usefulness of the teaching and learning process of students in the aspect of academic writing because students are still constrained in terms of academic writing. There are still many errors in writing and systematics on student research proposals or reports. Based on the above table, a detailed graph of the results of the closed questionnaire needs for students is compiled as follows:

Grafik 2. Results of Closed Questionnaire Needs Analysis for Lecturers
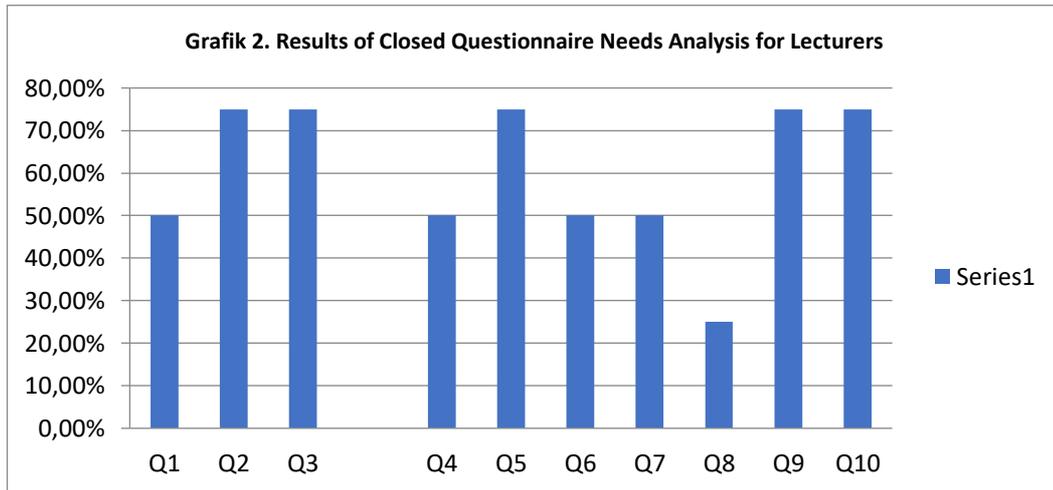
Based on graph 2 above, shows the highest results of statements in Q2, Q3, Q5, Q9, and Q10. This statement shows that in the learning process students have been trained to learn independently but not optimally and students need manuals that help the learning and learning process. In addition, the statement shows the desire of students to learn is quite good but still constrained in the learning process. The lecturers have made various efforts to be able to help their learning process but because the process of writing a proposal is individual, so the lecturer must direct and guide students one by one. This is quite difficult because of the limited time and hours of courses, therefore we need books or guidelines to help students learn independently.

Results of Open Questionnaire Needs Analysis for Lecturers

Based on an open questionnaire analysis on lecturers in the linguistic research/literature method subject

lecturers realize that there is a basic ability of students to understand and follow this course. Students have taken various basic subjects in linguistic and literary aspects, but are only centered on various theories, the lack of understanding of students with various aspects of the renewal of literary and language theory is an obstacle. In addition, the ability to understand academic writing is also very lacking, so students do not understand the systematics of basic writing, both scientifically and in writing. The lecturer recommends that students be taught more simply with relevant research examples.

The design aspect of the Semester Learning Plan (RPS) is sufficient, but there are several genres in the aspect of linguistic study that should be given clearer points so as not too broad. For example, in order to study the internal structure of language and study of the meaning of language, it should be more specific and clear examples of

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what must be learned. However, in essence the RPS aims to enable students to be able to write both types of proposals, both linguistic research proposals and literature study proposals.

During this time in learning, lecturers use textbooks that are on the RPS guidelines. Leading books from various authors and taking several examples from research journals as well as through previous theses and theses as teaching materials. The lecturer also asked students to read and study research independently by reading a lot of research examples, but students were still having trouble getting appropriate and appropriate references. Thus, students still have difficulty determining the title or compiling the theoretical and instrument foundation. Based on these problems, the lecturers suggested making textbooks or modules or textbooks themselves by the needs and needs of students in the learning

CONCLUSION

Based on the survey results, it is known that the constraints of students in compiling research proposals are in the aspect of formulating the research title, occupying the highest response as much as 77%. Students have difficulty choosing the title and need guidance or direction from the lecturer. In addition, it is known that based on the results of the questionnaire students really need a guidebook/module that can help them in preparing proposals as much as 70%. The next component was their lack of intensity in compiling proposals as a factor that also became a barrier, and found a response of 52% intensity (rarely) they learned about the preparation of research proposals. The results of the closed questionnaire need process. Modules that contain material, research content, examples of research proposals, and provide academic writing

techniques in scientific work. In addition, suggestions or ideas are needed to help students formulate the title, conceptualize the background and find their own frame of mind to compile an appropriate study. The most important is the module that provides a complete and accurate reference for compiling the theoretical foundation, research methods and compiling research instruments.

Analysis of the lecturers were found as follows. What dominates almost 75.00% is the one that discusses learning methods, how to teach in the classroom and references used in learning. Based on these problems, the lecturers suggested making textbooks or modules or textbooks themselves by the needs and needs of students in the learning process. Modules that contain material, research content, examples of research proposals, and provide academic writing techniques in scientific work.

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