

NEED ANALYSIS IN CURRICULUM MATERIALS DEVELOPMENT(CASE STUDY IN EDUCATION PROGRAM STUDY AT MUHAMMADIYAH UNIVERSITY OF SUMATERA BARAT)

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Abstract

Gathering information needs is one of the requirements in the development of teaching materials (first step), and a determinant in providing appropriate services to prepare the implemented global knowledge, it not only in the forms of knowledge but the value content that guides students and teachers in carrying out tasks that are scientifically and systematically measured in its implementation. This study is better known as a needs analysis (need analysis) in the circle of teaching in accordance with the demands of students. Brown J.D (1995: 35) Even though this discussion is not common sense, but changes and developments in information technology make the needs of students need, so that the study of the needs assessment for the development of curriculum material will always be a new due to the different needs tend to develop and change.

The object of this research is how to choose the up-to-date learning topics according to their choices in developing teaching materials. This research is more descriptive qualitative, research done by collecting data collectively using the Google form on students. The interesting topics to be developed in teaching materials are as follows; Muhammadiyah history, Muhammadiyah movement types, Muhammadiyah business, politics, traditional games, and Muhammadiyah figures. From this study, it can be concluded that there are six learning topic selected that will be developed in learning, so this becomes one of the recommendations in the development of curriculum materials

Key words: *Need analysis, curriculum development, materials*

Abstrak

Pengumpulan informasi kebutuhan menjadi salah satu syarat dalam pengembangan bahan ajar (first step), dan penentu dalam memberikan layanan yang sesuai untuk mempersiapkan pengetahuan global yang bersifat implementatif, pengetahuan itu tidak hanya berupa ilmu tapi muatan nilai yang menjadi pedoman dalam melaksanakan tugas bagi seorang peserta didik dan guru yang terukur secara ilmiah dan sistematis dalam pelaksanaannya. Kajian ini lebih dikenal dengan analisis kebutuhan (need analysis) pada lingkaran pengajaran yang sesuai dengan permintaan peserta didik. Brown J.D (1995: 35) Meskipun pembahasan ini sudah lama namun perubahan dan perkembangan informasi teknologi membuat kebutuhan peserta didik bersifat statis, sehingga kajian kajian kebutuhan pengembangan materi kurikulum akan selalu baru karena perbedaan kebutuhan yang cenderung berkembang dan berubah. Objek penelitian ini adalah bagaimana memilih topik-topik pembelajaran yang kekinian (up-to-date) sesuai dengan pilihan mereka dalam pengembangan bahan ajar. Penelitian ini lebih bersifat kualitatif deskriptif, dengan mengumpulkan data secara kolektif menggunakan google form pada peserta didik. Adapun topik yang

menarik untuk dikembangkan dalam bahan ajar sebagai berikut; Muhammadiyah history, Muhammadiyah movement types, Muhammadiyah business, politics, traditional games, and Muhammadiyah figures. Penelitian ini dapat disimpulkan bahwa pemilihan topik pembelajaran ada enam topik yang akan dikembangkan dalam pembelajaran, sehingga ini menjadi salah satu rekomendasi dalam pengembangan materi kurikulum.

Kata Kunci: Analisis Kebutuhan, Perkembangan Kurikulum, Materi

INTRODUCTION

Reviewing the Instructional circles in curriculum material development based on the students' need is not something new to be discussed, however the changes of need will bring something new to the development of instructional material and a good teacher since the birth of teaching profession have been conducting some form of need assessment. Brown J.D (1995: 35) gathering the information how much the students have already known and what they still need to learn are interesting topics to be developed and renewed based teaching and learning aims, it can be called as need analysis.

Identifying need analysis can be categorized in five points such as problem, priorities, abilities, attitudes, and solution. Brown J.D (1995: 43). Classifying some problems in curriculum material development is very crucial due to avoiding the mistakes had made in previously teaching and learning process in such addressed to the students, language teachers, subject matter and program administrator. This view of point will be identified the experience a group of people in taking account the assessment to the next target of group to be required.

Investigating the priorities in need's analysis in language material development is also important from the language priorities will inform the topics, language uses, and skill. Language priorities choosing should be based the students' interest, what topic they like to learn will describe the classroom activities in the future. Considering the topic will connect to language use and skill they what to learn. Starting the language program in curriculum design this one become a view of point in this research, how a teacher observes the language need of the students in language learning as a basic foundation the learning success. Inayah Arin dan Mulyati Tri (2021).

Determining the abilities of students in language learning has also emphasized to the previous level of students have understood the materials and what the next level they want to accommodate for the learning and teaching materials. Knowing the ability toward information gathered by need analysis will minimize the potential conflict during the learning and teaching process because they have focused to the language learning and what they want to and language level they have accoutered so measuring the overall language proficiency, planning starting level, scope, and sequence of a program is obligation in developing curriculum material development.

And then, describing the attitudes how well they like studying, they enjoy studying grammar or not, this function is to review the grammar materials on learning process. How they reflect to the materials being observed through gathering the information, attitude become outstanding point to be considered in

doing need analysis, this value is very urgent to know they are happy on the subject matter or dislike. As a teacher should link to the ethics of student in designing teaching material, conducting their opinion is a key to choose the curriculum topic in need analysis. Manurung. (2017: 5)

Giving solution in this point is to overcome the problem occurred in learning process, may be giving a commitment in learning, method to be compromising, materials and evaluation in learning used for all the students, so solution is not only the material but all the learning devices and form to support the successful instruction in the classroom, in short, knowing the weakness and strength is source of information to anticipate the problem appearing again. Conducting the information through the observation, and interview become a part point in doing need analysis. Here the process of need analysis;

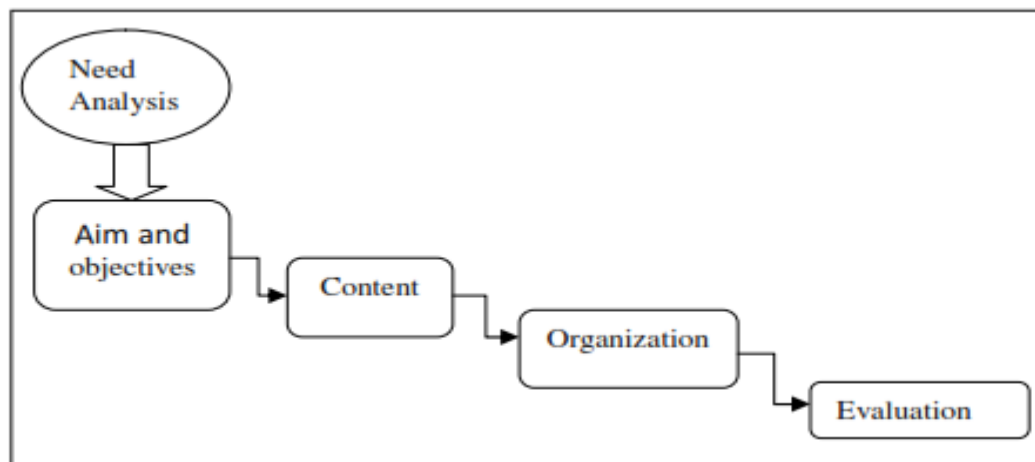


Figure.1 Steps of curriculum materials development (Richard and Jack: 2001)

This conceptual of need analysis explain how does it play a role in linking the instructional devices, such as aim and objective learning distribute their need, the learning should be based the need analysis which is fixed in conducting the data. Language content may influence to students' need, how the language content look like, that reflects on curriculum material development. Course organization may give contribution to the classroom activities, how the students involved for every teaching stages. Last, evaluation can change the students' expectation to the future, and measure the student ability to what extent they have master the materials.

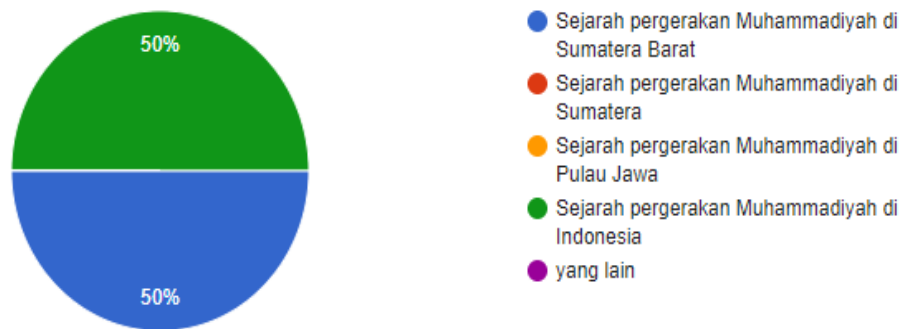
METHODOLOGY

The research design was as qualitative, described the phenomena involve the people and case of interest (Creswell, 2009) the research process started from collecting, analysis and interpreting. The data source were gathered from a student filling out the *Google form* of the students in 2022/2023 academic year, this *Google form* were shared to all the students the faculty of teacher training (FKIP) Muhammadiyah University, and analysis what topics discussion tends to be chosen in curriculum material development as the first stage in developing.

RESULT AND DISCUSSION

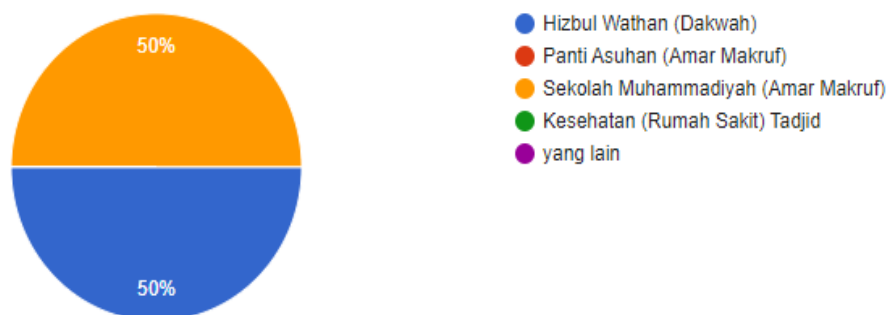
There some topic discussion being developed in material curriculum namely; Muhammadiyah history, Muhammadiyah movement types, Muhammadiyah business, politics, traditional games, and Muhammadiyah figures. Here, the result of students' choice in developing English instructional material development.

1. History of Muhammadiyah movement



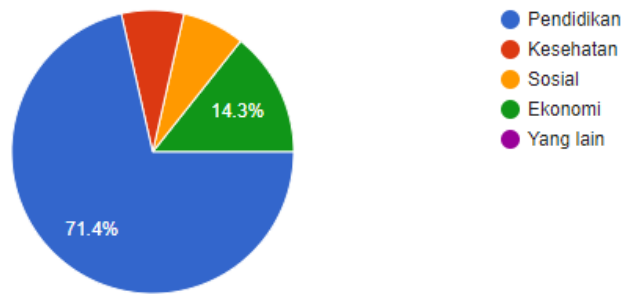
The diagram shows that there are equal score between history of Muhammadiyah in Sumatera Barat and Indonesia being designed for English materials based on the students' choice are in Sumatera Barat 50% and in Indonesia 50% from all the students' choice by using *Google form*, will be a topic discussion in the text as a represent need analysis of the students for the materials designing can be both and one topic being designed,

2. Muhammadiyah movement types



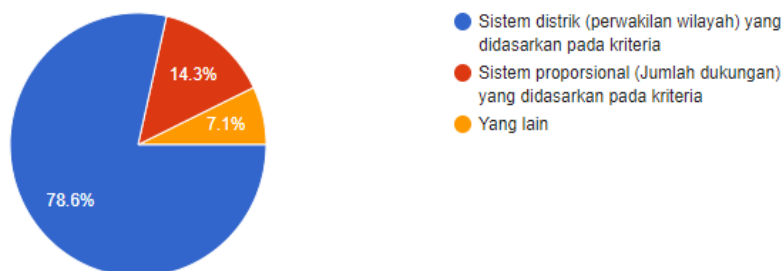
This diagram represent the types of Muhammadiyah movement is equal value between education and *hizbul wathan* (scout) around 50%. The need analysis in designing the materials will produce both of them as the students' need, so this gathering the information can help the teacher or researcher to promote the material in the classroom activities.

3. Muhammadiyah business



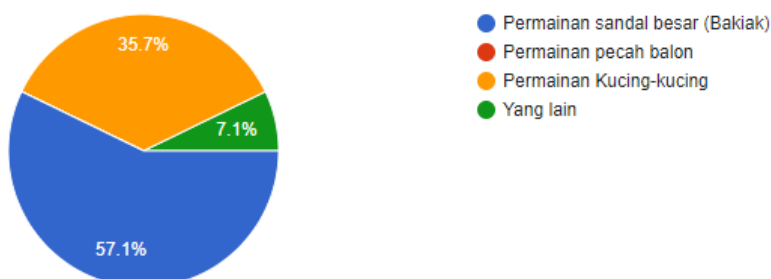
This diagram represents the different values in choosing the topic design in the curriculum material development, the highest score is education about 71.4%, and the second highest score is economy or business around 14.3% and the lowest score are social and health, and based on the students' need in designing the topic relating to education topic.

4. Politics



This diagram above indicates that the strictly different score in choosing the topic discussion in designing materials, the highest score is district system about 78.6% and the lowest score are proportional system and other about 14.3% and 7.1%, this score shows that the students' need in choosing the topic is district system, based on this information will guide the teacher and researcher to design this topic.

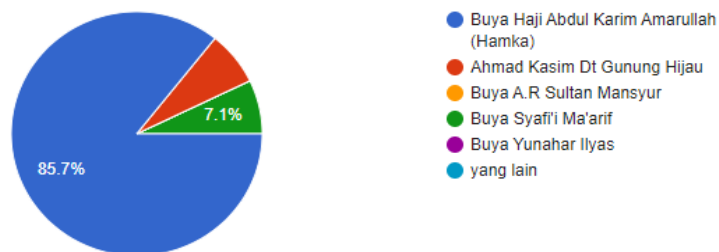
5. Traditional game



This diagram shows that there are adequate different score in choosing the traditional game materials for the student, the highest score is *Bakik* or big slipper

about 57.1% and the score highest score is balloon explosion game about 35.7% and the lowest score is *kucing-kucing* game around 7.1%, it can concluded that the topic design for English teaching materials is big slipper game.

6. Muhammadiyah figures



This diagram shows that there are strictly different score in choosing the Muhammadiyah figures topic for the students, the highest score is Hamka about 85.7.1% and the lowest score are Buya Syafi'i Ma'arif, Buya Yunahar Ilyas, Buya A.R Sultan Mansur, Ahmad Khasim Dt Gunung Hijau. It can be concluded that the topic design for English teaching materials is Buya Hamka.

CONCLUSION

This research can be concluded that there are six topics design for developing English materials, gathering the information through need analysis is one of ways to eliminate the topic is not appropriate for the students' need, so it also suggest that the teacher and researcher must definitely attention to the students' interest in topics designing in the curriculum development.

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