

Analysis of the Needs for Teaching Materials Text Report of Microblog Assisted Observations for Senior High School Students

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ABSTRACT

The study investigates the adequacy and development methods of teaching materials, specifically textbooks, which are essential references for students. Despite their importance, current textbooks exhibit shortcomings in content sufficiency and development techniques. Given the technological inclinations of contemporary students, integrating technology into learning can enhance engagement and enjoyment. This research aims to analyze the necessity of microblog-based teaching materials for observation report texts to boost student enthusiasm and active participation in learning. Employing qualitative research methods, the study involved 96 students from three high schools in Takengon. Data were collected via Google Forms and analyzed descriptively. Findings indicate a significant demand for microblog teaching materials, with 80% of students responding affirmatively to the need for such resources. The study's implications include providing captivating teaching materials to enhance classroom learning and motivating teachers to create more engaging educational resources, thereby fostering greater student enthusiasm and participation.

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1. INTRODUCTION

Education plays an important role for the development of individuals, nations and countries. In today's digital era, changes in knowledge and education continue to accelerate. Permendiknas No. 16 of 2007 In terms of the level of academic achievement and teacher skills, teachers are expected to be able to develop teaching materials according to the current system, taking into account the characteristics of students and the social environment, as specialists in education. According to Article 39 of the National Education Law No. 20 of 2013, educators are responsible for providing administration, coaching, supervision and technical services to support the educational process in their educational units.

Microblog is a new term in the blog world, because microblog can finally answer the concerns of users who want to get information more quickly through their smartphones. This is evidenced by the increasing number of smartphone users. It is not surprising that microblog content is increasingly

present on social media for quick access to information. Microblog content is short, concise, and written with concepts that readers can easily understand.

Departing from the results of relevant research, such as that conducted by Wulandari, (2019), this study describes the feasibility of teaching materials for observation reports with ecological content, as a result of the development of teaching materials for observation reports with ecological content using blended learning. The effectiveness of students in using blended learning and using the material as an achievement report. Observations with ecological content using blended learning for class VII students of MTs Miftahussalam Medan. The development of the observation report text for the material in this study is in the WEB format which can be accessed online and offline. The results showed that the development of the observation report text material was in the "very good" category. Based on the relevant research above, the authors observe that the most recent phenomenon is regarding the quality of the use of teaching material components used and developed. The low ability of teachers to use and compile digital media is the main factor causing low enthusiasm, interest, student learning motivation and the achievement of the ability to explore learning. This is caused by teachers who still do not use digital media, students only find material limited to handbooks (Shofa., et al, 2020).

Learning achievement is the ability to write a text report on the results of observations. Writing skills must be integrated with reading skills because only by reading can one write well. However, the reality on the ground did not achieve this. For example, when learning to write observation report texts using the assignment method, students are only able to write by following existing examples without paying attention to the objects they have observed (Yasin, 2018).

The development of the digital world in education greatly influences the pattern of interaction between teachers and students (Ningrum., et al., 2020). Revolution 4.0 demands learning that utilizes information technology with digital media, where all activities are carried out in learning by utilizing various information technology media (Rahim., et al., 2019, Fauziah., et al., 2021). Until the initial observations made in several schools, the authors saw that when presenting teaching materials, educators were not creative in developing appropriate teaching materials. The teaching materials used in schools still have deficiencies and weaknesses, so they are not relevant to students' needs. The weaknesses that researchers found were in teaching materials that were not appropriate to the context, were not actual, lacked illustrations, and were impractical for students.

Nasrillah et al. (2019) found that the materials developed for teaching Indonesian had significant weaknesses, with the available resources being insufficient. Similarly, Elijah (2019) noted that the reading texts provided were outdated, had unengaging plots, and students were tasked with composing texts without clear guidelines. Further research by Fajrinah (2021) revealed that the materials in use were still ineffective and lacked innovation, leading to suboptimal learning outcomes. Despite the government's efforts to publish teaching materials intended to support student learning, there remain notable deficiencies in both the comprehensiveness and the engaging presentation of these resources.

Teaching materials are strategic teaching media for transforming knowledge and life values for students (Kurniawan, 2016). Prastowo (2015: 17), Teaching materials are one of the important instruments in learning activities that will affect the effectiveness of students, teaching materials are also a set of materials that are arranged systematically and display competencies that will be mastered by students in learning activities. Teaching materials are learning support facilities designed to assist educators in conveying material to students. This statement is in line with the idea of Olumorin et al., (2017: 108) that teaching materials are a set of materials that are arranged systematically to help educators teach easily (to teach easily) and help students learn to interpret a concept to solve a problem in a structured and enjoyable way. (to learn in a structured and fun way). According to Eggen & Kauchak (Jacobsen et al., 2009, in Gazali, 2016), there are several things that teachers must do related to the availability of teaching materials, namely (1) provide various examples and representations of subject matter to students, (2) encourage a high level of interaction in the learning process, (3) linking subject matter to the real world. The use of teaching materials is so that the learning process becomes

more effective and interactive. This can be achieved when teaching materials are in accordance with the demands of the curriculum, student characteristics, and the conditions of the school environment (Nasrillah, Kosasih, & Kurniawan, 2019).

Regarding the problems faced by both teachers and students at school, the researchers took the initiative to develop teaching materials for observation report texts supported by microblogs. This development aims to arouse interest in student participation in learning, make the presentation of material more interesting and not boring, making it easier for students to understand the material presented. The selection of microblog media is based on the results of a needs analysis from interviews with teachers. The development of teaching materials based on students' learning interests using microblog media is very much needed in schools.

The author believes that developing interest-based teaching materials using digital media such as microblogs makes a lot of sense because it not only arouse students' interest in learning, but also promises to increase student performance. Teaching materials that are designed effectively and attractively can motivate and encourage students to do learning outside the classroom, accessible anytime and anywhere. In line with the opinion of Yaumi, (2012), that the use of digital-based teaching materials can support the teaching and learning process. In order for these expectations to come true, teaching materials must be interesting, both in terms of form and content and have an impact on developing students' thinking, acting, and behaving abilities (Kurniawan, 2016).

The observation report text has many roles that aim to solve a problem. Therefore, the author takes the initiative if the observation report text is very appropriate for research. From the existing problems, the right solutions will be sought and from these solutions it is hoped that there will be something that is renewable and solutive. The writer chose observation report text because this text can help the writer find information based on classification. Classification is made based on certain predetermined criteria. Weaknesses that researchers found were in teaching materials that were not appropriate to context, not actual, lacked illustrations and were impractical for students. From the information and data that the authors found, it is necessary to take action so that the teaching materials used are in accordance with the needs desired by students. Thus it can be concluded that the author will develop teaching materials for observation report texts assisted by microblogs because they have benefits for teachers and students, namely improving the quality of processes and results of learning Indonesian in high schools (SMA). As for the research guidelines that the researchers conducted, namely with 3 aspects of questions and statements, 1) the state of learning in class 2) what kind of books and texts do students want 3) what kind of media are needed by students.

2. METHODS

This research uses descriptive qualitative research. Descriptive research with a qualitative approach aims to describe an object or phenomenon naturally or as it is without giving treatment (Sukmadinata, 2015). The research subject is the place where the researcher obtains data that will be used as a research variable (Arikunto, 2010). The selection of research subjects was preceded by a problem analysis conducted by the authors of several high schools in Takengon. After going through the initial analysis process, the researchers found that there were 3 schools that experienced this. The research subjects consisted of 96 students. The researchers used data collection techniques with the tools used (Darmawan, 2014). Data collection in this study was obtained from the results of the Google form which the researchers shared with 96 students. Students will fill in with 2 answer choices "yes" or "no" (Widyoko, 2012). Students will choose the answer with their opinion. Through these answers it will be concluded whether students need microblog teaching materials or not.

Questionnaire analysis of the needs of students using the response instrument with the Guttman scale. Respondents were asked to express their opinions agreeing or disagreeing with some of the opinions submitted. The technique used in needs analysis is percentage. Furthermore, the percentage obtained is translated into the following categories:

Table 1. Percentage analysis of student needs for teaching materials

No.	Percentage (%)	Category
1	$80 < X \leq 100$	Very good
2	$60 < X \leq 80$	Good
3	$40 < X \leq 60$	Enough
4	$20 < X \leq 40$	Not enough
5	$0 < X \leq 20$	Very less

Modified from Eko Putro Widyoko, 2016:242

If the percentage obtained from the needs analysis questionnaire exceeds 50%, it can be concluded that half of the students need companion teaching materials.

3. FINDINGS AND DISCUSSION

Based on the distribution of questionnaires through Google Form which aims to determine the needs of teaching materials by students. The number of students who answered this questionnaire was 96 students. From the research results it is known that as follows: Responding to the questions and statements contained in the questionnaire, which read:

3.1 Learning conditions in class

Table 2. Questionnaire on the need for microblog teaching materials

No.	Questions	Explanation	
		Yes	No
1	Are you enthusiastic about participating in learning about the text of the observation report text material?	There were 67.7% of students who enthusiastically participated in learning the text of the observation report	32.3% of students who were not enthusiastic about learning the text of the observation report.
2	Have the teachers ever given you special teaching materials on observation report text material?	Students stated that 55.2% of teachers had given special teaching materials to the text of the observation report	44.8% of students stated that the teacher had never given special teaching materials to the text of the observation report.
3	Do you often use visual aids when teaching?	Regarding the visual aids used by the teacher when teaching, there were 55.2% of students who said "yes"	44.8% of students who said no.

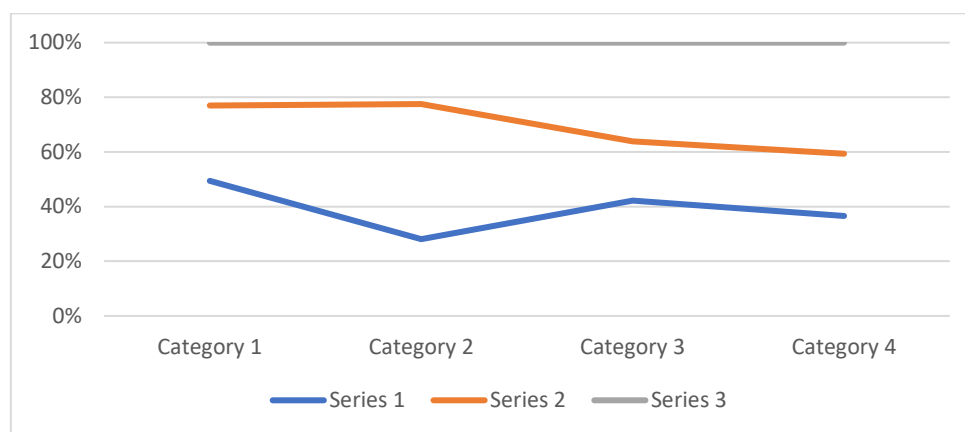


Diagram 1. The implementation of student learning in class

It can be seen that the state of learning in the classroom is included in series 2, which is in the category of 50-70% of students doing learning well.

3.2 Kind of books and texts that students Need

Table 3. books desired by students

No.	Questions	Explanation	
		Yes	No
1	Do you like reading books that contain text with long paragraphs?	It can be seen from the questions above that there are 65.6% of students do not like reading text books with long paragraphs	there are 34.4% of students who like books with long paragraphs. It is known that students prefer to read texts that are short but clear and understandable.
2	Do you like non-colorful learning materials?	Furthermore, 69.8% of students do not like learning materials that are not colorful.	30.2% students like it. Because writing that is not colorful will make students bored.
3	Do you like material with pictures in it?	It can be seen that 96.9% of students like the material that contains pictures. This is because the material that contains images in it will attract more students' attention to read the text.	
4	Do you like materials that are made with attractive designs?	Furthermore, there are 99% of students who like material with attractive designs. This will arouse students' enthusiasm for learning. Therefore, almost all students chose "yes".	

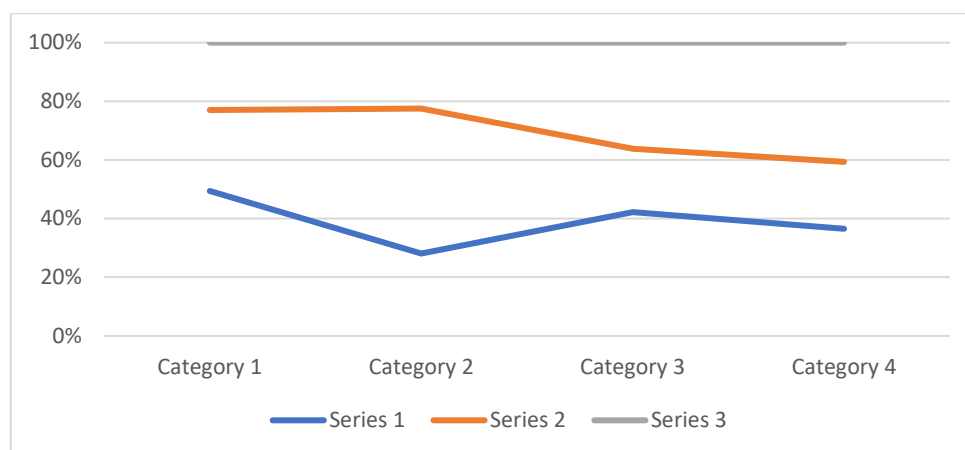


Diagram 2. Percentage of types of books students want

It can be seen that the type of book that students want is in Series 2 category 60%-100% of students do not like to read textbooks with long paragraphs, do not like learning materials that are not colorful, and students like materials that contain pictures in them, students also like materials with attractive designs.

3.3 Kind of media that students need

Table 4. media needed by students

No.	Statement	Explanations	
		Yes	No
1	I have difficulty understanding the text material of the observation report properly because of the limitations of the media used.	It can be seen that there were 89.6% of students who chose "yes". Students had difficulty understanding the text material of the observation reports properly due to the limitations of the media used.	10.4% of students who chose no.
2	I am happy if the text material of the observation report is presented using modern and varied learning media.	Furthermore, 99% of students chose "yes" students were happy if the text material of the observation report was presented using modern and varied learning media. Because it attracts more students' attention and keeps up with the times.	
3	I agree that teaching materials for observation report texts are developed with the help of microblogs so that they are more interesting and the material is easy to understand.	100% of students agree by choosing "yes" if teaching materials are developed for the text of the observation report assisted by a microblog so that the material is more interesting and easy to understand.	

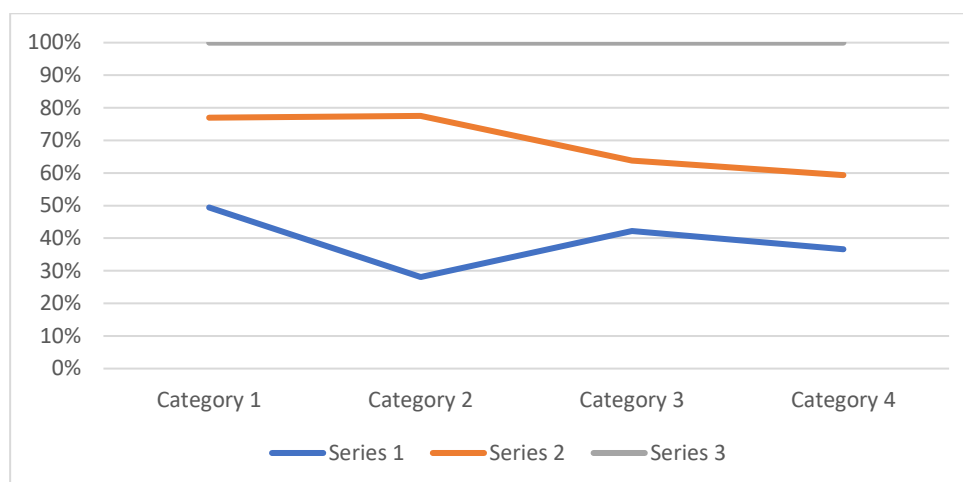


Diagram 3. Media needed by students

It can be seen that for the media needed by students in series 1 category 1, 100% of students agree if learning is carried out using media such as microblogs. Based on the results of the questionnaire, it can be concluded that students really need teaching materials for observation report texts assisted by microblog reports in the process of learning observation texts. Microblogs are the creation of content that contains short information about a topic, which contains blog-like writing in short form (Katarsa, 2020). Apart from supporting students' enthusiasm when studying, learning is also more interesting and not boring. This statement is in line with Veygid & Setyawati (2022), who stated that microblog teaching materials on cell material are valid teaching material products and suitable for use in learning activities. This was confirmed by Jayana (2022) in her research, who stated that teachers are aware that microblog media is able to provide an active atmosphere for students and that the learning that takes place is not boring. To create microblog content, of course, you have to conceptualize what the content is like. What fonts to use, what colors, and what images to use. After determining the content concept, the next step is to ensure other users react to the content. One way is to insert questions at the end of the post.

The main thing to pay attention to is whether the content is interesting and useful for other people. Then, combine those ideas with current trends. Popular applications used are: Adobe Photoshop, Canva, Powerpoint/Google, Slides/Keynote. Microblog open materials can activate students at the beginning of learning. Apart from that, students can think critically about expressing the results of their observations and interpret them in written form. Dewi et al, (2021) stated that 21st-century learning applies learning and innovation skills, information skills, media and technology. In a certain sense, 21st-century learning must be digitally literate. Learning activities that are designed in such a way and are digitally literate will have the aim of increasing student activity and creativity in learning (Wiranti et al., 2023). It can be seen that microblogs are a means of improving students' learning skills, including writing, reading, speaking, and listening skills. This can all be proven by the content that is created.

Microblogs can also be accessed anytime and anywhere by students and teachers, thus encouraging students to learn independently anywhere and anytime. Learning observation report text is the delivery of an activity that is carefully observed in accordance with data and facts. Learning will be effective and efficient if students learn cooperatively with other students in a supportive environment, and with the guidance of teachers as people who are able to provide information, provide advice and knowledge (Rahmawati & Suryadi, 2019). Observation reports are not based on imagination or fabrication. This confirms that the observation report is something that happened. Therefore, the provision for students to study this material is to use their five senses as well as possible so that they can report the results of their observations in as much detail as possible. Various platforms can support learning in schools such as microblogs (Simbolon, B.R., Hidayat, H., Hartiningsih, H., Hoerudin, C.W., Imran, I., & Aina, M. (2023). The text of the learning observation report cannot be separated from media

to achieve learning success. Students need teaching materials that use modern media in learning that are able to improve students' critical thinking skills in creating good observational learning.

4. CONCLUSION

Based on the research results, it was concluded that students need other teaching materials such as microblogs which have teaching materials with attractive designs so that learning is more fun and not boring. This can be seen from the results of research that researchers have conducted, namely: 1) regarding learning in class, it is known that there are still students who are less enthusiastic about participating in learning. It can be seen that the condition of learning in class is included in series 2, namely in the category 50-70% of students carry out learning well. 2) Regarding the teaching materials used by students, they are classified as good, but based on students' answers, interesting and interactive teaching materials are still needed, because the texts that students like are texts that contain pictures. Most of the types of books that students want are in category 2, namely 60% - 100% of students do not like reading textbooks with long paragraphs, do not like learning materials that are not colorful, and students like materials that contain pictures in them, students also like materials with an attractive design. 3) based on student answers, 99% of students answered that students really need teaching materials for observation report texts assisted by microblogs to be developed because they suit students' needs and can arouse students' enthusiasm for learning. It is hoped that future researchers can continue this research so that future researchers know the need for what materials are used in schools during learning. Future research could explore the long-term impact of using microblogs in teaching materials on students' academic performance and retention. Additionally, investigating the optimal balance between traditional teaching methods and digital tools such as microblogs can provide valuable insights for instructional design.

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