

## Need Analysis of Indonesian Teaching Materials at Islamic Religious Universities

Firman

Institut Agama Islam Negeri Palopo  
*firman\_999@iainpalopo.ac.id*

### ABSTRACT

The instructional materials have a significant impact on the learning process. This study aimed to determine the demand for Indonesian language teaching materials in Indonesian Islamic religious colleges. This study was conducted at the Palopo State Islamic Institute with the participation of 2018 madrasah ibtidaiyah teacher education program students who had attended Indonesian language lectures the previous semester. This study included 84 students and six instructors of the Indonesian language. This survey-based study employs a qualitative descriptive design. In the form of questionnaires, observations, and interview guidelines, data collection instruments. The data were analyzed qualitatively and descriptively. According to a study, students and professors require textbooks incorporating Islamic perspectives. Therefore, the curriculum includes Islamic history texts, lectures or sermons, Quranic and Hadith verse quotations and translations, articles, and Islamic literary works. These findings can be considered when developing Indonesian language instructional materials for IAIN Palopo and other Indonesian Islamic religious universities.

**Keywords:** Need Analysis, Teaching Material, Indonesian language, Islamic religious universities

### ABSTRAK

Bahan ajar merupakan satu aspek penting yang menentukan dalam proses pembelajaran. Tujuan penelitian ini adalah untuk mengetahui kebutuhan bahan ajar bahasa Indonesia di perguruan tinggi keagamaan Islam di Indonesia. Penelitian ini dilaksanakan di Institut Agama Islam Negeri Palopo dengan melibatkan mahasiswa program studi pendidikan guru madrasah ibtidaiyah angkatan 2018 yang telah mengikuti perkuliahan bahasa Indonesia di semester sebelumnya. Penelitian ini melibatkan 84 orang mahasiswa dan 6 dosen bahasa Indonesia. Penelitian ini menggunakan desain deskriptif kualitatif dengan metode survey. Instrumen pengumpulan data yang digunakan berupa lembar angket, observasi, dan pedoman wawancara. Data dianalisis secara deskriptif kualitatif. Temuan penelitian menunjukkan bahwa mahasiswa maupun dosen membutuhkan bahan ajar dalam bentuk buku teks yang terintegrasi dengan wawasan keislaman. Teks yang diintegrasikan ke dalam buku teks meliputi teks sejarah Islam, teks Ceramah atau khutbah, Kutipan dan terjemah Ayat Alquran dan Hadist, Artikel, Karya sastra islami. Temuan ini dapat dijadikan pertimbangan dalam mengembangkan bahan ajar bahasa Indonesia dalam dalam lingkup IAIN Palopo dan perguruan tinggi keagamaan Islam lainnya di Indonesia.

**Kata Kunci:** Analisis Kebutuhan, Bahan Ajar, Bahasa Indonesia, Perguruan Tinggi Keagamaan Islam

### 1. INTRODUCTION

The goal of the Indonesian course is for students to be proficient in using Indonesian to master, apply, and develop science, technology, and art while maintaining a sense of personal responsibility as Indonesian citizens. Despite this, the implementation of Indonesian education in universities continues to be hampered by several obstacles. Diverse factors contribute to these obstacles, including (1) students' negative attitudes toward Indonesian, (2) ineffective Indonesian learning systems and models, and (3) a paucity of instructional materials that meet the needs of students. Using appropriate instructional materials makes teaching and learning worthwhile and creates an efficient, effective, and meaningful classroom environment (Arum et al., 2022; Mulyaningsih, 2017). In contrast, the Indonesian learning course has focused

solely on spelling and grammar. However, the Decree of the Minister of National Education of the Republic of Indonesia No. 232/U/2000 gives each university the freedom to develop its curriculum concerning Indonesian-language teaching materials (*Pedoman Penyusunan Kurikulum Pendidikan Tinggi Dan Penilaian Hasil Belajar Mahasiswa*, 2000). Consequently, the construction of this instructional material should be based on needs, considering the relevance of the university's scientific research (Gonzalez & Orlando, 2020; Malahayati & Zunaidah, 2021).

Research on Indonesian learning in universities in Indonesia has been carried out (Libiawati et al., 2020; Rozak et al., 2021). However, the needs analysis study was not conducted meticulously, so the preparation of Indonesian teaching materials did not optimally meet the needs of science teaching materials. According to a study, books available in bookstores have not accommodated Indonesian teaching materials, and the materials taught at previous educational levels tend to be repetitive. The design of instructional materials must consider student needs, situations, and curriculum objectives (Supriyanto, 2017). Materials for instruction are essential for both educators and pupils. Teaching tools are essential for saving lecturers' time, making them facilitators, and promoting more effective and participatory learning. Teaching materials can facilitate students' comprehension of the topic and independent learning (Christanti & Sukoco, 2022). In addition, the needs-based development of instructional materials will drive learning activities toward accomplishing planned skills (Panggabean & Danis, 2020).

This research was conducted to determine whether Islamic religious universities require Indonesian instructional materials. This finding is anticipated to aid in developing Indonesian instructional materials at Indonesian Islamic religious universities. In addition, the instruments established for this study's purpose have the potential to be applied to future research in a range of topics or disciplines, such as economics, medicine, and others.

A variety of arguments supports this paper. First, instruction in the Indonesian language at Islamic religious universities (PTKI) has the potential to make a positive contribution to the development and study of Islamic science. Second, this way of learning based on text is implemented in different text units to carry out a variety of communicative acts meaningfully. Third, in addition to their studies in the sciences, students at Islamic religious colleges are required to participate in da'wah missions as part of their academic curricula.

## **2. STUDI LITERATUR**

The operational concept of Islamic religious colleges is an accumulation of the process of Islamic teachings, culture, and civilization being passed down from one generation to the next and advancing these aspects of Islamic life (Dewi et al., 2020). In order to accomplish this, Islamic religious universities must be inclusive and adaptable. The dichotomous knowledge structure between general science and religious science must be replaced by a new, more integralist science structure, or at least one in which both are complementary. Graduates of Islamic universities are required to be capable of answering and resolving the concerns of the community, as opposed to becoming troublemakers. The ummah's problems are so numerous and intricate that a single scientific dimension is insufficient for addressing them (Bolognani, 2007; Coles & Irfan, 2004). Therefore, Islamic Higher Education academics are expected to employ a variety of scientific perspectives in order to make prudent decisions.

Several academics have examined the requirements for teaching materials in standard Indonesian classes, and their findings have been analyzed. For instance, research on the requirements assessment for constructing oral comprehension textbooks based on Islamic principles and an emphasis on digital literacy was carried out by Purwati Zisca Diana in the year 2020. According to the conclusions of this research, students want oral comprehension textbooks that are easy to understand, contain Islamic concepts, and feature audiovisual

examples encased in digital technology. Therefore, based on the findings of this study, it is essential to design textbooks for oral comprehension founded on Islamic principles and digital literacy to facilitate students' learning, both with the help of teachers and on their own (Diana & Wirawati, 2020).

Helaluddin conducted a different study in which he investigated the prerequisites for studying Indonesian that were included in the Islamic economics curriculum at the State Islamic University (UIN) Banten. Up to sixty persons and numerous lecturers participated in this research project. All participants were enrolled in the Islamic Economics Study Program's first semester during the 2017-2018 academic year. Interviews and questionnaires were used to compile this investigation's descriptive and qualitative data. The challenges students had while attending Indonesian language classes at UIN Banten and their goals and wishes are included in the data collected. The outcomes of the study revealed the opinions of both students and teachers on several aspects of learning Indonesian, such as topic dimensions, learning approaches, linguistic variety, learning objectives, learning literature, and assessment (Helaluddin, 2018).

University of Bosowa Makassar students researched Indonesian language teaching materials by incorporating local cultural values in classical poetry (Elompugi). It was done as an alternative to the traditional method of preserving local culture by appreciating literary works as teaching materials based on character education. The Four-D model was utilized to develop this particular study's educational materials. The findings revealed that the instructional resources for the Indonesian language that were developed based on the *elong ugi* value lived up to the standards and could be utilized effectively (Hamsiah et al., 2017).

The phrase "teaching materials" refers to a collection of subject matter utilized in the classroom to help students meet fundamental competency criteria and preset competency standards. The use of teaching materials has the beneficial effect of giving instructors more time to guide students through the learning process and to assist them in gaining new knowledge from all of the sources or references included in the teaching materials. Therefore, it is a positive influence on teaching materials. Teaching materials must be selected and presented effectively so that learning results are maximized and students are satisfied with their ability to access teaching materials from anywhere under favorable learning settings (Liakopoulou, 2011; Richards, 2013; Tuerah & Monigir, 2019). The selection of proper resources benefits teaching and learning and produces an efficient, effective, and meaningful classroom environment (Sakkir et al., 2021).

Text-based instruction is emphasized heavily in today's language learning paradigm, which is used in both K-13 and higher education curriculums. Text-based Indonesian language learning is a method of teaching the Indonesian language that involves students beginning with the comprehension of written material and ending with the creation of their written work (Chuntala, 2019; Dewantara et al., 2019). The central principle of the text-based learning methodology is the idea that language should be understood as a text, rather than as a collection of words or as a set of linguistic standards. It is the most important aspect of the text-based learning methodology. Language is functional; specifically, language cannot be separated from its context because the form of language reflects the ideas, attitudes, values, and ideologies of its users; language is a means of shaping human cognitive abilities. The use of language is the process of selecting linguistic forms to express meaning; language is functional (Pradita et al., 2018). About this notion, the structure of each text is entirely singular. Each text structure, regardless of its sort of text, possesses linguistic strategies that, in addition to integrating and being aimed toward achieving the text's broader societal purposes, express the necessary concepts.

Because of this, instruction based on a text concerning lexical and grammatical units (grammar) needs to take the shape of discussions concerning linguistic units associated with

the structure of thinking, as this is the social objective of the text and not parts. Furthermore, the interaction between the reader and the text is necessary for comprehending the material presented; the reader must relate the information presented in the text to his or her own experiences to construct an understanding of the material (Katalayi & Sivasubramaniam, 2015). Thus, every writing manifestation of a social process (certain genre) in a specific environment contains cultural values or norms.

### 3. METHOD

The design of this study used descriptive qualifications with survey methods (Creswell, 2015; Haris, 2012). The study was conducted on students who had taken programming courses in Indonesian. This study involved 84 students from the 2018 class of the Ibtidaiyah Madrasah Teacher education study program at the Faculty of Tarbiyah and Teacher Training at IAIN Palopo, as well as six Indonesian lecturers. Through interviews, observations, and questionnaires, data were collected. Instruments for collecting data consist of observation sheets and questionnaires. Observation sheets are utilized to collect information regarding the learning activities of Indonesian courses. The open questionnaire collects information on the Indonesian learning process students have employed, and the students' desired teaching materials, and the necessary materials. The study's data were descriptively and qualitatively analyzed (Sugiyono, 2010).

## 4. RESULTS AND DISCUSSION

### 4.1 Results

Materials for instruction are one of the most important aspects of the learning process. As is the case in college, good instructional materials are compiled with the needs of students in mind. The data collection results through surveys, observations, questionnaires, and interviews are presented in the following table.

**Table 1. Survey Results on the use of teaching materials**

No.	Student statement	Percentage
1.	Pull	13%
2.	Quite interesting	75%
3.	Unattractive	12%

**Table 2. Observation Results**

1.	Lecturers are the main learning resource in learning
2.	The teaching materials used are in the form of books with reference book categories
3.	The teaching materials used have not been integrated with the Islamic concept, which is a distinction of Islamic religious universities
4.	Students tend to be passive and unfocused in learning
5.	The use of internet sources still dominates in the completion of tasks

**Table 3. Teaching material needs**

No.	Teaching material content	percentage
1.	Teaching materials are integrated with Islamic material	92,85%
2.	Teaching materials Indonesian in general	7,15%

**Table 4. Table The type of text that students want**

1.	Islamic historical texts
2.	Text of a Talk or sermon
3.	Quotations and translations of Quranic Verses and Hadith
4.	Article
5.	Work of Islamic Literature

The interviews with Indonesian lecturers revealed that using Islamic texts as part of the education process for learning Indonesian has two distinct advantages: first, students can learn Indonesian, and second, they can gain information or religious knowledge from the texts they read. In addition, by the mission of the IAIN Palopo campus, another positive response indicated that it is appropriate for Indonesian lecture materials to be integrated with Islamic content to foster in students a strong Islamic character. It was indicated by the fact that the IAIN Palopo campus received a positive response. In addition, one of the elements that decide what goes into a textbook is its aesthetic quality (Gumelar & Santosa, 2022).

#### **4.2 Discussion**

This study aims to determine the demand for instructional materials at Indonesian Islamic religious universities. The needs analysis results indicate that students and instructors desire to be instructed in using Islamic religious content.

A survey was given to 84 students who were enrolled in the 2018 Madrasah Ibtidaiyah Teacher Education Study Program and had used the teaching materials. Of those students, 13% thought the materials were interesting, 75% thought they were average, and 13% said they did not find the materials appealing. Based on this information, the educational materials do not provide pupils with new experiences or problems to tackle. Consequently, this survey's findings highlight the significance of tailoring the creation of instructional materials in Indonesian to the needs of the student population.

Observational findings indicate that lecturers continue to be the primary and dominant source of learning when it comes to Indonesian. The division of students into discussion groups is ineffective because most students are passive listeners. The instructional materials used as references are books compiled in collaboration with the consortium. The book used as a book is a reference book, so it lacks the various student-required devices found in textbooks. When completing assignments, students continue copying and pasting internet content. It drastically diminishes the quality of student projects. It can be overcome by providing students with a comprehensive textbook and challenges.

Moreover, the textbooks used are still generic. The Decree of the Minister of National Education of the Republic of Indonesia No. 232/U/2000 gives each university the freedom to develop its curriculum with Indonesian-language teaching materials (Guidelines for Higher Education Curriculum Preparation and Assessment of Student Learning Outcomes, 2000). The preparation of this instructional material should be based on needs and the relevance of the university's scientific research (Lotaningrat, 2019)

The student survey results regarding the content of teaching materials revealed that 92.85% of students desired to integrate Islamic materials into teaching materials. The curriculum at Islamic religious universities is designed to instill character, faith, and devotion to Allah in students. Consequently, the incorporation of Islamic content desired by students can be interpreted as a form of awareness in exploring and studying Islam. As a result, the demand for instructional materials incorporating Islamic perspectives must be addressed as soon as possible during the development of instructional materials (Fitraini & Andriani, 2020; Khoirudin, 2019).

In addition, the questionnaire provides information regarding the type of text students wish to study. These texts include Islamic historical texts, texts for lectures or sermons, quotations and translations of verses from the Quran and Hadith, articles, and works of Islamic literature. The organization and layout of the subject matter of the Indonesian textbooks used in Indonesian universities are virtually identical. These textbooks were created by various Indonesian academics teaching at public and Islamic religious colleges. The primary difference between the two approaches is how the text is utilized during the learning process. The selection or application of this material is determined by the requirements of each school or the scientific breadth of the academic program it offers (Susilana & Riyana, 2009). There are several advantages to including Islamic religious texts in studying the Indonesian language and culture. The benefit is that the individuals in question were likely familiar with the Islamic religious content, which made linguistic analysis much simpler. In addition, the knowledge offered can offer further comprehension of Islam (Nurgiyantoro & Efendi, 2017).

## 5. CONCLUSION

This study aims to determine whether Islamic religious universities require Indonesian instructional materials. The findings of the analysis and the results of the needs analysis indicate that: 1) Textbooks are the required instructional materials for students and lecturers; 2) Islamic content is integrated into the textbook's content; 3) the texts integrated into the textbook include Islamic historical texts, lecture or sermon texts, quotations and translations of Quranic Verses and Hadith, Articles, and Islamic literary works; and 4) Textbooks are designed and printed as a single volume. This finding may be considered when generating Indonesian teaching materials at IAIN Palopo and other Islamic religious universities in Indonesia. In addition, the tools produced throughout this research can be utilized to analyze instructional materials in various fields or fields of study, including Indonesian for health, economics, and other fields.

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