Needs Analysis of Tolerance-Based Text Material on MPK Students at Sriwijaya University

Sri Utami[1]

[1] *Language and Art Department, Faculty of Teacher Training and Education, Sriwijaya University, Palembang South Sumatera, 30862, Indonesia*
corresponding author E-mail: sri_utami@gmail.com

ABSTRACT

The needs of multicultural-based text teaching material that can have an impact on changing a negative profile into a positive profile of tolerance attitude for students. This study uses Research and Development method, that refers to Jolly and Ballitho and Borg and Gall theories. The research data are collected by using techniques of questionnaires, interview, literature review, and focus group discussions. This research is conducted at UPT-MPK Sriwijaya University for 2nd semester classroom. The data analysis used in this study is qualitative and quantitative technique. Questionnaire and test data were grouped in quantitative data, while observation interviews, group discussions were grouped in qualitative data. The research subjects are 2nd semester students of Sociology Department at FISIP Unsri and their lecturers. The result of the study shows that textbooks with multicultural-based reading material as positive profiles formation of tolerance attitude.
Keywords: character based text, Indonesian language, genre approach

1. INTRODUCTION

Personality Development Course is a group of study materials and lessons to develop people who have faith and devotion to God Almighty, be virtuous, steady, independent, and have a sense of community and national responsibility. Indonesian is one of the Personality Development Courses in addition to Pancasila, PKN, Religion, and Citizenship courses. The learning process of Indonesian language course in college all this time has more emphasis on scientific reading and writing skills through text-based learning processes. In fact, lecturer who teaches Indonesian language at UPT-MPK Unsri was required to use Indonesian Language Expression teaching materials for college in which contents of the text had not yet touched the character values, so it was doubtful that it could have an impact on student attitude or not. This is strengthened by the fact that most of the reading texts in the Indonesian language module used by UPT-MPK Unsri students still contain knowledge of certain fields of study.

Character building must be associateed as important stage that can be said as information processing. Reading and writing learning is a form of performance that is accompanied by the processing of arguments hieristicaly and systematically, so that it becomes a confidence in the truth of the contents of the text, while judgment and decisions are the beginning of someone is being influenced. The communication situation in writing can have an impact on one or more among the stages which in turn can affect changes in one's attitude and perspective. Writing and reading skills with messages containing cultural values accompanied by the preparation of "two-sided" arguments not ignoring changes in attitude are material forms that are expected to eliminate or immunize tolerance attitudes.

All this time, social conflict in Indonesia has largely been caused by differences in society's perspective because of the demand for "Identity Recognition" by groups. Acceptance of cultural differences is a consequence of having state in which rooted in the characteristics of a multicultural nation, and this awareness must be possessed by every Indonesian citizen. To create harmony in the nation, every member of the community needs communication interaction in the language as well as national identity and nationalism spirit. Indonesian plays an important role to keep the wholeness of nation.

This teaching material model was developed into a scientific text discourse which contains multicultural values with the 'two-sided message' persuasion technique, through Bayes Theorem probability design. The compiled scientific text is an opinion on a problem, containing knowledge or information delivered by the writer or speaker so that the reader gets the knowledge or information as clearly as possible about a natural or social phenomenon, so that teaching material model is expected to cultivate students to be tolerant, empathy,

sympathy, and social solidarity in coexist with multicultural society.

2. BACKGROUND

The research entitled Development of Teaching Materials "Two-Sided Message" Based Multicultural Text Material as a Former of Tolerance-Attitude used Research and Development method. The main steps of Borg and Gall [1] are the guidelines in this study. The development of the text refers to the detailed steps of Jolly and Bolitho and Richards theories [2].

The survey method and content analysis method were used in this study. Development research relies on one of the use of survey methods and content analysis [3]. Emzir [2] states, the use of sampling which the results are used to describe the entire population and the use of a set of questions in the form of questionnaires is the equivalent of the survey method. As for the categorization and classification of text analysis technique systematically and involves one type of conversation content, written texts, interviews, photography and so on is a framework in the content analysis method [2]. This research was conducted at UPT-MPK Unsri Indralaya and Palembang classes. Questionnaires and Focus Group Discussion (FGD) are data collection techniques used in this study. To get information on the need for teaching materials based tolerance character for students and lecturers, researcher used questionnaires form that were distributed directly to students and lecturers.

The needs analysis questionnaire for 75 students was divided into two campus, Indralaya and Palembang classes. During the questionnaire returns by 75 students, there were only 55 students who filled out the questionnaires. The discussion was joined by 6 students of Sociology Department at Social and Political Sciences Faculty, who were attending the Indonesian Language course. It was a source of information about students' needs besides the questionnaires use. The questionnaires were also distributed to the lecturers who teach Bahasa Indonesia at UPT-MPK Sriwijaya University.

The needs analysis of students and lecturers was conducted qualitatively and quantitatively. Qualitative analysis was used to obtain data from observations, pooled group discussions, and interviews. While quantitative analysis was used to get the results of the questionnaire data. The needs analysis questionnaire used Likert scale.

3. FINDINGS AND DISCUSSION

Needs analysis is the most important part in development design [4]. It suggest that a condition that shows a gap between what is expected and what is received by students can be interpreted as a needs analysis. According to Nation and Macalister (2009: 27-30), Needs is divided into three components, namely necessities, lacks, and wants. To be able analyzing the needs of students in learning target language requires a set of those three components. Necessities defined as what should be mastered by student. Skills and situation use are the focus of necessity. Lacks refers to the current position of student knowledge. Student's opinion about what they feel can be useful for him/her is a hope (want). The information about what student wants will be very useful to determine whether students' perspective and analytical perspective have similarity or not, information about students' opinions about what benefits they feel and their expectations, is also needed.

The following is described in detail the results of needs analysis on students and lecturers towards teaching materials based on tolerance attitude.

A. Necessities

The principle in teaching material development must refer to the ideal use teaching materials, and also fulfill what must be mastered in learning process by both students and lecturers. Skills and usage situations are the focus of necessity. The use of ideal textbooks during learning in college is interpreted as proficiency. The necessity of use text material in Indonesian language learning is accordance with the principles of developing teaching materials by students and lecturers can be interpreted as a necessity. Tomlison in Richard (2001: 251) states various principles of teaching materials development, which are as follows.

1) The necessity that materials should have strong influence.
2) The necessity that materials should facilitate the learners.
3) The necessity that materials should help learners to develop confidence.
4) The necessity that materials are being taught should be relevant and useful.
5) The necessity that materials should have important points being taught.
6) The necessity that materials provide the learners with opportunities to use language to achieve communication purposes.
7) The necessity that materials can guarantee the learners to get positive benefits.
8) The necessity that materials can accommodate differences in learning style.

Text-based teaching materials must be in accordance with the principles of language learning. It includes cognitive aspect, emotive, evaluative, based on text, and in accordance with the essence of language. In addition, teaching materials must be in accordance with KKNI learning standard, i.e. interactive, holistic, integrative, contextual, scientific, thematic, effective, collaborative, student-centered.

B. Weakness (Lacks)

The current position of student knowledge can be as a reference in needs analysis. Lack of teaching materials used by students and lecturers

might be a form of lack. The implementation of discussion by six students of Sociology Department in Social and Political Sciences Faculty, Indralaya class, who were attending Indonesian language course, obtained information about the lack of teaching materials in scientific writing text material used by students and lecturers at UPT-MPK in Bahasa Indonesia course. First, lecturers did not use the material provided by field study coordinator. The reason that the structure of language rules that must be explained to students was very theoretical and it was very difficult to understand by students, so students should find some references through the internet that the results were not accommodating. The text presentation used in the existing material did not disscuss topics related to propositions that can form a positive personality profile for students, considering that Bahasa Indonesia course in institutions is included in character building courses.

C. Needs

The lecturers' and students' needs can be referred as needs. Teaching materials that should be used personally by both students and lecturers can be interpreted as their needs. Information of students and lecturers' needs towards character-based Bahasa Indonesia teaching materials gained through questionnaires given directly to the students and lecturers. Data collected through questionnaire, required learning topics data (6) items, required materials (32) items, learning approaches (items), learning activities (8) items), learning media, assignments, and evaluations.

1). Data from student and lecturer questionnaires

In this study, students and lecturers received 62 questionnaire items. Four (4) items are used to determine the needs of Indonesian Language Learning Standards Achievement, four (4) items to find out the learning topics needed, twenty (20) items to find out the learning materials needed, one (1) item to find out the learning approach needed, four (4) items to find out the learning methods needed, six (6) items to find out the media needed, three (3) items to find out the tasks/exercises needed, and three (3) evaluations that are needed. The following is explained in detail.

Standards of Subject Learning Achievement (CPMK)

Offering four (4) items of types of learning questions related to CPMK in Bahasa Indonesia course, were given to students and lecturers. The answers to the item of CPMK questionnaire which were offered to students and lecturers indicate that there are two types; critically needed (SB) and needed (B). The average questionnaire score is more than 4. For more information, see the table 1.

Table 1. CPMK questionnaire results

No	Description	Participant			
		Student		Lecturer	
1	Students can express ideas in a written variety with language characterized by scientific texts	4,50	SB	5	SB
2	Students can determine the title of the article and the sentence framework of the topic.	4,35	SB	5	SB
3	Students can develop each topic sentence in paragraphs and their intertext	4,20	SB	4	B
4	Students can compile scientific papers with correct text structure through language that is characterized by scientific texts	4,25	SB	4	B

2) Learning Topics

Offering four items of learning questions type related to learning topics in Bahasa Indonesia course, were given to students and lecturers. Questionnaire answers items on the types of learning topics which were offered to students and lecturers indicate critically needed (SB) and needed (B). The average questionnaire score is more than 4. For more information, see the table 2.

Table 2. Results of Required Learning Topics Questionnaire

How important are the following topics developed in teaching text material for you

No	Description	Participant			
		Student		Lecturer	
1	Development of paragraphs containing the value of tolerance information weights in changing attitudes through the topic of discussion: Double loyalty in cultural interaction, Law abiding, Soul of a knight, Self-celebrating nature as a seed of division, Impact of group thought, Sentiment of egocentrism of rift seed	4,50	SB	5	SB
2	Search for cohesion and coherence through scientific texts compiled through the Bayes Theorem Probabilogical technique	4,60	SB	4	B
3	Writing types of character-based scientific work	4,60	SB	4	B
4	Training and assignment of language use according to rules and structure and character based.	4,50	SB	4	B

3) Learning Activities

Fourteen items types of learning questions related to learning activities in Bahasa Indonesia course are given to students and lecturers. Questionnaire answers on this type of learning activities that were offered to students and lecturers, indicate that critically needed (SB) and needed (B). The average questionnaire score is approximately 4. For details, see the table 3.

Table 3. Results of Required Learning Activities Questionnaire
How important is the following learning activities.

No	Description	Participant			
		Student		Lecturer	
1	Ask questions about the characteristics of the language of scientific texts along with messages of moral value in sentences and paragraphs.	3,39	B	5	SB
2	Find answers to questions asked about the language characteristics of scientific texts along with messages of moral value in sentences and paragraphs	3,60	B	5	SB
3	The importance of Indonesian language courses in Higher Education	3,30	B	4	B
4	Linking the knowledge / experience they have with the information available in Indonesian language teaching materials based on the formation of student characters.	3,50	B	4	B
5	Link the main ideas in the paragraph so that it can determine coherence in full	3,80	B	5	SB
6	Identify the theoretical key words in character-based quotes as supporters of the main idea	4,31	SB	5	SB
7	Find paraphrases and keyword examples in quotes.	4,50	SB	4	B
8	Give keyword arguments in the quote	4,40	SB	5	SB
9	Find a map of the theory that will be outlined in the introduction and be the basis for making conclusions.	3,90	B	4	B
10	Synthesize information from teaching materials based on changing attitudes of students who take Indonesian language courses.	4,45	SB	4	B
11	Summing up information on the results of the development of teaching materials.	4,40	SB	5	SB
12	Write down what has been learned	3,90	B	5	SB
13	Discuss what has been learned from teaching materials that have been developed	3,80	B	5	SB
14	Present what has been learned.	4,20	SB	4	B

4) Learning materials

Learning Material needed by students and lecturers was given 20 question items which contain of learning materials which obtained by students and lecturers; critically needed (SB) and needed (B). The learning material items offered in this questionnaire average the scores obtained above 4. For more details see the table below.

Table 4: The Results of Required Learning Materials Questionnaire

No	Description	Participant			
		Student		Lecturer	
1	Basic concepts of language characteristics Scientific texts	4,49	SB	4	B
2	Nomination process	4,51	SB	5	SB
3	Esfora Structure	4,52	SB	5	SB
4	Noun group sentence patterns	4,54	SB	4	B
5	The basic concept of scientific work.	4,50	SB	4	B
6	The structure of the text of the type of scientific work scientific work	4,50	SB	4	B
7	Determination of the title	4,53	SB	5	SB
8	Topic sentence framework	4,52	SB	5	SB
9	Topic sentence	4,51	SB	5	SB
10	Basic concepts of paragraphs	4,53	SB	4	B
11	Paragraph development	4,55	SB	5	SB
12	Development of deductive paragraphs	4,49	SB	5	SB
13	Development of inductive paragraphs	4,47	SB	4	B
14	Integration of citations in Text	4,48	SB	5	SB
15	Quotes with similarities below thirty percent	4,53	SB	5	SB
16	Development of theoretical maps in the Introduction	4,48	SB	5	SB
17	Development of conclusions through steps on a theory map	4,49	SB	4	B
18	Abstract	4,46	SB	5	SB
19	Article text structure	4,50	SB	4	B
20	Preparation of bibliography from various sources	4.62	SB	5	SB

5) Learning approaches

One item types of learning questions related to the approach to Bahasa Indonesia was given to students and lecturers. The questionnaire answers on the types of media which was offered to students and lecturers indicate that critically needed (SB) and needed (B). The average questionnaire score is more than 4. For more information, see the table below.

Table 5: The Results of Required Learning Approaches

How important is the following learning approach for you

No	Description	Participant			
		Student		Lecturer	
1	Genre Approach	4,50	SB	4,40	SB

6) Learning methods

Four items of learning questions type related to the method in Bahasa Indonesia course were given to students and lecturers. The questionnaire answers on the types of media items that were offered to students and lecturers indicate that critically needed (SB) and needed (B). The average questionnaire score is approximately 4. For details, see the table below.

Table 6: Results of Required Learning Methods Questionnaire
How important is this learning method for you

No	Description	Participant			
		Student		Lecturer	
1	Discussion	4,50	SB	4,52	SB
2	Question and answer	3,90	B	4,40	SB
3	Assignment	4,40	SB	3,90	B
4	Demonstration	4,40	SB	3,80	B

7) Learning Media

Six items of types of questions related to learning media in Bahasa Indonesia course were given to students and lecturers. The questionnaire answers on the types of media that were offered to students and lecturers indicate that critically needed (SB) and needed (B). The average questionnaire score is approximately 4. For details, see the table below.

Table 7. Results of Required Learning Media Questionnaire How important is the following learning media

No	Description	Participant			
		Student		Lecturer	
1	LCD	4,50	SB	4,40	SB
2	Teaching materials	4,52	SB	4,50	SB
3	Paper	3,80	B	4,45	SB
4	Video	4,80	SB	3,95	B
5	White Board	3,80	B	4,70	SB
6	Marker	3,70	B	3,80	B

8) Exercise Task

Three items of types of learning questions related to assignments and exercises in Bahasa Indonesia course were given to students and lecturers. Questionnaire answers on the types of assignments offered to students and lecturers indicate that critically needed (SB) and needed (B). The average questionnaire score is approximately 4. For details, see the table below.

Table 8: Results of Required Exercise/Assignments

No	Description	Participant			
		Student		Lecturer	
1	Individual	3,90	B	4,52	B
2	Group	4,53	SB	3,70	B
3	Individuals and groups	4,54	SB	4,53	B

9) Learning Evaluation

Three items for types of learning questions related to evaluations in Indonesian courses were given to students and lecturers. Questionnaire answers on the type of evaluation items offered by students and lecturers indicate that critically needed (SB) and needed (B). The average questionnaire score is approximately 4. For details, see the table below.

Table 9: Results of the Required Learning Evaluation Questionnaire How important is the following learning evaluation for you

No	Description	Participant			
		Student		Lecturer	
1	Individual	3,50	B	4,53	SB
2	Group	4,55	SB	3,70	B
3	Individuals and groups	3,92	B	4,40	SB

4. CONCLUSION

The discussion was used to get maximum information about the students needs data collection. Six Sociology students at FISIP who took courses had been participated in this activity, basically teaching materials that contain text material based on character building were very desirable. This was in accordance with the principle of developing teaching materials that were easily in accordance with Tom. In this case, the text material used in Bahasa Indonesia course have persuasive power in students' character building. Besides that, the exercise of using Indonesian structure charged the character values that must be understood by students. Students need skill and interesting teaching materials presentation. The important thing was students need good character references that can be found during learning process.

The discussion in this study can be concluded, the text material needed by students and lecturers is text material that is able to immunize good moral values, and has persuasive power to change the students' negative profile to a positive profile. The arrangement of applicative rules structure training system can also improve the understanding of moral values through its context.

REFERENCES

[1] M D Gall, P Gall Joyce, and R Borg Walter, *Educational Research*. United State: Pearson, 2007.

[2] Emzir, *Metodologi Penelitian Pendidikan: Kuantitatif dan Kualitatif*. Jakarta: PT Raja Grafindo Persada, 2013.

[3] Jack C. Richard, *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press, 2001.

[4] Garry R Morrison, M Ross Steven, and E Kemp Jerrold, *Designing Effective Instruction*. United State of America: Jhon Wiley & Sons, Inc, 2007.

[5] L.S.P Nation and John Macalister, *Language Curriculum Design*. New York and London: Routledge, 2009.

[6] Sarwadi, *Sejarah Sastra Indonesia Modern*. Yogyakarta: Gama Media, 2004.