



# Needs Analysis of Materials Development in a Postgraduate Course for Cultural Arts Education

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**Abstract.** This study aims to identify the need for the development of teaching materials for Creativity Education in the creativity education course of the UNESA postgraduate cultural arts education study program. The collection of research data was carried out using student questionnaire sheets. The results showed that 99% of students need the development of new teaching materials based on research that presents applicative examples in society. As many as 67% of students stated that they had difficulty in understanding the teaching materials used because of the complexity of the material. Creativity Education is an elusive material (40%) because this course is a theoretical and practical course. The conclusion of this study is that it is necessary to develop teaching materials in the form of textbooks in the Creativity Education course.

**Keywords:** Textbook development · Creativity education · Creativity

## 1 Introduction

Education is one of the tools of human resource development and is the right of every human being [1]. The 21st century is that students are skilled in developing High Order Thinking Skills by applying them in everyday life [2]. Some of the competencies or skills that must be possessed by students in the current century Based on the 21st Century Partnership Learning Framework, one of which is the ability to think critically [3] [4]. The means of practicing critical thinking can be done in various ways, one of which is with teaching materials [5].

Materials for language learning refers to anything that can be used to facilitate the learning of a language. This includes coursebooks, videos, graded readers, flash cards, games, websites, and mobile phone interactions; however, it is inevitable that the majority of the literature will concentrate on printed materials. Materials can be informative (they can inform the learner about the target language), instructional (they can guide the learner in practicing the language), experiential (they can provide the learner with experience of the language in use), eliciting (they can encourage the learner to use the language), and exploratory (they can encourage the learner to use the language) (helping the learner to make discoveries about the language).

The term “materials development” refers to all of the processes that are used by practitioners who produce and/or use materials for language learning. These processes include evaluating materials, adapting them, designing new materials, producing them, utilizing them, and conducting research. In an ideal world, each of these processes would be taken into account during the production of language-learning resources and would interact with one another. It is astonishing, considering how crucial resources for language learning are, that they have gotten so little attention in the research conducted on applied linguistics up until very recently. It wasn't until the middle of the 1990s that academics started taking materials development seriously as a topic in its own right. Before that time, it had more of a tendency to be thought of as something that practitioners did or as a sub-section of methodology, in which the materials were typically presented as examples of methods in action rather than as examples of the principles and procedures of materials development.

Meanwhile, teaching materials can be concluded as a means of learning resources that support the creation of an effective teaching and learning activity process as a valuable facilitator medium in learning so as to make it easier for students to achieve the learning competencies to be achieved [6, 7]. Teaching materials should be designed specifically for the needs of learners with a systematic and practical design [1, 8, 9]. The completion of learning outcomes is largely determined by the use and development of teaching materials in the classroom that are in accordance with the characteristics of students [10]. One of the teaching materials that educators often use in the classroom is a textbook. Textbooks are a set of lesson substances developed based on the curriculum content that learners must achieve in order to create an atmosphere/environment that allows learners to learn [11]. Textbooks can also be interpreted as learning resources in the form of subject matter that has a systematic arrangement and displays the relationships between competencies that will be given to students during the learning process [12].

The Creativity Education course is a course taught in the even semester. This research focuses on the learning process of Creativity Education in the even semester of the 2021/2022 academic year for S2 Students of the Study Program Postgraduate Cultural Arts Education at Surabaya State University. The observation results that have been carried out by researchers on February to Juni in 2022 on 15 students with 1 student who did not fill the questionnaire given and 14 students filled in and agreed to the development of the book teach the Creativity Education course.

## 2 Methods

The research was carried out in February – June 2022 in the creativity education course in the even semester of the 2021/2022 academic year, S2 students of the Postgraduate Cultural Arts Education Study Program, State University of Surabaya. This type of research is included in quantitative descriptive research, the subjects in this development research are fifteen students and one Field Practitioner (lecturer). Data collection was carried out with interview techniques and used a questionnaire sheet containing questions equipped with reasons for each answer chosen.

### **3 Results and Discussion**

#### **3.1 Initial Problem Analysis**

The results of the analysis of the curriculum applied to the creativity education course show that there has been a continuity between CPL and CPMK. In addition, all students state that the lectures are in accordance with the material listed in the RPS.

The results of the analysis carried out on the sources of teaching materials in the creativity education course show that students still have to look for the book sources listed discussed by the teacher through Power Point Presentations, the ability of students to find reference books both in the form of e-books and even printed books makes a variety of abilities which students have in understanding the teaching materials of the Creativity Education course.

The initial results of the problems that occurred in this area then became the comparative data obtained by the researcher to strengthen the questionnaire data filled in by students regarding problems in the classroom. Showed the results that out of 15 students there were 14 students stating the need for a textbook in the Creativity Education course and only 1 student did not fill out the questionnaire given so that the data if presented shows that 99% of students want the development of textbooks in the creativity education course.

#### **3.2 Analysis of Teaching Materials to be Developed**

This stage the researcher carries out the analysis of development objectives is the stage of determining the product to be developed in learning in accordance with the results of identification and analysis of problems. Analysis needs to be carried out because of the variety of teaching materials that can be used such as learning modules, learning media, Power Point Presentations and textbooks, Development of customized teaching materials with active learning that has been carried out by students. Active learning in the classroom really requires various learning resources related to lecture problems in order to achieve learning outcomes [13]. The determination of the product is determined based on the consideration of the results of the implementation analysis questionnaire that has been filled out by students. The results of the analysis state that there is a need for the development of new teaching material products in the form of reference books / textbooks. In connection with the development of material, it should be in accordance with the subject area of the student about the demand for English teaching materials that are in accordance with the subject area of the student. It means that providing English learning materials related to the major subject of student studies will be extremely beneficial in preparing students for work competition. It can also enhance students' motivation to study English because the material offered is relevant to their needs. Thus, students are anticipated to be able to develop their English skills by completing educational materials that correspond to the fundamental competencies they must possess.

### 3.3 Analysis of the Components in the Development of Textbooks

This stage the researcher analyzes the components needed in the preparation of the textbook needed, identify the components needed. The components needed in this study, namely the source of the content, learning facilities, and human resources. The source of the content is obtained from the textbooks to which the material is related. Textbooks are expected to come from textbooks related to the material and in accordance with the applicable needs in society. The result of this study is in accordance with the study done by Andi & Arafah [14] that the needs analysis served as the basis for developing teaching materials. The needs analysis is the first step in the process of developing ELT materials for initial speaking skills. The model provides an adequate explanation of the three systematic steps involved in developing these materials, beginning with building the prototype of ELT materials and moving on to reflecting the key elements of the teaching materials' contents in the prototype. The model in question is known as the IDOL Model, and it serves as a useful practical guide, particularly for instructors who lack prior experience in the process of creating instructional materials.

## 4 Conclusion

The conclusion that can be drawn from based on the results of the analysis that has been carried out is the need for the development of the latest textbooks that are suitable for use, practical, effective which contain content Creativity Education material sourced from references comes from textbooks related to the material and is in accordance with the needs and can be applied in society so as to be able to facilitate some of the problems found in learning Creativity Education. Students who are studying English in the classroom can be provided with an academic atmosphere that is conducive to learning by lecturers through the use of appropriate teaching methods and media in the classroom. This academic atmosphere can be created for students based on the students' needs, learning goals, and objectives that result in the expected and determined competencies.

**Authors' Contribution.** Indar Sabri and Setyo Yanuartuti conceived and planned the experiments. Indar Sabri carried out the experiments and the simulations. Indar Sabri and Setyo Yanuartuti contributed to sample preparation and contributed to the interpretation of the results. Indar Sabri took the lead in writing the manuscript. All authors provided critical feedback and helped shape the research, analysis and manuscript.

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