



Learners and Teacher Toward The Problem-Solving Based Learning Media

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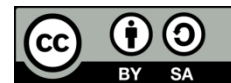
ABSTRAK

Banyak peserta didik yang masih mengalami kesulitan dalam mengembangkan ide-ide mereka tentang teks eksplanasi saat menjalani proses pembelajaran di kelas. Penelitian ini bertujuan untuk menganalisis kebutuhan peserta didik dan guru terhadap pengembangan media pembelajaran berupa animasi menulis teks eksplanasi berbasis pemecahan masalah. Penelitian ini merupakan penelitian kualitatif yang menganalisis tahap pertama dan tahap desain penelitian dan pengembangan. Hal-hal yang dianalisis seperti kebutuhan peserta didik dan guru terhadap media pembelajaran animasi untuk menulis teks eksplanasi berbasis pemecahan masalah. Dari data yang dikumpulkan melalui angket dan wawancara terhadap 33 siswa kelas dan 1 guru bahasa Indonesia. Teknik yang digunakan untuk menganalisis data yaitu analisis deksriptif kualitatif dan kuantitatif. Hasil penelitian yaitu media pembelajaran animasi tentang penulisan teks eksplanasi berbasis pemecahan masalah dapat menjadi media yang inovatif untuk kegiatan pembelajaran dan dapat digunakan untuk mendukung kebutuhan peserta didik dan guru. Media pembelajaran ini bermanfaat bagi kedua belah pihak dan dapat diakses secara offline. Dengan demikian, media pembelajaran dapat menjadi alternatif bagi kebutuhan guru dan peserta didik dalam pembelajaran dan pengajaran menulis teks eksplanasi.

ABSTRACT

Many students still have difficulty developing their ideas about explanatory texts while undergoing the learning process in class. This study aims to analyze the needs of students and teachers for the development of learning media in the form of animation writing explanatory texts based on problem-solving. This research is qualitative research that analyzes the first and design stages of research and development. The things that were analyzed were the needs of students and teachers for animated learning media to write problem-solving-based explanatory texts. From the data collected through questionnaires and interviews with 33 students and 1 Indonesian teacher. The technique used to analyze the data is descriptive qualitative and quantitative analysis. The research results show that animated learning media about problem-solving-based explanatory text writing can be an innovative medium for learning activities and can support students' and teachers' needs. This learning media is beneficial for both parties and can be accessed offline. Thus, learning media can be an alternative for the needs of teachers and students in learning and teaching writing explanatory texts.

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1. INTRODUCTION

Learning the Indonesian language should cover four language skills: listening, speaking, reading, and writing (Handhika et al., 2018; Saddhono et al., 2019; Sulistiyo, 2018). They should be based on the thinking skills, that cannot be separated, to support the language skills. During classroom learning, language skills should be integrated into one unity. However, for training purposes of language skills, each of them could be selected as the learning focuses (Khotimah et al., 2019; Yudhiantara & Saehu, 2017). The writing is a communication activity in the form of written message delivery for other parties (Fleckenstein et al., 2020; Kim, 2021; Staples et al., 2013). Writing activities involve several elements, such as the writer as the message or writing messengers, the model or the written media, and the readers as the recipient (Masrur et al., 2020; Wong & Russak, 2020). Writing skill refers to active-productive language skills. It is active since the writers actively write and productive because the writers produce writing texts. Writing is very important for education because it facilitates learners to think (Hill et al., 2020; Wong & Russak, 2020). Writing has some benefits, such as (1) expressing the feelings (anxiety, restlessness, will, anger, etc), (2) instilling a strong understanding inside of the writers' brains, (3) to develop personal satisfaction, pride, feeling, and self-respect, (4) to improve the awareness

and environmental sensitivity, (5) to participate, and (6) to develop a certain understanding and skills of using language (Flores, 2021; Yuniar et al., 2019). Writing activity is an intellectual activity because it is indicated with the skills to express the notion in delivering the message (Darmawan et al., 2017; Fu et al., 2019). Writing is a very useful activity for both writers and readers. Writing skill produces an excellent writing works, such as fiction or non-fiction. The skill is also useful for various activities and field participation (Abrams & Byrd, 2016; Safura et al., 2017).

In this research, the analysis of need was done in writing explanatory texts. The text is an activity to develop the learners' creativity. This research was focused to describe the problems and the needs of the learners and the teachers in writing explanatory text at school. The chosen school was the Public Primary Junior High School 33 Palembang with its eighth-graders. The explanatory material had the purpose to allow learners to write explanatory texts based on the basic competence 4.10. It was to present information and data in the form of oral and written explanatory text by considering the structures and language features. The basic competence's expectation had not been in line with the actual condition. Many learners still had problems developing their ideas of explanatory text while having a classroom learning process. The solution to overcome this problem is to use learning media (Hanik, 2020; Maryanti & Kurniawan, 2018). The learning media were *audio-visual* tools containing the learning materials, short videos, or movies in the forms of animations, and exercises (Liang et al., 2011; Michelsanti et al., 2019). Thus, the applied learning media should have been interesting for the learners so that they would be motivated to learn (Arimbawa et al., 2017; Xu & Wu, 2021). The interesting and effective learning media could support the learners' understanding in receiving the delivered materials by the teacher. Therefore, it was important to find the learners' and teachers' needs (Michelsanti et al., 2019; Pattemore & Muñoz, 2020).

There were similarities and differences between this research and the previous researches. The similarities were about the explanatory text materials while the differences dealt with the media, bases, and research subject selections. Previous research focused on applying the QUIP-based Nusantara local wisdom for explanatory text teaching materials (Sugianto, 2014). This research aims to analysis the learner and teacher need analysis toward the learning media development in the form of an animation for writing an explanatory text based on problem-solving for the eighth graders of Public JHS 33 Palembang. This research is expected to provide benefits both theoretically and practically. Theoretically, the results would be useful in understanding the concepts or theories. They would be also useful as literature and reference contribution in the research and development of animated learning media especially for explanatory writing activity with the problem-solving model. Practically, the results were expected to contribute to both teachers as the educational institutions and learners. Learners would be benefited from this research and development product because they could overcome any difficulties while writing explanatory text. Teachers would be benefited from this research product because the product could be the guideline and reference to teach the explanatory text. Thus, it would facilitate learners to carry out the learning activity. Besides that, this learning could improve the learners' skills in writing explanatory text.

2. METHOD

This research applied a qualitative approach to determine the learners' and teachers' needs. It meant this research was done in the planning stage of the Research and Development study. Therefore, it was in line with the current stage, the *planning* stage. The applied model had a function as the framework of this research. It was Alles and Trollip's development model (2001). It was adapted, modified, and adjusted with the current needs of the research. Generally, the interactive multimedia development model has three attributes and three phases. Each attribute and phase consisted of various problems to be discussed. The attributes were *standards; ongoing evaluation; and project management*. The development phases were *planning, design, and development*. The subjects consisted of the eighth-graders, 220 participants, of Public JHS 33 Palembang. However, the sample consisted of only 33 persons. It was based on the formula, 15% of the whole population. This sampling was in line with Arikunto's survey model (2014). This research used questionnaires and interview to collect the data. The questionnaire was given to the learners while the interview was used for the teachers to obtain the initial information. Both data collecting techniques were used to determine the learners' and teachers' needs of the learning media development. The interview was used to clarify the questionnaire results. The researchers analyzed the questionnaire by tabulating, calculating, analyzing, interpreting, and describing the data into percentages. The results would be described as the initial identification of the developed learning media needs. The interview was analyzed objectively. Then, the results would be described and concluded. The conclusions would be used to complete the test data. They would be also used for developing and revising the developed learning media.

3. RESULT AND DISCUSSION

Result

Based on the observation and interview results, it was found that the learners still had difficulties to produce or present an explanatory text in a complete written form. The activity was done by using the printed book provided by the government, titled *Bahasa Indonesia Terbitan Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 Kurikulum 2013*. The teacher usually used the newspaper and the printed book as the reference for the material. The teacher admitted her learners had difficulties developing their ideas while writing the explanatory text. The other reason was writing the explanatory text was not interesting moreover when the learning media were only printed books and newspapers. The weaknesses of books and newspapers were less variety, monotonous, and not interesting. Thus, learners would be easily bored with the materials and they were lack learning motivation. The use of appropriate learning media could facilitate the teachers and learners to reach the objectives. Practically, she stated that the use of the computer-projected learning media was not maximum. The learning media in the form of problem-solving-based explanatory text with animation had not been used in the school. In learning the Indonesian language, the teacher used printed books, newspapers, whiteboards, and learning media so the learning was less varied. Learning media should be in line with the learners' characteristics. The teacher expected an interesting learning media development based on the learners' characteristics and needs.

Based on the need questionnaire of the learners, they needed learning media that could develop their ideas so they would be facilitated while writing the explanatory text. Learners also needed less boring, interesting, motivating, and encouraging learning media with complete materials. Unfortunately, they did not get those learning atmospheres at school. Based on the questionnaire of the learners' needs, they preferred interesting teaching and learning media. They also needed understandable media rather than only having lecturers. It was proven with a percentage of 90.9% that the learners preferred and needed the learning media. In a learning material especially about explanatory text writing, learners had difficulties connecting the ideas and the problems brought in the text. It was proven by a percentage of 96.5% of learners had difficulties. Therefore, there was a need for learning media in the form of problem-solving-based explanatory text writing in the form of animation. It was useful to facilitate the learners to write the explanatory text. It was proven from the questionnaire. A percentage of 97% of learners wanted to have a learning material to facilitate their writing learning. Learners wanted a specific learning media for writing explanatory text. It was proven with 96.9% of learners stated that the created learning media would be focused on writing explanatory text.

The learners also needed a learning media with complete materials. It was proven with a percentage of 97% of learners agreed with the learning media to be packaged completely. Based on the facts, the materials of the explanatory text materials consisted of the definition, the feature, the content of the text, the structure of the text, the principle of the text's language features, the stages to summarize the text, and the stages to write the text. It was proven with a percentage of 96.9% of learners needed the materials in the learning media. A percentage of 97% of learners also admitted that the learning media should have examples of explanatory texts. The examples should not be realized only in text forms. It was proven by the questionnaire results. The percentage of 96.4% of learners also needed the explanatory text examples. It was also proven with 97% of learners agreed with the notion. They argued that if the examples in the learning media should be combined with the explanatory text structure materials. They should be packaged in the form of animated videos with subtitles and based on the text structures. Thus, they would be more aware of the text's systematic structures.

The result of the questionnaire proved a percentage of 93.9% of learners stated that they needed the exercise part of the learning media to be presented. They needed them to understand the concepts and to write. They argued that they needed interview videos with animation videos about COVID-19. Then, a percentage of 93.9% of learners agreed with the notion if the interview video would be packaged in the form of two-person animation. This animation showed the two persons having an interview about COVID-19. Then, the main ideas of COVID-19 should be put in the interview conversation. Learners needed exercise to find problems and to find the solution. It could be seen from a percentage of 97% learners. Then, they needed exercise to identify the text structures and find the specific terms in the explanatory text. It was proven with the questionnaire results. It showed a percentage of 81.8%. Besides that, for the writing exercise and developing ideas, learners were asked to find and note each main idea from the text about COVID-19 with the animation of two persons having an interview. Each main idea they obtained should be developed into whole writing based on the given structure and the grammar. It was proven with a percentage of 90.8%, based on the questionnaire of learners' need results.

Discussion

Based on the learners' and the teacher's needs, the researchers proposed a learning media in the form of *audio-visual*, realized into animation with materials about problem-solving based explanatory text writing materials. The learning media facilitated the learners to understand the materials and to develop the ideas (bin

Abdul Samat & Abdul Aziz, 2020; Imamah & Susanti, 2021). Thus, the learners' writing skills could be improved and they would be more creative and critical. This media was facilitated by complete features and communicative language uses (Alamiyah et al., 2021; Madleňák, 2015). It contained interesting illustrations to listen to so that learners would be encouraged to learn autonomously (Friedman & Friedman, 2013; Setiyani et al., 2020). This media contained learning materials, learning videos, and evaluative questions. Thus, learners could learn and check their understanding by working on the questions (Buchori et al., 2017; Narayan et al., 2019). Dealing with the conceptual and material understandings, the exercise questions were made into multiple choices. Thus, learners could select the answers, find their correctness, and obtain the scores. Besides that, there were essays for the learners to work on and to develop their ideas based on the problem-solving model (Hwang et al., 2012; Kua, 2018; Nuraziza & Suwama, 2018). The problem-solving model was a presentation method by giving problems as the discussion milestone to be analyzed and synthesized. It was as the effort to find the solutions or the answers done by the learners (Effendi & Hendriyani, 2020; Nurlaili et al., 2019; Zaki et al., 2020).

The strength point of this media was on the text writing activity. It was presented with essay exercises in the form of audio-visual animation based on a problem-solving model. The learners were asked to find and note each obtained idea as the data to help them writing. The video animation was packaged similarly to television news. They discussed something so learners would be interested to listen and pay attention. The video was a two-person animation having an interview about COVID-19. The learners were asked to observe, find, and note each main idea about COVID-19 in the conversation. Then, the main ideas were chosen to be the main data for the learners' writing. They should pay attention to the structures and the features of the language. The applied animation also had written text animation to empower the theory. The text and the life-creature animations were made attractively and lively to facilitate learners developing their ideas. The media could make a joyful, motivating, interesting, and resolute learning atmosphere so that learners could solve the problems in the learning materials (Antal et al., 2017; Leatherman & Cleveland, 2020; Puspitarini & Hanif, 2019). The learning had a purpose to create learners with excellent, accurate, and quick problem-solving skills (Andriyani & Suniasih, 2021; Hwang et al., 2012). The problem-solving model was considered as the accurate learning model for the learners to solve problems (Astra et al., 2020; Partayasa, 2020). The strength point of this method was its audio and visual matters. They could be used in an offline manner, stored, and brought. They could be stored in CDs and other storage devices. The applied animation also had written text animation to empower the theory. The text and the life-creature animations were made attractively and lively to facilitate learners developing their ideas (Koning et al., 2019; Kühl, 2021).

4. CONCLUSION

The animated learning media about problem-solving based explanatory text writing could be an innovative media for learning activity and could be used to support the learners' and teachers' needs. This learning media was useful for both parties and accessible in an offline manner. It could be installed on a laptop, stored, and brought. Thus, the learning media could be the alternative for the teacher's and learners' needs in learning and teaching explanatory text writing.

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