

# The Lecturer's and College Students' Need Toward Schoology-Based Student Worksheet

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## ABSTRAK

Bahan ajar dapat meningkatkan kemampuan menulis siswa. Namun dalam pengembangan bahan ajar perlu memahami kebutuhan mahasiswa. Penelitian ini bertujuan untuk menganalisis kebutuhan mahasiswa dan dosen dalam menulis naskah drama. Penelitian ini merupakan penelitian kualitatif yang menganalisis tahap pertama dari desain Penelitian dan Pengembangan. Pendekatan yang digunakan adalah pendekatan kualitatif. Metode yang digunakan dalam mengumpulkan data yaitu wawancara dan kuesioner. Subjek penelitian berjumlah 20 mahasiswa. Teknik yang digunakan dalam menganalisis data yaitu teknik analisis kualitatif. Temuan menunjukkan bahwa mereka membutuhkan lembar kerja siswa yang dapat memotivasi, berkolaborasi, meningkatkan semangat belajar, memfasilitasi, menyediakan waktu bertanya, memberikan umpan balik, memiliki instruksi yang jelas, dan dapat diakses di mana saja. Penelitian ini merekomendasikan Schoology sebagai solusinya. Di sisi lain, dosen membutuhkan perangkat berbasis teknologi yang dapat mendukung kreativitasnya dan memberikan umpan balik bagi mahasiswa di mana saja, bahkan di luar kelas. Oleh karena itu, Schoology sebagai platform media pembelajaran yang inovatif dapat digunakan untuk memenuhi kebutuhan dosen dan mahasiswa. Platform ini praktis untuk kedua belah pihak dan dapat diakses dari browser yang terpasang di komputer laptop atau ponsel. Dengan segala kelebihan dan kekurangan tersebut, Schoology menjadi alternatif bagi kebutuhan dosen dan mahasiswa untuk belajar dan mengajar menulis naskah drama berbasis puisi.

## ABSTRACT

Teaching materials can improve students' writing skills. However, in developing teaching materials, it is necessary to understand the needs of students. This study aims to analyze the needs of students and lecturers in writing drama scripts. This qualitative research analyzes the first stage of the Research and Development design. The approach used is qualitative. The methods used in collecting data are interviews and questionnaires. The research subjects were 20 students. The technique used in analyzing the data is the qualitative analysis technique. The findings show that they need student worksheets that can motivate, collaborate, increase enthusiasm for learning, facilitate, provide time for asking questions, provide feedback, have clear instructions, and can be accessed anywhere. This study recommends Schoology as the solution. On the other hand, lecturers need technology-based tools to support their creativity and provide feedback for students anywhere, even outside the classroom. Therefore, Schoology, as an innovative learning media platform, can be used to meet the needs of lecturers and students. The platform is practical for both parties and can be accessed from a browser installed on a laptop computer or mobile phone. With all these advantages and disadvantages, Schoology becomes an alternative for the needs of lecturers and students to learn and teach writing poetry-based drama scripts.

## 1. INTRODUCTION

Learning materials are anything in the material forms used to facilitate lecturers and instructors in carrying out the learning activities. These learning materials must be prepared by the lecturers (Aji et al., 2017; Eliya, 2020). Learning materials may take form into written forms or not arranged systematically and used by lecturers and students in learning activities. They are the most important factors to promote more

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effective learning. a lecturer should understand the characteristics of the delivered learning during learning. Therefore, the lecturer will not incorrectly select the applied learning materials (Gunawan et al., 2019; Mardiana, 2020). In this case, the lecturer's role will be as a facilitator to allow and direct his college students to achieve the targeted learning objective. Learning materials have systematic structures and orders. They explain the instructional objectives; motivate the students to learn; anticipate any learning difficulties; provide guidance for students to learn; provide exercises; provide summary; and generally have individual student orientation to encourage them learning (Damayanti et al., 2018; Ntobuo et al., 2018). Thus, it could be understood that learning materials' function is as guidelines for both lecturer and students. They are used to promote learning activities and evaluate the learning outcome.

Various teaching materials have the purpose of allowing students to obtain alternative teaching materials. It is done by considering the necessities of students, institutions, and regions. Teaching materials have the function of facilitating lecturers carrying out the learning (Fakhrudin et al., 2020; Lestari et al., 2021; Widayanti et al., 2019). The arrangement of learning material is useful for lecturers. Such an arrangement is in line with the curriculum and the necessities so that lecturers will not have any difficulties obtaining textbooks. They could develop the teaching materials from various references, enrich their knowledge and writing skills, improve effective learning communication, facilitate learning activities, use the teaching materials as scientific works, and use it as additional earnings (Suryawati & Osman, 2018; Syafrijal & Desyandri, 2019). Learning materials are also useful for students. They are such as to have more interesting learning activities, facilitate students obtaining more opportunities independently with the guidance of the lecturer, and facilitate students in learning each competence to master (Rahmatsyah & Dwiningsih, 2021; Suzuki et al., 2020). On the other hand, for the teachers or lecturers, developing teaching materials provide positive changes for them. It is because the teachers and lecturers must be aware of the needs of the learners before developing the teaching material (Syamdianita & Cahyono, 2021).

The development of learning materials takes many forms. The other research developed a digital learning game for the learners so that they could add cultural elements in their descriptive text (Crisdiana, 2021). The game was valid and reliable for the learners. Both learners and teachers also argued the game was suitable with the learners' language level. The author also used local wisdom as the added culture element. The other example of teaching material product development was science comic. Other research found that the developed teaching material could make learners interested in learning earth disaster responses (Arifin & Lestari, 2020; Lestari et al., 2021). Other research investigated the needs of students about microbiology teaching materials (Ningtyas et al., 2019). From the analysis, the students needed materials about microbes' roles, microbial genes as bioremediation, and research-based materials to improve their skills and cognition. The result showed the developed teaching material was valid and reliable for the course (Mau et al., 2019; Nafiah et al., 2019). In Indonesian language teaching context, some researchers also conducted various teaching material development. For example, that developed the teaching materials within Indonesia language context (Jayanti & Rosita, 2019; Rahmayantis & Nurlailiyah, 2020). The research developed linguistic competence based teaching material to improve the historical short story writing (Jayanti & Rosita, 2019). On the other hand, developed teaching material for writing poetry with modelling technique (Rahmayantis & Nurlailiyah, 2020).

Pedagogically, teaching materials could facilitate teachers or educators to teach and learners to construct knowledge and develop skills. Teaching material development based on experience was effective for learners (Mutmainah et al., 2019). Not all teaching material development could meet the users' expectations (Siregar, 2021). The author argued that the material development should consider the topic, course, and participant. Certain teaching material implementation could also facilitate other teaching materials. Using different teaching materials could provide new opportunities for learners to challenge themselves, for example in writing (Kusuma et al., 2017; Mau et al., 2019). Writing is a communication activity in message delivery in written forms to other parties. Writing activity involves writing elements as message modes or writing contents, channels, or writing media (Azmuksy'ni & Wangid, 2014). Writing may be carried out in scientific or unscientific manners with metaphorical extension (Haris et al., 2021; Jamal & Abdul, 2021; Mabubah et al., 2021; Wargadinata et al., 2021). Writing is very important for educators because it facilitates students to think. writing has several benefits such as expressing means - by writing, an individual could express his feeling (anxiety, will, anger, and etc.); understanding means - writing could provide a strong understanding in a writer's brain; personal satisfaction, pride, and dignity mean; means to improve awareness and to absorb what is in the environment; participative means in spirituous manners instead of surrendering manners; and a developing mean on certain understanding and language usage skills. Writing has many benefits for writers or readers, for example to participate in various activities and fields (Puspitasari & Rustono, 2014).

Studies about writing teaching materials have been done by some experts. Other research used *Laskar Pelangi* tetralogy novel for teaching descriptive text writing (Maksum et al., 2020). The result

showed that the developed teaching material could be a supplementary material for learners. This supplementary material also facilitated teachers to teach descriptive text because before the development, the teachers mostly used textbooks from the government. Other research a teaching material with ADDIE approach to improve Islamic learners' short-story writing skills (Fitriana et al., 2020). The developed teaching material could improve the Islamic learners' creativity and productivity. The teaching material was integrated with project-based learning so the learners started the writing project per stage. This process facilitated their understanding and allowed them to be aware of their mistakes. Thus, they could revise and construct better understanding. A task-based material to improve writing skills of learners (Yundayani & Sri Ardiasih, 2021). This teaching material could make learners eager to write a context-approximate nature for expressing their intentions. The learners found the task-based material was excellent and beneficial for their writing performance. Other research developed a teaching material to enhance students' writing. The researchers designed the teaching material with inductive method (Martan et al., 2021). It went from something specific to general. At the beginning of the teaching material, the researcher provided examples. This arrangement was proven effective to improve the learners' writing skills.

Based on the background, there is a rising question about the students and lecturer's necessities about the Student Worksheet development on writing a drama script based on *Siti Zubaidah's* script in Indonesian Language and Education Program of Sriwijaya University. This study aims to analyze the needs of students and lecturers in writing drama scripts. This research is expected to contribute theoretically and practically. Theoretically, this research's findings could facilitate understanding the concepts of theories and enrich research and development's literature and references about writing teaching materials, specifically writing a drama script based on *Siti Zubaidah's* poem. Practically, these findings could contribute to the lecturer and the students. This teaching material is expected to be the guideline and reference to teach writing drama script based on *Siti Zubaidah's* poems. Thus, it could facilitate the lecturer to carry out the learning activities in the Literature Center course. For the students, the developed teaching materials could overcome the difficulties of understanding the story concept of *Siti Zubaidah*. This teaching material could also improve the students' skills in writing a drama script based on *Siti Zubaidah's* poem.

## 2. METHOD

This research aims to describe the students and lecturer's necessities about the Student Worksheet development on writing a drama script based on *Siti Zubaidah's* script in the Indonesian Language and Education Program of Sriwijaya University. The subjects consisted of 20-fifth semester students in the Indonesian Language Education and Literature Program. This research was a preliminary study from the whole Research and Development stages. The applied approach was a qualitative approach to find out the necessities of the students and the lecturer. It meant that this research was conducted in a problem and analysis stage of an R&D. The R&D stages, consisting of (1) *problem*, (2) *analysis*, (3) *design & develop a prototype*, and (4) *evaluation*. The stages of this R&D design are also known as ADDIE (Surdyanto & Kurniawan, 2020). This qualitative approach was used to collect empirical materials during the research process (Devetak et al., 2010). Therefore, it fits on the current stage of the Research and Development.

To obtain the required data, this research applied interviews and questionnaires. The questionnaire was given to both the students and the lecturer. It was used to find out their necessities dealing with the Student Worksheet development. On the other hand, the interview was used to clarify the data of the questionnaire. Besides that, the interview technique was an important technique for the qualitative study (Rosaliza, 2015). The researchers analyzed the questionnaire data by (1) checking and clarifying, (2) analyzing the data based on the determined aspects, (3) describing the data as the initial data of this study, and (4) drawing general conclusions from the data descriptions. The analysis results were then described as the preliminary identification of the current developed teaching material necessities. The interview results were analyzed objectively. Then, the data were described and concluded. The conclusions were used to complete the test data. Besides that, the results were also used to develop and revise the teaching material.

## 3. RESULT AND DISCUSSION

### Result

Based on the interview, with the course lecturer, it was found that students still had difficulties in transforming *Siti Zubaidah* poems into a drama script. Moreover, no teaching material could support the students' creativity in writing drama scripts. It was proven by a percentage of 67% of students that never had writing script materials. Based on the questionnaire, the students needed a teaching material that could facilitate their understanding, express them, improve their awareness, develop them, and encourage them.

Their necessities were in line with the nature of writing. However, they did not get those with the current teaching material. Heretofore, the students only used teaching materials in the forms of textbooks and common student worksheets. It was proven that 43% of students used other teaching materials instead of textbooks and worksheets. A percentage of 27% of students used textbooks, and 30% used the existing student worksheet. The students needed student worksheets that could make them still connected, provide them additional time, and be used anywhere without being limited. It meant the students needed an online student worksheet to write a drama script. It was proven from the whole students that answered "YES" in the questionnaire, 100%. They also needed student worksheets that could make them cooperate, autonomous, and having the opportunity to ask a question.

On the other hand, the lecturer needed a student worksheet that could guide the students to learn, empower the learning, and provide practical guidelines for the students to be covered. The lecturer needed a student worksheet that could convert media from poems into a drama script. The lecturer's required stages were reading, seeking the meaning, writing the characters and personalities, writing the background, converting the poems into drama dialog, and editing the script. For the students, they felt that the stages should be explained in the arranged student worksheet design. It was proven from 56% of students stating that they needed an explanation, based on the questionnaire result. Moreover, if the student worksheet is online-based. The stages should be attached as well as the instruction of learning. It was proven from 17 students that admitted needing it, 85%. The students also needed an evaluation provided by the lecturer or attached in the student worksheet design. It was proven from 13 students that admitted needing it, 65%. It meant the students needed feedbacks. The use of developing teaching material in the form of student worksheet facilitated the classroom learning process, made the students active and autonomous, and helped the lecturer motivate and encourage the students in learning. On the other side, the lecturer also needed to compose student worksheets that made him creative and improved his competencies. The lecturer had known what was needed by the students. The developed student worksheet could provide the students' needs, and it was based on the learning objectives.

## Discussion

From the finding, the lecturer needed the learning management system that could be used to plan, implement, and assess the learning process. Learning management system, especially online learning management system, could establish active interactivity (Amin & Sundari, 2020; Stockless, 2018). Therefore, the lecturer needed an appropriate student worksheet (Novriany et al., 2019; Saveljeva & Rupšienė, 2016). Feedback significantly influenced future professional contribution. Moreover if the feedback dealt with writing a drama script from a poem. The lecturer also needs some stages monitor or check the students' learning activities. It had a purpose to allow him to give feedbacks. It indicated that the lecturer needed a student worksheet to make the students active and draw their dominance. The Student Worksheet should facilitate interactions with the given teaching materials; present tasks and stages to improve material mastery of the students; train the students' autonomy to learn; and facilitate lecturers to monitor the learning process. The lecturer's needs motivated the lecturer to use online LMS. This finding is in line with (Muhaimin et al., 2019; Nuswawati et al., 2020; Servitri & Trisnawaty, 2018). They found teachers' needs became an influential factor to use online LMS.

On the hand, some experts disagree with the use of learning management system as mode to share teaching material. The use of teaching material without that rely on written instruction may not be clearly understood by the learners (Farizka & Cahyono, 2021; Gunada et al., 2017). Thus, they argue teaching materials should involve interactive interaction. This interactivity could be realized into videos, audios, conference, or direct chat so that learners will be engaged. By doing this instruction, it does not mean the teachers try to seize the autonomy of the learners. Autonomous learning does not mean to let learners following the written instruction, but also to provide feedback immediately (Lu et al., 2021; Wiraningsih & Santosa, 2020). Many platforms to modify a learning management system to be interactive (Ariebowo, 2021; Fakhruddin et al., 2020). They researchers proved that providing interactive instruction on YouTube for English teaching material significantly facilitated the learners' understanding. The use of direct instruction with specific content could make learners more engaged (Effendi-Hasibuan et al., 2019). The researchers underlined that this instruction was not similar with lecturing method. Besides the challenges of providing direct feedback, using LMS may also lead to challenging barriers. The challenges may deal with the connection availability, especially the rural area (Muhaimin et al., 2020). The challenges may deal with the institutional choice to use certain LMS (Habibi et al., 2020).

Based on the students' and the lecturer's necessities, the researchers proposed a *Schoolology*-based student worksheet. *Schoolology*, a social web-based student worksheet, offers the same learning as in a classroom, and it is easy to use (Jayanti & Rahayuningsih, 2020; Setiawan & Aden, 2020). *Schoolology* is a student worksheet that supports teachers in managing learning materials and information in class. It could

be used easily by both students and lecturers, because it is similar to other social media, such as Facebook, Twitter, etc. Schoology has some equal quality to printed students worksheet. Schoology contains materials, summaries, and guidelines to promote students' learning tasks. It is arranged by the course lecturer and based on both lecturer's and the students' necessities (Novriany et al., 2019; Rahmawati et al., 2020). It is important because a student worksheet should be attractive to be motivated to learn (Daryanto et al., 2020; Diani & Nurhayati, 2019). Students or college students will obtain materials, summaries, and tasks concerning the materials in a Student Worksheet. They could also find structured directions to understand the given materials.

*Schoology* is a site that connects social networks and a student worksheet that could be used in a classroom or at home. Three matters are supporting *Schoology* performances: the performance, the security, and the application (Rosalina, 2018; Supratman & Purwaningtias, 2018). *Schoology* could facilitate lecturers that could not teach in a classroom by sharing the learning materials online. By using *Schoology*, the lecturers could collect and upload the learning materials. The students could also share their thoughts and ideas through their posts in *Schoology* (Irawan & Sutadji, 2017; Latifah & Utami, 2019). This function is similar to the *status update* feature on Facebook. *Schoology* as learning media is accessible from mobile devices, such as *android smartphone* and *iPhone*. By using *Schoology* in the *smartphone*, it is even very accessible for educational people to learn it. To prevent external parties from breaching into the school network, *Schoology* provides specific codes for classes and schools. These codes are given to students so that they could join the class.

*Schoology* allows the learning process to be conducted via *smartphones* and *tablets*. Thus, the lecturers could prepare and present the learning materials online that are accessible for the students (Hasyim & Eldiana, 2020; Resty et al., 2019). Lecturers could upload the learning materials in various forms and formats, such as documents, videos, audios, etc. These materials could be seen directly or downloaded via *smartphone*, *tablet*, or computer. Besides that, using *smartphones* and *tablets* has many benefits for both lecturers and students because it is easy to bring anywhere. The strengths of *Schoology* are *Stay Connected*, *Extend Class Time*, and *Manage on the Go* (Helsa et al., 2021; Rosy et al., 2018). Lecturers could update their courses, personal messages, groups, and feedback to students. They also can manage face-to-face activity intuitively on their devices. Students could look at the lesson online, cooperate with their peers, learn autonomously from their devices anywhere and anytime, and propose any questions dealing with the questioned materials. Through *Schoology*, lecturers could call the register, discuss, share tasks, check the works, and assess the students' works. Lecturers could also provide feedback for the students with the provided features. Another strength of *Schoology* is the *attendance* feature. It could be used to check the list or register by labeling the students into "present," "having permission," "late," or "absent" *Schoology* also has an *analytic* feature to check all students' activities on each *course*, *assignment*, *discussion*, and other activity prepared for students (Rachmat & Krisnadi, 2020; Zhang et al., 2020). Then, the lecturers could check what activities are done by the students when they are *logging in*.

#### 4. CONCLUSION

The students needed teaching materials and worksheets that could motivate and encourage them to learn anywhere. On the other hand, the lecturer needed a technology-based device that could support his creativity and provide feedback for the students anywhere, even outside the classroom. Therefore, *Schoology*, as an innovative media platform for learning, could be used to meet both the lecturer's and students' necessities. This platform is practice for both parties and accessible from the installed browser in laptop computers or mobile phones. With all these strengths and weaknesses, *Schoology* becomes the alternative for both the lecturer's and the students' necessities to learn and teach writing a drama script based on poems.

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