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**2021 etnical.pdf**

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WORD COUNT

**1655 Words**

CHARACTER COUNT

**9540 Characters**

PAGE COUNT

**4 Pages**

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**197.5KB**

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# Need Analysis of Indonesian Language Teaching Book Development For Implementation of Merdeka Belajar Kampus Merdeka

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## Abstract

This research aims to reveal the analysis of needs in developing teaching books Indonesian. This research is the first stage of teaching book development research using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. This stage of analysis is done to analyze the importance of doing this research. Needs analysis includes (1) analysis of curriculum; (2) analysis of student needs; (3) Analysis of student characteristics. The data in the study was collected with observation techniques, interviews, and questionnaires.

## Keywords

Need Analysis  
Indonesian Language Teaching Book  
Merdeka Belajar Kampus Merdeka

## Ethical Lingua

Vol. 8, No. 2, 20XX

ISSN 2355-3448 (Print)

ISSN 2540-9190 (Online)

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## Article's History

Submitted 14 September 2021

Revised 16 November 2021

Accepted 17 November 2021

## DOI

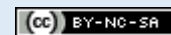
10.30605/25409190.324

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# Need Analysis of Indonesian Language Teaching Book Development For Implementation of Merdeka Belajar Kampus Merdeka

## Introduction

One of the strategic issues of the academic field for universities today is the implementation of Merdeka Belajar-Kampus Merdeka. This policy provides opportunities for students to follow the learning in their study programs. Learning in this way gives students the freedom to do activities related to their lectures. The lecture activities include village projects, internships, industrial practices, and other activities that can make students prepare for their future from an early age as well as possible. Based on this, the university is required to revise the curriculum as one way to facilitate the implementation of Merdeka Belajar-Kampus Merdeka.

Curriculum at universities, including in Indonesian Christian University of Toraja, place Indonesian as a required public course. This aims that college graduates in addition to having graduate competence in their fields, are also able to communicate well and correctly, both orally and in writing. The ability to communicate through language is a capital for UKI Toraja alumni to adapt in the world of work.

The purpose of Indonesian learning at The Christian University of Indonesia Toraja is not only so that students pass the course, but are able to communicate by using Indonesian in accordance with good and correct language rules. The implementation of the language skills of UKI Toraja students will have a positive impact on their ability to communicate both orally and in writing, for all activities both academic and non-academic.

Supporting facilities in the course of Indonesian course is absolutely necessary to help in the achievement of effective learning outcomes in accordance with the demands of Merdeka Belajar Kampus Merdeka. These facilities include the book of teaching Public Courses Indonesian (Taufiq, 2015; Retno and Zaim, 2012; Nurwanti and Sitti; 2015). Based on the results of initial observations made, it was found that there has been no Indonesian Public Course teaching book specifically owned by UKI Toraja and became a benchmark by all lecturers in teaching. During this time, each lecturer Indonesian teach using their respective materials, so that the material taught becomes not uniform, even though it is taught on the same study program. Based on the results of these observations, it is necessary to develop a Indonesian Public Course teaching book for UKI Toraja Students.

The development of the book is important to support the implementation of Merdeka Belajar Kampus Merdeka Indonesian. In addition, it is expected that with the book the basic spying materials from Indonesian can be presented uniformly by all lecturers Indonesian. In addition, the development of the teaching book needs to be done considering the number of faculties at UKI Toraja who all program courses Indonesian, ranging from the Faculty of Teacher Training and Education, the Faculty of Theology, the Faculty of Engineering, the Faculty of Economics, and the Faculty of Agriculture. Because of the number of Faculties in UKI Toraja, the teaching book will be designed as much as possible so that it can be universal to all faculties

## Method

This research is a type of development research (Sugiyono, 2010; Alamsyah, 2012; Alfianika, 2014), which is research that develops and produces a product. The products produced in this study are Indonesian public course teaching books. This research will be conducted at UKI Toraja in 2020-2021. This development research uses the ADDIE model, namely *Analysis, Design, Development, Implementation, Evaluation* (Benny, 2009: 126). The data in the study was collected with observation techniques, interviews, questionnaires and tests.

## Results

9 Development research with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation.) begins with analysis. For the development of teaching books need to be done analysis in the form of (1) curriculum analysis; (2) analysis of student needs; (3) Analysis of student characteristics

## Discussion

### Curriculum analysis

Curriculum analysis needs to be done to find out the development needs carried out by the curriculum, so that it can be realized through the learning process. Curriculum transition can have an impact on the substantial transition to be achieved, so it is necessary to conduct curriculum analysis, to re-map the achievements of graduate learning demanded through the curriculum. Curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter and the ways used as guidelines for the implementation of learning activities to achieve the goals of Higher Education. Merdeka Belajar Kampus Merdeka curriculum is an effort to give freedom and autonomy to educational institutions, and free from bureaucratization, lecturers are freed from convoluted bureaucracy and students are given the freedom to choose the field they like. 4

### Analysis of student needs

Analysis of student needs is carried out to obtain data and explanation of the needs of students for the learning of Indonesian courses. Based on the observations made, information is obtained.

- (1) Students need learning resources that can facilitate students to learn. During this time the learning of Indonesian courses took place only by using power point materials from lecturers.
- (2) Students still lack focus in learning courses Indonesian because of the existence of reference books that are used as guidelines in facilitating learning.
- (3) There are still many students who have not focused on learning because the material delivered by lecturers is considered less interesting and tends to be boring by students.
- (4) In the study of courses Indonesian lecturers are still the main source of learning. This results in learning being lecturer-centered so that it does not allow the occurrence of student center learning.
- (5) Lecturers have not compiled reference books or teaching books that can be the basis in learning courses Indonesian. Learning Indonesian is the learning of language skills both theoretically, and practically. Therefore, it is necessary to develop learning facilities in the form of teaching books. Supporting facilities in the course of Indonesian course is absolutely necessary to help in the achievement of effective learning outcomes in accordance with the demands of Merdeka Belajar Kampus Merdeka. These facilities include the book of teaching Public Courses Indonesian (Taufiq, 2015: Retno and Zaim, 2012; Nurwanti and Sitti;2015).

### Analysis of student characteristics

Analysis of student characteristics is carried out to see the characteristics of students to Indonesian learning. Researchers conducted a literature study on student characteristics, differences between all students in Indonesian learning, observations during learning, and interviews with learners and teachers. The results of curriculum and student analysis will be used to develop the Indonesian Teaching Book.

## Conclusion

The purpose of Indonesian learning at The Christian University of Indonesia Toraja is not only so that students pass the course, but are able to communicate by using Indonesian in accordance with good and correct language rules. The implementation of the language skills of UKI Toraja students will have a positive impact on their ability to communicate both orally and in writing, for all activities both academic and non-academic. For that, as one of the efforts to improve the quality of learning, it takes a Indonesian teaching book that is easy to understand and understand by students.

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