

Digital Teaching, Material Need Students Write Information on Fiction and Nonfiction Book Based on Critical Literacy in Junior High School

Sumirah Sumirah*, Ida Zulaeha, Hari Bakti Mardikantoro, Haryadi Haryadi

Universitas Negeri Semarang, Indonesia

*Corresponding Author: sumirah010@students.unnes.ac.id

Abstract. Critical literacy in learning to write information crucial awareness growth for students to find important information based on the terms contained in the text. Facts on the ground show that learning to report information on fiction and nonfiction books has not yet reached a critical level. Therefore, on this occasion, the research aims to determine the need for digital teaching materials for writing information on fiction and nonfiction books based on critical literacy. This study used 30 students as a sample. The method used in this research is the descriptive qualitative method. Based on the results of research conducted at SMP Negeri 1 Kesugihan, get the fact that during this need for digital teaching materials, writing information on fiction and nonfiction books based on critical literacy is a solution to the lack of digital teaching materials for reporting information on fiction and nonfiction books at Kesugihan 1 Middle School. This research has implications for improving the potential shortage of teaching materials by realizing the importance of technology for education, especially writing material for critical fiction and nonfiction books.

Keywords: digital teaching materials; writing information; fiction and nonfiction books; Critical literacy

INTRODUCTION

Digital technology is currently very developed, making it essential for the world of education. Teachers are expected to be able to provide educational changes through technology in learning in the classroom and outside the classroom. Expect that students will be able to master technology to improve student learning experiences (Hsu, 2016). Teachers' limitations in using technology can hinder exciting learning activities. So it is necessary to hold digital teaching materials so that teachers get used to the teacher them so that students are happy and critical in participating in learning to write information. At the same time, the teaching materials commonly used are textbooks issued by the government and modules from the MGMP as accompanying materials.

Teaching materials contain material, general skills, knowledge, and attitudes that must be learned to achieve the competencies. Putri (2020), teaching is materials adapted to essential competencies. Is Richard (2001), teaching materials are categorized into three groups, materials, non-printed materials, and materials in the form of sources from real life, both printed and non-printed.

The expected learning is learning that is by the student learning environment by looking at the background of students' ability to think. Therefore, the problem faced in the field is that

students need digital teaching materials to write information on fiction and nonfiction books based on critical literacy. Critical literacy is when students are invited to think logically by asking, analyzing, comparing, and evaluating the discussed text. According to Mubasiroh et al., (2019), critical literacy is the ability to read and write critically.

Based on this research, no digital teaching materials for writing information have been discussed in detail, but only in general terms. In contrast, this study examines what percentage of research results were obtained in the field related to the need for digital teaching materials for students about critical literacy-based information writing.

The solution to the problems in the field is by researching the need for digital teaching materials for students about writing critical literacy-based fiction and nonfiction information books.

This study aimed to determine the need for digital teaching materials to write information on fiction and nonfiction books based on critical literacy at SMP N 1 Kesugihan. The benefit of this research is to complete the main text or textbook so that it helps students get material that is appropriate to the learning environment critically.

METHODS

The main component in research is the research subject used itself. The research subject is the research variable, namely the place where the data is obtained (Arikunto, 2010). The issues of this study were 30 students in class VIII B at SMP Negeri 1 Kesugihan, consisting of 13 girls and 17 boys, and Indonesian language teachers in class VIII B at SMP Negeri 1 Kesugihan.

This study uses instruments for data collection. The tools used were questionnaires, needs analysis, and interview guidelines. The following is a grid of interview guidelines used.

Methods Include an explanation of how / step of research systematically and detailed step by-step written in the section. The procedure does not contain any theory but rather emphasizes what has been done in research to obtain results in line with the objectives.

Table 1. Guidelines for interviewing teachers

No	Aspects	Indicators
1	Write informational fiction and nonfiction books	Application Constraint The number of students
2	Digital teaching materials	Types of teaching materials Usage constraints Availability of supporting books Teacher efforts to fulfil digital teaching materials Teaching materials provided Coverage of student books

The interview guidelines above will be used to develop interview instruments for teachers to determine the need for digital teaching materials and learning to write information in class. Whereas for class VIII, students used an analytical questionnaire. The following is a grid of analysis questionnaire guidelines.

Table 2. Questionnaire grid of student needs analysis

No	Indicator
1	Use of student book coverage
2	The need for mentors in learning
3	Need for Critical Literacy-based questions
4	Availability of companion books
5	The need for other learning resources
6	Understanding of learning to write information
7	Interest in digital teaching materials

This research procedure was obtained using data collection techniques, and conclusions were drawn from the research. In line with Darmawan (2014), the data collection technique is the method of collecting it by researchers and the tools used. This study collected data according to the results of interviews with teachers and questionnaires analysis of student needs. Teachers were interviewed about using digital teaching materials in class and learning to write information. Students fill out a questionnaire according to their opinion by answering 'yes' or 'no'. The answer is then concluded whether it requires digital teaching materials or not.

RESULTS AND DISCUSSION

Data analysis of student needs uses the percentage of the Guttman scale, namely by answering 'yes' or 'no'. This study uses the Gutman scale as a checklist because it will get a firm answer from the data obtained (Munggaran, 2012). The needs questionnaire analysis technique uses percentages. The percentages obtained are translated into the following categories.

Table 3. Percentage of the Guttman Scale

Percentage (%)	Category
0-1	None
2-25	A small portion
26-49	Less than half
50	and a half
51-75	More than half
76-99	Most
100	in all

If the percentage of the questionnaire for analyzing the needs of digital teaching materials exceeds 50%, it can be concluded that students need companion digital teaching materials.

Based on the results of interviews with teachers, the data will be described regarding the need for digital teaching materials and discussed in depth to determine the potential for using digital teaching materials to write practical information. This is adjusted to the needs of students to achieve the desired goals.

Use and coverage of student books.

The teaching materials used when learning to write information are student textbooks. The following is quantitative data on the use of student books.

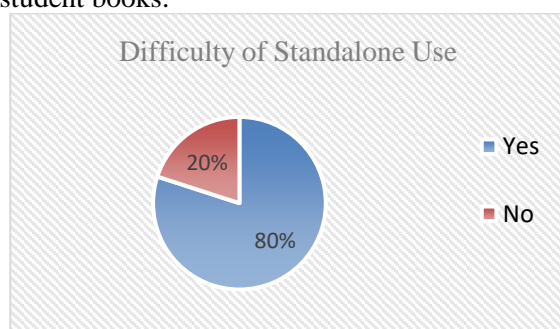


Figure 1. The results of the needs analysis questionnaire for using student books

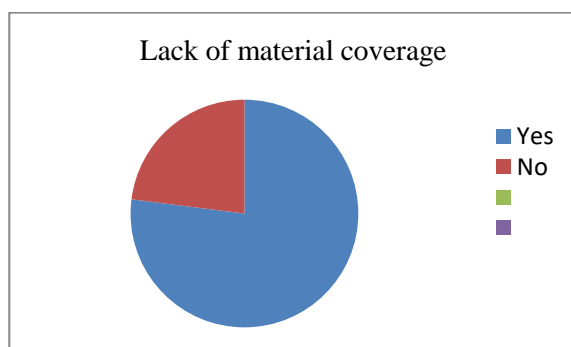


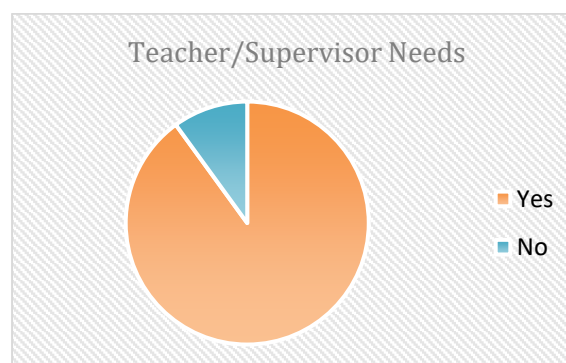
Figure 2. The results of the questionnaire on the need for material adequacy analysis are lacking

The diagram shows that 80% is obtained, meaning that 24 students find it challenging to use the textbook independently. Meanwhile, 20% or six students do not see it as challenging to use the student textbook independently. Whereas in Figure 2, students felt the material covered was inadequate were 77%, while 23% stated students were satisfied with the material covered in the student textbook. From the data in Figure 1, according to Munggaran, more than half of the students find it challenging to use books when studying independently. While the data in Figure 2 shows that more than half of the students stated that the material coverage was lacking.

The need for teachers to learning

Teachers are mentors and parents for students in

school. While at home are parents and tutors. Therefore it is necessary to analyze the needs of teachers in learning. The following is quantitative data on the needs of teachers in education.



From the data obtained that 90% equals 27 students who need a teacher in learning. While 10%, namely three students, do not need a teacher. So if the data is interpreted in the table according to Munggaran, the percentage is in the category of more than half of the students needing a teacher in learning. It can be seen that students have not been able to learn independently but still depend on the teacher or supervisor.

The Need for Critical Literacy-Based Questions

Learning is incomplete if there are no practice questions. Therefore, a tool to measure students' abilities requires practice questions. Critical literacy-based exercises are given because they measure students' understanding of learning that has been studied critically. The following is quantitative data related to the need for question-based practice.

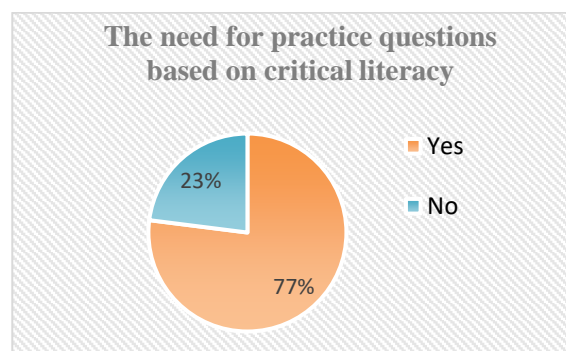


Figure 4. Percentage of critical literacy-based problem practice needs

The data shows that 77% of students, equivalent to 23, need critical literacy-based practice questions. In comparison, 23% or seven students get the data that students do not require

critical literacy-based practice questions for learning. From the results of the analysis above, if presented according to Munggaran, it is in the category of greater than half that students need critical literacy-based practice questions.

Availability of Companion Books

The school has facilitated students in the main modules. Therefore, students need digital teaching book, the government output package book in the materials, especially writing information based on 2013 curriculum. Meanwhile, the school has not

critical literacy. Understanding of learning to write information Implementing the 2013 curriculum for junior high school students carries out learning to write according to the characteristics of the student. The information from fiction and nonfiction books on following is quantitative data on the availability of an ongoing basis. companion books.

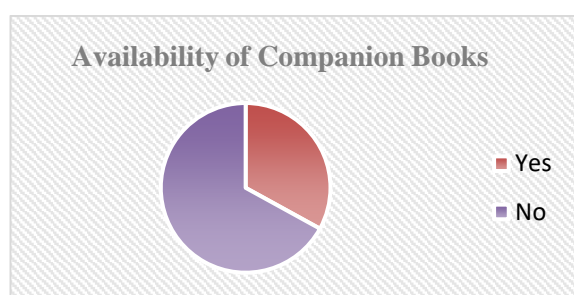


Figure 5. The results of the companion book availability questionnaire

The picture can be analyzed 33%, or ten students, feel sufficient in the availability of companion books. Meanwhile, 67% or the equivalent of 20 students, said there was still a lack of companion books. If seen from the percentage according to Munggaran (2012), it is included in the category of more than half of students needing companion teaching materials.

The need for other learning resources

Learning resources can be obtained around students, the environment, books, objects and others.



Figure 6. The results of the questionnaire for the needs of other learning resources

From the diagram, 80% is equivalent to 24 students who need other learning resources.

Meanwhile, 20% equals six students who do not need other learning resources, following the percentage of Munggaran (2012) in the category of more than half of students who need other learning resources. So it is necessary to have teaching materials from other sources besides textbooks and

materials. Therefore, students need digital teaching materials, especially writing information based on

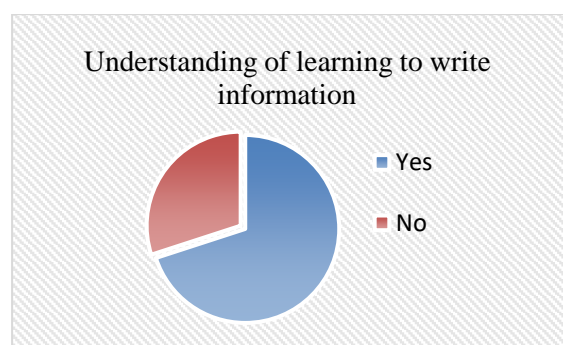


Figure 7. Understanding of learning to write information

The diagram shows that 70% means 20 students do not understand learning to write information. In comparison, 30% equals ten students understand learning to report news and judging from the percentage, according to Munggaran that in learning to write information that is not understood more than half. So there is a need for digital teaching materials to write statements so that most students understand the material.

Interest in digital teaching materials

The following figure can be seen based on the interest questionnaire in digital teaching materials.

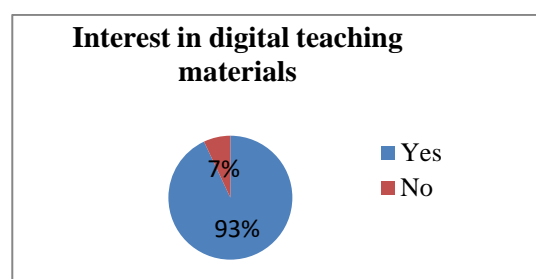


Figure 8. Students are interested in digital teaching materials

Based on the analysis of the needs of teachers and students obtained through questionnaires, it can be identified that teachers and students need digital teaching materials in learning activities. Is by the picture above and Figure 8 shows that 7% of students are not interested in digital teaching materials. At the same time, 93% of students are interested in digital teaching materials. According to Munggaran, more than half of students are interested in digital teaching materials.

This research has a novelty in teaching materials in the form of digital, initially a book read by students, to produce students' completeness and success in learning so that digital materials become other companion materials after textbooks.

This research entitled Analysis of digital teaching materials for writing information on Fiction and nonfiction books based on critical literacy in junior high schools (SMP) is beneficial. It contributes to enlivening, adding to, improving, and advancing increasingly modern technological science.

CONCLUSION

Based on the research results, it can be concluded that teachers need other teaching materials, namely digital teaching materials, and most students need digital teaching materials that can be used for independent learning or in class. The required teaching materials have extensive material, including practice questions. Overall, an analysis of the needs of digital writing teaching materials is needed to support the success of learning in the classroom, especially information writing materials for learning Indonesian, especially writing information on fiction and nonfiction books. This research has implications for adding and correcting the shortcomings of the digital era and advancing the presence of technology.

ACKNOWLEDGEMENT

The author would like to thank SMP N 1 Kesugihan as an institution for research and data collection. The authors thank Semarang State University for facilitating the inclusion of this article.

REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.
- Darmawan, D. (2014). *Metode penelitian kuantitatif (Vols. 2)*. PT. Remaja Rosdakarya.
- Hsu, L. (2016). Examining Efl Teachers' Technological Pedagogical Content Knowledge And The Adoption Of Mobile-Assisted Language Learning: A Partial Least Square Approach. *Computer Assisted Language Learning*, 29. <https://doi.org/10.1080/09588221.2016.1278024>
- Mubasiroh, S. L., Priyatni, T., & Susanto, G. (2019). *Pengembangan Bahan Ajar Menulis Resensi Cerpun Berbasis Literasi Kritis Bagi Siswa SMA KELAS XI. 2*, 1–19. <https://journal.uny.ac.id/index.php/fondasia>
- Munggaran, R. D. (2012). Pemanfaatan Open Source Software Pendidikan Oleh Mahasiswa Dalam Rangka Implementasi Undang- Undang No. 19 Tahun 2002 Tentang Hak Cipta. *Universitas Pendidikan Indonesia*, 19, 73.
- Putri, A. E. (2020). Analisis Kebutuhan Bahan Ajar Berbasis Literasi Digital Nilai-Nilai Kearifan Lokal pada Tradisi Saprahan di Pontianak. *Yupa: Historical Studies Journal*, 3(1), 1–7. <https://doi.org/10.30872/yupa.v3i1.132>
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.