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Need Analysis of Animalia Learning Media for Class X at MA Miftahul Ulum Suren Jember After the Covid-19 Pandemic

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Abstract This study aimed to investigate the degree of urgency of students' needs for Animalia learning media for class X students at MA Miftahul Ulum Suren Jember after the Covid-19 Pandemic. This study is a preliminary study from research and development (R&D) that is carried out if there is a need for development. This study is confined to an analysis of requirements obtained from early field observations as well as a review of relevant literature. The data that has been obtained will be analyzed descriptively. The interview findings revealed that the tenth-grade teacher required learning media on animalia that were comprehensive, more practical, and capable of assisting pupils in overcoming difficulties, particularly in the aftermath of the Covid-19 Pandemic. The results of this study concluded that there is an urgent need for Animalia learning media at MA Miftahul Ulum Suren Jember after the Covid-19 Pandemic.

Keywords: Need Analysis, Animalia material, Learning media, Preliminary study, Covid-19 pandemic

INTRODUCTION

Biology is a branch of science that is intimately tied to human life (Amin, 2017). Biology, as an important element of the Natural Sciences, offers a range of learning experiences and scientific process skills for understanding biological life concepts. So that the learning components employed and their execution may be connected between biology learning materials and the surrounding environment (Suryaningsih, 2017). The contents offered in biology subjects are numerous and diverse, ranging from those

relating to people, animals, and plants to those relevant to the surrounding environment. Animalia material is one of the materials associated with the animal kingdom.

According to the findings of an interview conducted on April 1, 2022 with a biology subject teacher, student learning outcomes in biology subjects, particularly animalia content, remained relatively weak. The Minimum Completeness Criteria score in biology at MA Miftahul Ulum Suren is 77, with just a few students achieving learning outcomes that surpass the Minimum Completeness Criteria score. The remaining students received scores that were comparable to or lower than the Minimum Completeness Criteria.

The major reason of poor student learning results is believed to be a lack of specific learning resources capable of giving students with a comprehension of ideas connected to animalia content. Students at MA Miftahul Ulum Suren now utilize Student Activity Sheets and textbooks given by the school to study about animalia (animal world). MA Miftahul Ulum Suren School students' understanding of vertebrate sub-material is now based only on Student Activity Sheets and textbooks given by the school.

Based upon the description, a research should be undertaken to identify the degree of urgency of students' needs for Animalia learning media for class X students at MA Miftahul Ulum Suren Jember after the Covid-19 Pandemic. The purpose of this research is to identify the degree of urgency of students' needs for animalia learning media for class X students at MA Miftahul Ulum Suren Jember after the Covid-19 Pandemic.

METHOD

This is a preliminary study from research and development (R&D) that is carried out if there is a need for development. This study is confined to an analysis of requirements obtained from early field observations as well as a review of relevant literature. One biology teacher from MA Miftahul Ulum Suren Jember's class X IPA took part in the research.

The descriptive research approach was employed in this study. Qualitative research techniques are research methods founded on the concept of postpositivism that are used to investigate the natural conditions of things (rather than experiments) using researchers as essential instruments (Sugiyono, 2013). The interview method was used to collect data. The interview was conducted in April 2022, after the covid-19 pandemic had started to decline. The data that has been obtained will be analyzed descriptively.

FINDINGS AND DISCUSSION

The researchers discovered various difficulties that were carried out in the field based on the interviews performed on April 1, 2022 (Table 1), beginning with the learning

process and its relationship to learning resources and learning results. With the end of the critical period of covid-19, teaching and learning activities have returned to a more regular state. Learning in class is done alternatively.

Table 1. Results of interviews with biology teachers

No	Question	Answer
1.	How is the current biology learning process in schools?	With the present scenario, things are beginning to return to normal. Learning in class takes place alternately. The learning activities were carried out from 07.00-10.00 WIB for students from absent numbers 1-18 and at 10.00-13.00 WIB for students from absent numbers 19-35, as well as the next day in turn. Because of the constraints of its alternative implementation, the presence of this education system has an influence on biology instruction.
2.	Do pupils face challenges or hurdles in their present learning process?	The division of schedules/sessions makes learning less effective and affects the level of student understanding.
3.	What is your strategy to overcome these obstacles?	By providing learning material before learning begins, for example yesterday the day before learning. So students can learn the material before learning begins. If students do not understand the material read, they can be asked during learning.
4.	How does the typical students are learning in animalia material?	Student learning results in biology disciplines, particularly animalia content, remain subpar. The value is less than the Minimum Completeness Criteria, however there is also a number that meets the Minimum Completeness Criteria. This is owing to the scarcity of learning materials capable of providing students with a thorough knowledge of ideas connected to animalia content, which is thought to be the primary reason of poor student learning results.
5.	What learning resources do you usually use when teaching biology?	I use learning resources instead of textbooks, and Student Activity Sheets.
6.	What form of learning resources are used?	For learning resources in schools in the form of printed books such as textbooks and worksheets.
7.	What constraints were encountered in using these learning resources?	The challenge I encountered was that the learning tools employed, such as textbooks and worksheets, lacked student engagement during learning, causing pupils to be slower in studying the information.
8.	Why did you choose to use this learning resource?	Because these learning resources are easy to make and the school also provides textbooks
9.	Has the school ever used digital learning resources?	Never
10.	What learning resources do you expect to support learning?	Learning resources that can attract students' interest in reading and teaching materials do not only contain writing but are supported by pictures to attract reading interest

No	Question	Answer
11.	Do you agree if digital learning resources are developed based on real life?	It is very suitable, because learning with real life contexts is very supportive in the learning process.
12.	What do you think about learning resources that can support biology learning based on the use of the surrounding natural environment?	I completely agree that pupils may learn about nature by utilizing the natural world as a learning resource that fascinates them. The fact that topic content may be found around them and can provide them with expertise and insight to help pupils grasp it.
13.	What is your opinion if learning resources are developed based on the results of fish identification in the Fisheries of Plalangan Village, Kalisat District?	I concur. It implies that animalia material will be used. In reality, the fish is a local resource that is seldom exploited as material in educational media.

The learning activities were carried out from 07.00-10.00 WIB for students from absent numbers 1-18 and at 10.00-13.00 WIB for students from absent numbers 19-35, as well as the next day in turn. Because of the constraints of its alternative application, the presence of this education system has an influence on biology instruction. The partition of schedules/sessions makes learning less effective and has an impact on student comprehension. As a result, biology teacher utilize the method of presenting learning information before learning starts to overcome this. So that pupils may learn the content before they begin learning. If students do not grasp the content presented, they might be questioned while studying.

The Minimum Completeness Criteria (KKM) score in biology topics at MA Miftahul Ulum Suren is 77, which reflects the learning results of students who are still relatively poor in biology disciplines, particularly animalia material. While only a small number of students had learning outcomes that exceeded the KKM score, the majority of students scored below the KKM and some had sufficient KKM scores.

This is due to the lack of learning materials that are detailed enough to offer students with a comprehension of ideas connected to animalia content, which is considered to be the primary reason of poor student learning results.

Textbooks and Student Activity Sheets are the current learning media utilized by the MA Miftahul Ulum Suren educator. According on the interview findings, the two media were learning media that were simple to create. The school also distributed textbooks at the start of the school year. However, the learning media used has limits that prohibit it from attracting students' attention while they are studying, causing students to become careless while studying subject matter, particularly in biology learning.

The quality of learning media can contribute to the success of teaching and learning activities; therefore, it is necessary to pick learning media criteria in order to identify suitable and appropriate media for their application (Sejati et al., 2021). As a result, the writer concludes that there is a need for learning media that meets the demands of

students as a support and enrichment in the learning process. In terms of learning media that might pique pupils' interest in reading, the class teacher shares his thoughts on learning media and learning materials with real-life settings.

According to the biology class teacher, there has never been media in schools that contains learning tools with real-life circumstances, therefore he believes this will be something fresh and unique for pupils. The class teacher went on to say that the learning tools that are now required are curriculum-aligned, straightforward, and easy for students to grasp. In this contemporary age, teacher believe that digital learning media will be more suited to supplement the primary learning materials in schools.

According to the findings, the learning medium at MA Miftahul ulum Suren Jember did not capture students' interest when they were studying, making students lethargic to study subject matter, particularly in biology learning. As a result, it is vital to develop innovative learning material that students may utilize for self-directed learning. Positive and educative local cultural values can be included into education (Khan et al., 2017).

CONCLUSION

The interview findings revealed that the tenth-grade teacher required learning media on animalia that were comprehensive, more practical, and capable of assisting pupils in overcoming difficulties, particularly in the aftermath of the Covid-19 epidemic. Learning media that is based on the actual world is an alternative that students really need to understand animalia content.

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