



Exploring The Needs Of Junior High School Teachers And Students In The Development Of Digital Modules For Writing Non-Literary Texts Based On Local Culture

Denny Indria Ferawati[✉], Ari Kusmiatun

Universitas Negeri Yogyakarta, Indonesia

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Abstract

Writing instruction at the junior high school level requires the availability of modules that are aligned with the curriculum, relevant to the cultural context, and in line with developments in digital technology. Some of the teaching materials used in writing instruction are still conventional and do not integrate local cultural values or optimal digital features. This situation indicates a gap between the needs in the field and the availability of interactive and contextual teaching materials. This study aims to explore the needs of teachers and students in developing digital modules for writing non-literary texts based on local culture as a basis for developing innovative writing modules in junior high schools. The method used is a qualitative approach with data collection techniques through interviews, questionnaires, and documentation studies analyzed using triangulation. The participants in this study consisted of Indonesian language teachers and junior high school students. The results of the study indicate that teachers and students need writing modules that are interactive, accessible online, communicative, and equipped with step-by-step guides. Another important finding is the need for local cultural content that can foster creativity and a sense of belonging to regional identity. The novelty of this research lies in the development of digital modules that integrate local cultural content to foster students' creativity in writing and their appreciation of local cultural values. This finding emphasizes the importance of developing modules that are tailored to the needs of users. This research contributes to the study of contextual digital module design and writing learning innovation in the era of digital literacy.

[✉] Correspondence address:

Kampus Universitas Negeri Yogyakarta, Indonesia
E-mail: dennyindria.2023@student.uny.ac.id

INTRODUCTION

21st century learning places writing not only as a means of communication, but also as an intellectual instrument to shape students' reasoning and skills. The improvement of 21st century skills includes communication skills, creativity, critical thinking skills, and collaboration skills (Jufriadi et al., 2022). In the field of education, Indonesian language learning is aimed at improving students' language skills so that they can communicate in Indonesian both orally and in writing. The language skills contained in Indonesian language learning are listening, reading, speaking, and writing skills. Among these four skills, writing is a complex language skill that needs to be mastered in order to express ideas, process them, and write coherently and meaningfully. This is influenced by writing ability, which requires mastery of various linguistic elements and non-linguistic elements that form the content of a piece of writing (Agung Maulana Irsyad & Dewi Anggraini, 2023). Writing activities not only require mastery of linguistic rules but also the ability to compose writing systematically and in accordance with the context of the students.

In junior high school Indonesian language learning, writing instruction covers mastery of various non-literary texts. Students are expected to be able to present texts systematically, sequentially, and logically so that the information can be conveyed and understood by readers. One important competency in presenting non-literary texts is the ability to write explanatory texts, descriptive texts, observation report texts, and news texts, with attention to the appropriate structure and linguistic rules. Learning to write non-literary texts helps students think critically and logically, understand phenomena occurring in their surroundings, and communicate information coherently to readers in written form.

A number of studies show that junior high school students' ability to write non-literary texts is still relatively low. One of the obstacles is that teachers do not necessarily have to provide all the material; rather, students themselves must

discover the meaning of the material. Teachers must do their utmost to develop lesson plans so that they can be implemented as expected (Devi, 2018). Many students are unable to understand the structure of a text, so they often just copy examples without understanding the purpose, content, and structure of the text as a whole. Students lack creativity or imagination in writing narratives, and the sequence of events is still written unclearly (Fajri, 2024). In addition, weak skills in composing sentences in sequence are also an obstacle. Poor communication skills cause difficulties in adapting to the environment, difficulty expressing opinions during discussions, lack of empathy, and so on (Heryati, 2024). These problems are exacerbated by the finding that the available textbooks do not fully support students' writing skills. Textbooks tend to be limited in their presentation of material, are not designed with systematic guidelines, and are not applied directly. These conditions can make it difficult for teachers to guide practical writing instruction. Instruction that only uses a collection of texts in the form of textbooks is often not understood by students, and sometimes students quickly become bored with this type of instruction (Supari et al., 2021).

On the other hand, the potential use of digital technology has begun to be directed towards writing instruction at the junior high school level. The integration of digital technology with learning allows students to learn independently through online and interactive features. The use of digital technology in modules has been proven to increase student motivation, creativity, and engagement in the writing process (Titin Mariani et al., 2025). However, the use of digital technology in the development of writing modules in junior high schools is still limited, both in terms of availability and suitability for users in relation to the socio-cultural content of students. In fact, learning content based on local culture plays an important role in fostering students' identity, character, and pride in Indonesia. The integration of local cultural values in writing activities can enrich the information in writing with cultural nuances, build students' cultural literacy, and raise students' awareness of

the conditions and traditions in their environment (Purba et al., 2025). Thus, efforts are needed to develop writing modules that are able to integrate the advantages of digital technology with local cultural values.

Several previous studies have developed digital modules with various focuses and approaches. The use of culture in improving cultural literacy has been attempted by developing innovative modules, but the element of digital interactivity has not been optimized (Purba et al., 2025). In addition, the development of text-based learning modules using Project Based Learning (PjBL) with the use of digital devices has been carried out, but it is still limited to narrative texts and has not integrated local cultural values as a reinforcement of character and the context of writing learning (Ramadhan et al., 2020). Other research shows that the development of interactive modules for writing procedural texts has been proven to be valid and effective when applied in learning, but its scope is still limited to one type of text, so it is necessary to develop more extensive and contextual digital modules for writing non-literary texts. Similar research has also been conducted (Wicaksono et al., 2023), who developed a Javanese art-based poetry writing book using the Kvisoft Flipbook Marker application. The results of the study show that the book is valid, practical, and suitable for user needs. However, the focus of the study is still limited to one type of literature. Comprehensive research is needed to develop digital modules for non-literary writing skills that are more diverse and relevant to learning needs and integrate with the local cultural context. The integration of digital technology and local culture has led to innovations in writing instruction that are adaptive to technological developments and rooted in the cultural character of the nation.

Based on these issues, it is necessary to explore the needs of students and teachers in order to obtain an in-depth picture that is relevant and appropriate to the characteristics and learning needs, especially writing non-literary texts in junior high school. This exploration determines the current conditions and results as a source of data for a development program (Santi

et al., 2023). The novelty lies in the exploratory approach that combines student perceptions, document analysis, and teacher perceptions directly as a basis for describing the needs in Indonesian language learning. The exploration aims to find out how Indonesian language teachers, as practitioners and users, perceive the development of the product (Ratrisari et al., 2024). Comprehensive needs mapping is necessary for the development of appropriate real learning needs. The results of the exploration are expected to provide theoretical and practical contributions in enriching writing learning resources, especially the development of digital modules for writing non-literary texts based on local culture that are in line with the curriculum and learning needs. The research is expected to serve as a starting point for the development of learning books according to needs and practical contributions in the preparation of digital modules that are adaptive to the curriculum and student characteristics.

METHODOLOGY

This study uses a qualitative research method with a focus on needs analysis. The needs analysis model refers to the Dick & Carey model, which includes the stages of needs identification, learner characteristics, context analysis, and identification of gaps between ideal and actual learning conditions. This model was chosen because it can map the needs for module development that are relevant to user characteristics and needs in schools. The sources of information were Indonesian language teachers and junior high school students in Bantul Regency. Participants were selected using purposive sampling, which is the deliberate selection of subjects based on criteria relevant to the research objectives. Data collection techniques included interviews, questionnaires, and document analysis. Interviews were conducted with five Indonesian language teachers in Bantul Regency to obtain in-depth information regarding the constraints of learning to write non-literary texts. Questionnaires were given to 23 Indonesian language teachers and 100

junior high school/MTs students in Bantul Regency to determine their perceptions and learning needs for writing non-literary texts. Document analysis was conducted on junior high school Indonesian language textbooks used in schools to examine the suitability of the content and local cultural context in the material for writing non-literary texts.

Data analysis was conducted using a qualitative approach. Qualitative data from teacher and student questionnaires used descriptive statistics to identify and present an overview of the needs of students and teachers. Analysis of interviews with Indonesian language teachers and document analysis were analyzed using Miles and Huberman's theory with data analysis activities through data reduction, data presentation, and conclusions (Sugiyono, 2022). Furthermore, the data obtained was triangulated, which is defined as a technique that combines data from various different sources. Triangulation was carried out to ensure data consistency and increase data credibility. Through data triangulation, a comprehensive map of needs was obtained as the basis for developing a digital module for writing non-literary texts based on local culture that is relevant to the curriculum and needs in schools.

RESULTS AND DISCUSSION

The needs analysis conducted for the preliminary study of the development of a digital learning module for writing non-literary texts based on local culture was carried out through interviews with teachers, document analysis, questionnaires for Indonesian language teachers, and questionnaires for junior high school students. Interviews with Indonesian language teachers were conducted to analyze the initial needs related to the product being developed, namely a digital module on non-literary text writing skills based on local culture for junior high school students, in six junior high schools. Second, the analysis of teachers' needs was carried out by asking questions through a questionnaire submitted in a Google form. The questionnaire was distributed to Indonesian

language teachers and 100 junior high school students in Bantul Regency. The needs analysis through this questionnaire provided an overview of non-literary text writing learning in junior high schools in Bantul Regency. In the teacher needs analysis stage, the questions presented were related to several aspects to determine the teaching module requirements in Indonesian language subjects, including learning resources, learning strategies, requirements for electronic modules, obstacles in non-literary text writing learning, and preferences for local cultural content. Finally, the analysis of textbooks was carried out by observing and analyzing or paying attention to Indonesian language textbooks to identify the strengths and weaknesses of the books used as a means of independent learning for students. The following is a description of each aspect of needs analysis accompanied by triangulation between data sources to obtain comprehensive information.

a. Aspect of Learning Resources

The dominant teaching resources used in school learning are the main textbooks of the Merdeka Curriculum and MGMP workbooks. The questionnaire results indicate that 73.9% of teachers and 70% of students agree that they still use the main school textbooks as the primary resource for writing instruction. Teachers consider that textbooks still play a role in learning because they are in line with the curriculum and easily accessible to students, but their use is still limited to reading and basic exercises. Teachers' perceptions of the readability and clarity of the main textbook, with a score of 65.2%, are considered fairly clear and easy to understand, although some teachers consider that the presentation of the material is not yet fully in line with the thinking abilities of junior high school students. The results of interviews with teachers also mentioned that the language used was too advanced for students to understand, especially students in marginalized or rural areas.

This shows that there needs to be an adjustment in the level of readability so that books are more communicative and contextual for students. Learning that only uses one static source becomes monotonous and not dynamic

because it does not build students' reasoning skills to construct texts well (Damayanti, 2022). In this case, 84% of students and 95.6% of teachers agree that the use of books as learning resources should not be limited to just one source, but it is recommended to use other supporting books through reliable internet sites, educational social media, and others. The textbooks used already contain a lot of knowledge and insights, but in the non-literary text material in Indonesian language textbooks, there are no summaries, and not all subsections have theoretical explanations. The weaknesses of the textbooks encourage teachers to use other learning resources such as LKPD MGMP or search the internet. Analysis of textbooks shows that some textbooks still do not meet the expected standards, especially in terms of content depth and visual quality. This study highlights the need to improve graphic design aspects such as layout consistency, color contrast, and illustration relevance to increase the effectiveness of learning materials and better support student engagement (Pangestuti et al., 2024). These weaknesses reduce students' interest in learning the material. Teachers should provide clear and accurate guidance so that the exercises can be carried out properly, purposefully, and appropriately (Sukarto & Zelia, 2021). The study also mentioned that it is important to use not only one learning resource, but also other books to gain deeper knowledge. Thus, it is necessary to develop new modules that focus on non-literary writing skills to enrich learning resources.

b. Aspects of Learning Strategy

The process of learning to write non-literary texts in the classroom generally begins with an explanation of text types, followed by reading examples, discussion, and writing exercises. Interviews with teachers revealed that when learning to write non-literary texts, some students are not interested due to a lack of motivation and difficulty in structuring paragraphs. It appears that some teachers still emphasize the final outcome of the writing rather than the thought process underlying the writing activity. This is in line with the findings of the student questionnaire, in which 64% of students stated that learning to write was difficult. In terms

of learning strategies, teachers generally apply text modeling and project-based learning (PjBL). Being skilled at writing is not enough just by mastering the theory, but must also be accompanied by regular practice (Sylvi Tri Andani & Dewi Anggraini, 2023). These strategies are considered effective for introducing text structures and examples to students, but they do not fully provide scaffolding for the writing thought process that would make it easier for students. Teachers admit that they do not yet have specific strategies to guide students in starting the writing process or specific strategies that can guide students.

Low motivation and teachers' lack of success in teaching writing can be overcome by using the right strategies in the writing learning process so that goals can be achieved optimally (Ery Maritim, 2022). Teachers assess that the strategies used in the classroom are not yet effective in overcoming students' difficulties. Teachers recognize the need to update strategies in writing instruction. Teachers should increase supervision and involvement, create a more engaging learning environment, and encourage active student participation (Kusmiatun et al., 2024). Strategies tailored to student needs are considered promising because they can facilitate the thinking process and guide students in developing paragraphs through clear and focused writing stages.

c. Aspects of Writing Learning Constraints

The results of the identification show that there are obstacles in writing learning for both teachers and students. About 70% of students consider learning to write non-literary texts difficult. The main obstacles they experience include difficulty developing ideas, choosing the right words, and writing in a logical order. The identification of obstacles by teachers in writing activities, with an average score of 60%, shows that students experience difficulties in writing activities, from organizing ideas to developing paragraphs. Analysis of open-ended answers reinforces the obstacles faced by students: (1) difficulty developing paragraphs logically and coherently; (2) difficulty determining main ideas and organizing them logically; and (3) not yet

using specific strategies for learning to write. Text-based learning is learning that requires students to use Indonesian sentences not only as a means of communication but also as a means of developing thinking skills. However, learning that only uses a collection of texts in the form of textbooks is often not understood by students, and sometimes students will quickly become bored with such learning (Supari et al., 2021). Writing learning is hampered if the writing process is not programmed into a clear learning process. Therefore, a solution must be provided in the form of modules accompanied by writing guidelines for students.

d. Aspects of Digital Module Requirements

An analysis of the actual need for digital modules shows a high average score from teachers (82.6%) and students (90%) who stated that they need supporting resources in the form of digital modules to enrich learning resources for non-literary text writing activities. This is reinforced by the fact that 90% of students emphasized the visual aspect of the module by presenting attractive images, illustrations, and colors for students to understand the concept of writing, and that visuals can serve as a spark for ideas for students. The use of image illustrations is also necessary in book compilation. The use of images in textbooks and learning materials makes it easier for students to understand the subject matter (Aulia Rachma Kusumawardani et al., 2024).

A total of 87% of teachers want electronic modules to provide a variety of non-literary text examples that can be used as models for students to imitate before writing independently. The need for electronic modules is very high; students and teachers want multimedia-based products that are visually appealing and help students understand text patterns in a practical way. An analysis of junior high school/MTs textbooks based on the Merdeka Curriculum states that the shortcomings of textbooks, especially in terms of readability, are not in line with the readability level of students, namely in the selection of examples and discourse used (Pramana et al., 2019). Additionally, 90% of students believe that

learning would be more enjoyable if textbooks were equipped with interactive features, such as automatic exercises, reflective quizzes, and columns for writing directly on the screen.

Electronic books that present several components such as barcodes, links, and several other aspects found in electronic books can increase students' enthusiasm for learning to read (Himawan et al., 2023). An engaging and easy-to-understand book is one that uses simple language accompanied by illustrations and text examples based on objects in the surrounding environment and tips on proper writing (Kristiyani, 2020). The developed electronic module must support high interactivity and visualization that facilitates understanding of the text structure.

e. Aspects of Local Cultural Content Preferences

Teachers' preference for cultural content, with an average score of 86.9%, shows that teachers are ready and enthusiastic to integrate local cultural values into the process of teaching non-literary writing. Teachers believe that this integration can enrich the content of students' writing while instilling an appreciation for local wisdom. Based on open-ended responses, local cultures that are relevant to the needs of schools include local arts, customs, traditional games, and local cuisine. These themes are considered relevant to be integrated into writing instruction so that learning is more meaningful and has strong educational value. Most students (90%) admitted to being interested in writing about local arts, customs, traditional games, and regional cuisine.

The results of the open-ended analysis showed that the most frequently requested themes were (1) Local arts: traditional dance, batik, gamelan; (2) Local cuisine: geplak, bakpia, gudeg; (3) Traditional games: engklek, gobak sodor; (4) Customs: traditional wedding ceremonies, kenduri, and sedekah bumi. Students considered these themes interesting, relevant to their daily lives, and easy to use as inspiration for writing. This reinforces the need for teaching materials to include several criteria, namely the inclusion of learning objectives, learning stages, attracting students' interest and attention, ease of

understanding, student engagement, interrelationships between materials, and the inclusion of questions and exercises (Alfarisi & Suseno, 2019). Teaching materials should contain contextual learning material that is adapted to real life so that students can form or construct their own knowledge (Charlina et al., 2021). Electronic modules need to include examples of texts based on local culture and writing activities that raise themes of regional wisdom so that learning is more contextual and meaningful.

Based on the above description, it can be concluded that there is a need to develop a digital module that presents valid and accountable material, presents non-literary text material, and presents topics and interactive features that are appropriate for students. This interactive concept is identified as a trigger both explicitly in the narrative of the story and in the illustrations contained in the book. The interactive process will build two-way communication that influences vocabulary development (Sujono et al., 2024). Teachers and students need supporting books such as supplementary books to support procedural text writing learning. The development of enrichment books using specific techniques will greatly assist writing learning and help students learn independently. This is especially true when using techniques that are easy for students to use and presenting interactive and digital books. Of course, this can be a learning facility for students and teachers and realize basic competency and competency standards to be more effective and certainly not boring for students (Gusman et al., 2021). Additionally, it is necessary to pay attention to the systematic presentation of teaching materials, emphasizing attractive colors and images to encourage students and motivate them in their learning. The language used is also communicative so that students can interact casually with the teaching materials. In order to increase students' interest in learning the teaching materials, motivational tools are also provided in the form of illustrations, pictures, animations, and colors that are tailored to the level of interest of seventh grade junior high school students

(Rahmayantis & Nurlailiyah, 2021). Therefore, an engaging digital module that delves deeply into specific topics is required.

The modules developed must be adapted to the curriculum currently in use or applicable, so that the teaching materials can be useful for teaching and learning activities to achieve the competencies in the curriculum (Kormasela et al., 2020). Students' inadequate ability to understand non-literary texts has become a driving force and motivation for developing textbooks. In addition, the lack of learning resources on non-literary texts makes the developed product a supplement to the main textbook in non-literary text learning. This result emphasizes the urgency of interactive modules that display the writing process in stages, equipped with visual features, contextual examples, and the integration of local cultural values. Thus, the development of a local culture-based digital writing module not only addresses the limitations of learning resources specifically for writing non-literary texts but can also be a means of strengthening literacy and cultural identity for students. The module developed from the results of this needs study has the potential to be a practical and effective teaching medium and material to enrich learning resources, improve non-literary text writing skills, and foster appreciation of local culture.

CONCLUSION

Based on the results of needs analysis through triangulation of questionnaire data, interviews, and textbook document analysis, this study shows that non-literary text writing instruction in junior high schools is still dominated by the use of generic textbooks that do not facilitate a step-by-step writing process. The emerging pattern of needs shows a gap between teachers' perceptions and students' learning experiences. Teachers need systematic teaching materials that contain examples, writing steps, and are tailored to the characteristics of student needs. Meanwhile, students want interactive modules with attractive visuals that are relevant to their social and cultural lives. This pattern emphasizes that module development must

consider the availability of materials, presentation methods, emotional involvement, and the meaningfulness of context in the writing process according to field needs. In practical terms, the results of this study form the basis for the development of a digital module for writing non-literary texts based on local culture with an interactive design, explicit writing stages, and multimodal presentation through text, illustrations, and videos that are interesting and adaptive to the students' writing process. In addition, the content of the material must feature authentic examples of local culture, reflective exercises, and writing activities that stimulate students' creativity and cultural awareness. Thus, this research describes a map of the needs for writing modules that are adaptive to the local cultural context, providing an empirical basis for the development of digital modules that are relevant to progress.

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