

Covid-19 Pandemic and the Implications for Needs Listening Teaching Materials

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Abstract

COVID-19 pandemic has caused many new impacts on the listening learning process. This research was conducted to determine the need for listening teaching materials to the conditions after the Covid-19 pandemic. The study was conducted on 120 students who were taking listening courses, using a descriptive quantitative method using the SPSS version 22 application. The researcher conducted a validity and reliability test with the results of the r-count value on all question items above 0.312 and a significant value of 0.554 greater than the value-r table 0.312, so it can be concluded that the instrument is valid and feasible to use. The results of the study show that students nowadays prefer to use digital teaching materials compared to printed teaching materials, especially in listening learning. The form of digital teaching materials that they need the most to support the listening learning process is a digital module. It is felt that it can save time, energy, and costs, make it easier for students to understand the material in the listening learning process because the material is presented in an interesting and not boring way. Students hope that the module is made by combining two or more media.

Keywords: Covid-19, Implications, need listening teaching materials.

Introduction

Technology has had a lot of influence in the world of education over the last 20 years (Castro-Garcia dkk., 2016). The urgency of using technology in learning has been proven through one of the results of research by Raja and Nagasubramani who are teaching staff at the Chennai Department of Pedagogical Sciences, they state that technology is a revolution in the world of education and needed to support the learning process to be more effective. Technology can create a learning system that is more effective and fun, so that learning objectives can be achieved optimally (Raja & Nagasubramani, 2018). The same thing was also conveyed by Fanky Mantiri who stated that technology was very helpful in achieving learning goals (Mantiri, 2014). In addition, Mutmainnah also stated that the use of technology in learning provides a new method in the field of teaching and learning because it can minimize differences in teaching methods and materials, thus providing a more consistent standard of learning quality. The results of Cakmak et al's research also stated that technology in learning is very important and helps the learning process to be more effective (Çakmak, 2019; Chou & Zou, 2020; Hew dkk., 2020).

The importance of technology in learning is especially felt during the Covid-19 pandemic. A pandemic is defined as an epidemic that spreads simultaneously everywhere, covering a large geographic area (Kemdikbud, 2022). The Covid-19 pandemic that hit the world starting at the end of

2019 has changed everything, various sectors have been directly affected by the Covid-19 pandemic. The education system that has been believed to be effective and has been implemented so far has undergone a sudden significant change. The face-to-face learning that we often encounter suddenly switches to online learning as one of the steps to break the chain of transmission of the Covid-19 virus. Data shows that all educational institutions implement online learning processes during the peak period of Covid-19, according to instructions issued by the Ministry of Education and Culture through circular letter number 36962/MPK.A/HK2020 (Mendikbud, 2020). Most of the parents, students, and education practitioners were in shock over these changes, this also revealed another side of the education system has been very minimal in using technology. Lecturers will be able to carry out their role as facilitators to the maximum if they are supported by the use of technology that can help the learning process, including digital teaching materials that are by the current state of science and technology development.

Currently, teaching materials will be more effective if they are presented digitally by utilizing technology so that they can support the learning process optimally. With the existence of digital teaching materials, the need for audio-visual materials can be packaged directly in the teaching materials. The learning process that utilizes digital technology has several advantages, including being cost-effective, easy to access, and helping students to more easily understand learning materials (Grand-Clement dkk., 2017; Kreijns dkk., 2017; Mantiri, 2014; van den Berg dkk., 2004). In addition, the use of digital teaching materials is also believed to motivate students to actively participate in the learning process (Aprileny Hutahaean dkk., 2019; Cahyono, 2019; Dinatha & Kua, 2019; Kurniyawan dkk., 2021; Pratita dkk., 2021; Pusparini, 2016; Sa'diyah, 2021). These digital teaching materials are also of course very much needed in learning language skills, including learning to listen.

Listening skills as a “cinderella skill” which is ignored by her older sister is speaking skill in language learning (Manjola Likaj, 2015; Miftakh & Samsi, 2015). Listening is an active process and aims to understand what is being watched (Solak & Erdem, 2016). Listening is a skill so to improve it, it is not only necessary to have a theory of listening skills, but must also be supported by a consistent practice process. In the Listening Skills course, students should be given the maximum practice of listening, one of which is by providing exercises before starting listening lessons. After that, students are given theories related to aspects to improve Listening Skills. To support the learning process, students and lecturers need teaching materials that can be used as a learning reference. Based on the results of the researchers' initial observations, it is known that the teaching materials used so far are still using printed teaching materials. Researchers have not found any comprehensive digital teaching materials used in the critical listening learning process. Even though we all know that listening skills in the learning process require a lot of practice.

Based on the results of the researchers' initial observations of 120 students who were following the listening learning process, it was found that students had not focused on the learning process because they did not have a reference book used in the listening learning process. Most of the learning resources used by students were only given during the learning process so some students were not too active in the learning process, still tended to be passive, and there were still students who talked to themselves with their friends during the learning process. Reference books are very important to guide students through each learning process systematically.

Teaching materials are one of the main components that support the effectiveness of the learning process (Iskandarwassid & Sunendar, 2008). The use of teaching materials can improve

student learning outcomes (Effiong dkk., 2015). Teaching materials are a set of materials and resources that help teachers and students in learning (Ifeoma, 2013, hal. 15). Furthermore, teaching materials are defined as a set of learning tools in which there are materials, methods, limitations, and ways of evaluating that are designed attractively to achieve learning objectives (Widodo & Jasmadi, 2008). Teaching materials are also defined as a set of materials that are arranged hierarchically, both in the form of written and unwritten materials that can be used in the learning process. (Mudlofir, 2011). Referring to the educational literature, teaching materials are a set of materials that are arranged systematically and coherently and contains the competencies to be achieved by students in learning activities (Education, 2008).

Based on some of these opinions, it can be concluded that teaching materials are tools for learning that contain a set of materials, exercises, and evaluations to support the achievement of learning objectives. Research on the development of teaching materials has been carried out by Aydin et al (Aydin & Aytekin, 2018; Rokhman & Yuliati, 2010; Tomlinson, 2012). The availability of effective teaching materials should also be realized in learning language skills. Digital teaching materials are teaching materials that use digital devices such as computers, laptops, gadgets, and other digital devices. One form of presentation of digital teaching materials that we often encounter is PDF (Portable Document Format) because it makes it easier for students to access them from various digital devices. Along with the rapid development of technology, digital teaching materials do not stop in the form of static PDF presentations, digital teaching materials continue to develop into interactive teaching materials that utilize various multimedia facilities in the form of text, sound, images, animations so that students can surf knowledge, interact, and learn. and communicate easily (Kosasih, 2021, hal. 251). To produce comprehensive digital teaching materials, it is undeniable that the production process of these teaching materials must use technology.

The development of teaching materials using technology is one of the main needs of the current learning process. In compiling teaching materials using technology several important references must be considered. Bates in 1995 has compiled several guidelines when applying technology in learning which consists of *Access, Costs, Teaching and learning, Interactivity and user-friendliness, Organisational issues, Novelty, and Speed* (ACTIONS) (Bates, 1995). The development of digital teaching materials is also very much needed in learning language skills including critical listening learning. Critical listening is one of the important skills for humans to be able to achieve their goals (Bentley, 2000; Corey & Benson, 2016; Erkek & Batur, 2020; GüLTEN & Zekerya, 2019; Poerwita Sary, 2015; Wolvin, 2010).

Materials and Methods

This research is a descriptive quantitative study so the results of the research are in the form of data on how to teach listening needs, especially during the current Covid-19 pandemic. Quantitative research is a research method based on the philosophy of positivism, used to examine certain populations or samples, and the process of data collection is using research instruments, and quantitative/statistical data analysis (Tashakkori & Creswell, 2007). The steps taken by the researcher were to develop research instruments, the instrument used was in the form of a questionnaire containing statements related to the need for listening learning teaching materials. The questionnaire used a Likert scale. The likert scale or Likert Scale is a research scale used to measure attitudes and opinions. With this Likert scale, respondents are asked to complete a questionnaire that

requires them to indicate their level of agreement with a series of questions (Beglar & Nemoto, 2014).

Based on the instrument that has been made, the researcher collects data on the needs of teaching materials to 120 students who are following the listening learning process. The student is currently studying in semester 2 of the Indonesian Language Education study program. The research was carried out for the period September-December 2021. Technical research was carried out by distributing a questionnaire link containing instruments to see expectations for the need for teaching materials for the listening learning process. To measure the level of validity and feasibility of the instrument, the researcher tested the validity and reliability using the SPSS version 22 application (Cook & Beckman, 2006; Hammersley, 1987; Heale & Twycross, 2015; Moss, 1994; Schmidt dkk., 2000). The next step of the research is to present the data based on the research findings. The following table concludes the validity test that has been carried out:

Table 1. Instrument Validity Test Results

Statement	R Table	R Hitung
Application	.312	.317
Difficulty	.312	.464
Needs	.312	.825
Save Time	.312	.655
Save Cost	.312	.349
Save Energy	.312	.825
Easy	.312	.460
Don't Bored	.312	.655
Creatif	.312	.573
Interactife	.312	.546

From the results of the validity test, it is known that the calculated r value for all question items is greater than the r table value, this proves that each question item contained in the instrument is valid. In addition to testing the validity, the researcher also conducted a reliability test to prove that the instrument was suitable for use, based on the results of the reliability test, the following data were obtained:

Table 2. Reliability Test Results

Cronbach's Alpha	N of Items
.554	10

Based on the reliability test output table above, it is known that the significant value is 0.554 which is greater than the r table value of 0.312, this means that the instrument used is reliable so it is feasible to use Results and Discussion

The results of the researchers' initial observations found that there was no academic literature related to comprehensive digital teaching materials used in the learning process of critical listening skills. Even though we all know that critical listening skill is a skill that is very much needed. In ad-

dition, the absence of comprehensive digital teaching materials also causes students to experience difficulties when they have to study independently. This can be seen in the following graph:

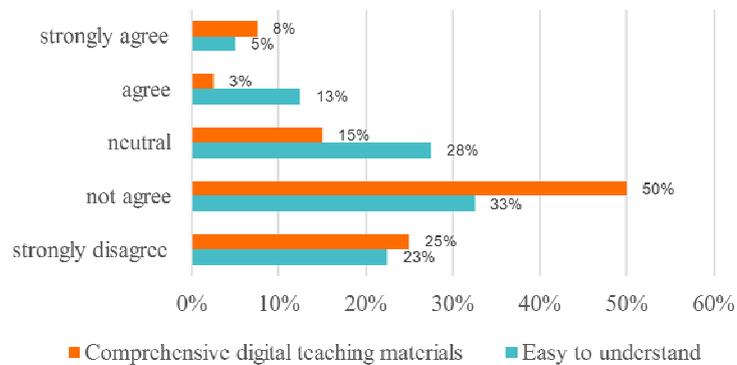


Figure 1. Graphics of Applications for the Use of Digital Teaching Materials

Based on Figure 1 above, it is known that the current listening learning material, especially in the aspect of critical listening learning, is still quite difficult to understand. This is partly because there are currently no teaching materials that contain comprehensive materials, exercises, and evaluations that they can access digitally wherever and whenever they need them. Based on the graph above, it is known that 56% of students agree that there are currently no digital teaching materials that support the critical listening learning process. The results also show that 75% of respondents still find it difficult to follow the critical listening learning process. Researchers also collect information about the need for digital teaching materials for critical listening students, this can be seen in the following graph:

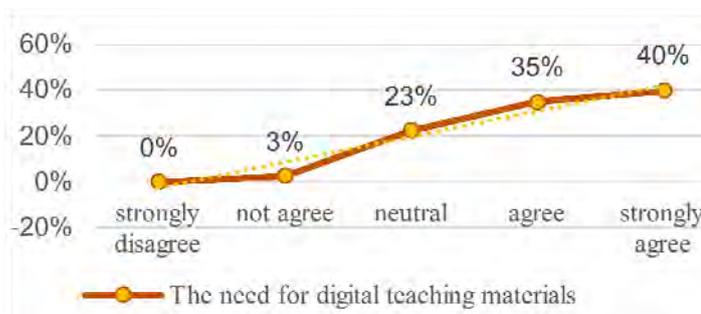


Figure 2. Graph of Digital Teaching Material Needs in Listening Learning

Based on the results of the study, it was found that 75% of students felt that they needed digital critical listening teaching materials that were relevant to today's needs. In general, the teaching materials used are still in the form of printed teaching materials, which do not contain materials, exercises, and evaluations that can be used to train students' critical listening skills. Students hope that the available critical listening teaching materials are arranged systematically and can attract students' attention to actively participate in learning. Teaching materials are also expected to support the learning process so that they are not only focused on aspects of learning materials but must also

contain essences that can build student character. Students also hope that the teaching materials that will be developed can involve the use of technology so that learning objectives can be achieved optimally. In addition, an important thing that must be considered in the development of critical listening teaching materials is the integration of learning.

Students think that with the existence of digital teaching materials, listening learning will be more effective because the listening media is directly integrated into the teaching materials that will be developed. Based on the results of the needs analysis conducted on students, it is also known that students need digital teaching materials in lecture activities in the form of digital modules. This is because the current pandemic situation makes students have very limited face-to-face learning opportunities, while the material being studied is very complex and requires hands-on practice. Through the digital module, students can understand the material independently and still be able to complete the existing material according to the competency objectives that have been set in the listening lecture.

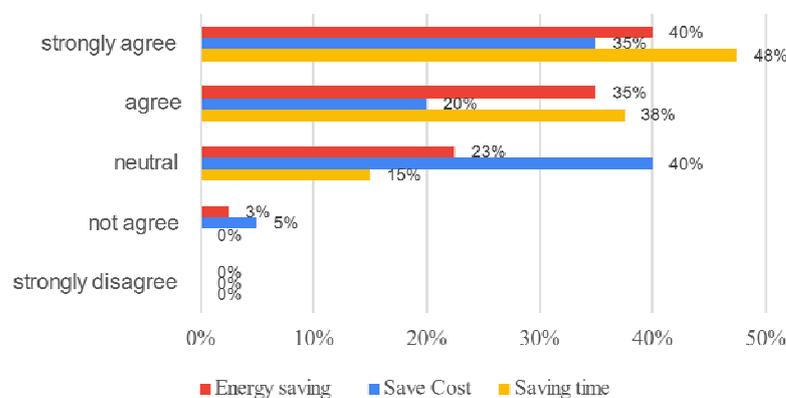


Figure 3. The Importance of Using Digital Teaching Materials

Based on the survey results, it is also known that 40% of students strongly agree and 30% agree that digital teaching materials in listening learning will greatly save energy to support the learning process. The results also show that 35% of students strongly agree, and 20% agree that the availability of digital teaching materials will also save costs in the critical listening learning process. In addition, it is known that 48% of students strongly agree, and 38% of students agree that the presence of digital teaching materials in listening learning will save the time needed in the learning process. In addition, digital teaching materials can make the material presented easier to understand and make the learning process less boring.

Associated with other aspects, the existence of digital teaching materials will also affect the condition of students. Digital teaching materials can not only be accessed through quota but also a wifi connection so that students can take advantage of the existence of the connection for free in certain places. Students can also overcome distance and time barriers because digital teaching materials can be accessed anywhere and anytime, thereby reducing transportation costs. In addition, the availability of digital teaching materials also benefits students, because they do not have to prepare learning tools in printed form which to prepare takes a long time and is relatively expensive as has been done so far. This is also in line with the results of research conducted by Hutahaean, et al stated that

digital teaching materials greatly save energy, cost, and time needed so that they are very practical to use to carry out the learning process (Aprileny Hutahaean dkk., 2019; Dinatha & Kua, 2019; Kurniyawan dkk., 2021; Pusparini, 2016; Sa'diyah, 2021).

The researcher also asked students' responses if teaching materials in digital form were applied in listening learning. Most of the respondents stated that with the presence of digital teaching materials, the learning objectives would be easier to achieve. This is because the learning process using digital teaching materials will be easier to understand and not boring. This is illustrated in more detail in the following graph:

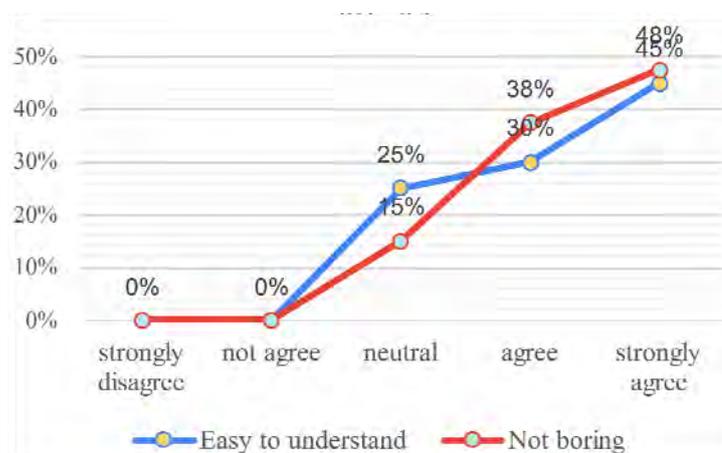


Figure 4. The Importance of Using Digital Teaching Materials

Based on Figure 4, it is also known that according to students, the use of digital teaching materials in the form of digital modules will make the material in listening learning that is taught easier to understand and not boring. From the results of the study, it was found that 45% of students strongly agreed and 30% agreed that digital teaching materials in listening learning would make learning materials easier to understand. In addition, it is known that 48% of students strongly agree, and 38% of students agree that digital teaching materials in listening learning will make the learning process more fun because it is not boring. This is forso by the purpose of developing digital teaching materials that the use of digital modules in learning is intended so that educational goals can be achieved effectively and efficiently.

With the module, students can participate in learning programs according to their own pace and ability, learn more independently, can find out their learning outcomes, and emphasize optimal mastery of learning materials. Digital modules will also make students more motivated to participate in the learning process so that learning objectives can be achieved more optimally (Gazali, 2016; Mustapa & Rahmah, 2019; Pratita dkk., 2021). Of course, digital teaching materials are also presented with a visually rich display, compared to printed teaching materials which usually only consist of book sheets that are reproduced and copied in black and white. Research conducted by Dinatha et al stated that rich visuals would make students more motivated to participate in the learning process (Dinatha & Kua, 2019; Kurniyawan dkk., 2021; Pusparini, 2016; Sa'diyah, 2021). The researcher also asked about the factors that caused why teaching materials were needed in the listening learning process. Most of the respondents stated that with digital teaching materials, the learning

process will become more interactive and can encourage students to be more creative so that the learning process becomes more enjoyable, in more detail, this is illustrated in the following graph:

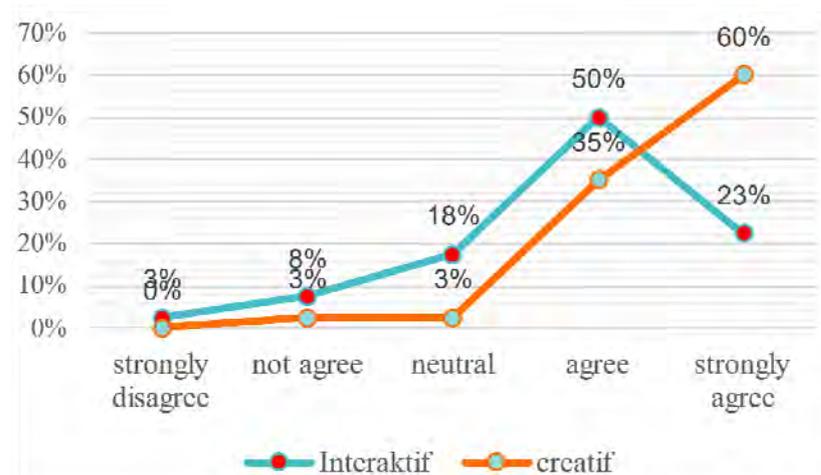


Figure 5. The Importance of Using Digital Teaching Materials

Based on the graph above, it is known that 23% of students strongly agree and 50% of students agree that digital teaching materials in listening learning will make the learning process more interactive. In addition, it is known that 60% of students strongly agree, and 35% of students agree that digital teaching materials in listening learning will make them more creative in participating in the learning process because students have the opportunity to achieve learning goals according to their respective abilities. Students have challenges that can motivate them to achieve learning goals faster than other students.

Based on the results of the study, it is known that currently, the need for digital teaching materials is very important because it can help facilitate the learning process, save time, cost and energy to achieve maximum learning goals. This also supports the results of Dewi Pratita et al's

research which states that the reasons students choose digital teaching materials include facilitating and assisting students in studying lecture material is 78.5%, another 24.1% say it can be used in lecture activities, 55.7% stated it easier to follow lecture activities with digital teaching material, and the last one is it can save time usage by 1.3% (Pratita dkk., 2021). The results of this study also show that the digital teaching materials they need most in the listening learning process are digital modules, this is also in line with the results of Sa'diyah's research which states that digital modules are effectively used in the learning process because they can help students understand the material, improve student learning outcomes, improve creative thinking skills and can increase student learning motivation (Dinatha & Kua, 2019; Sa'diyah, 2021).

The use of teaching materials in the form of digital modules is also considered very effective and helps achieve the learning process. Hutahaeon et al stated that the digital module adapts the existing components in the print module (conventional). The difference is only seen in terms of physical presentation. From an economic point of view, an e-module is more efficient because it does not require a lot of production costs for printing and duplicating products. In addition, digital modules can be used as an alternative to efficient, effective, and interactive learning media. The use of digital

modules in learning is made by combining two or more media (text, graphics, images, audio, video, or animation) which can lead to a two-way relationship between the module and the user, involving the senses of sight and hearing, so that students are motivated to be active, creative, and independent in learning (Aprileny Hutahaeen dkk., 2019; Cahyono, 2019; Kurniyawan dkk., 2021; Pusparini, 2016).

Although it has many advantages, several things need to be considered in the application of digital modules in the learning process. Uneven internet access, different device conditions, and the limitations of lecturers in preparing digital teaching materials make all parties must be able to collaborate well so that digital teaching materials are created that are by student needs that can be applied optimally to support the achievement of learning objectives optimally.

Conclusion

Based on the results of the research that has been done, it can be concluded that today's students prefer to use digital teaching materials compared to printed teaching materials, especially in listening learning. This is especially felt in the conditions of the pandemic and post-covid-19 that we are currently facing. Students need digital teaching materials that help them understand the material and practice their listening skills. The form of digital teaching materials that they need the most to support the listening learning process is a digital module. It is felt that it can save time, energy, costs and make it easier for students to understand the material in the listening learning process, because the material is presented in an interesting and not boring way. Students hope that the module is made by combining two or more media such as text, graphics, images, audio, video, or animation that can involve the senses of sight and hearing so that students are motivated to be active, creative, and independent in learning.

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