

The Need for Problem-Based Teaching Materials for Writing Non-Literary Texts with Cultural Content for the Grade X High School Students

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ARTICLE INFO

Keywords: Teaching Materials, Writing Non-Literary Texts, Problem-Based Learning Models, Cultural Approaches

Received : 11, June

Revised : 25, June

Accepted: 16, July

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ABSTRACT

This study aims to (1) analyze the results of the implementation of learning activities, (2) analyze the results of the need to compile teaching materials for writing non-literary texts for students, and (3) analyze the results of the compilation of teaching materials for writing non-literary texts for teachers. This study uses a descriptive quantitative research type with a survey method. The subjects of the study were 109 grade X students and 11 high school teachers from several schools in Yogyakarta. The data collection method was carried out by interviews and questionnaires. The results of the study showed that the implementation of learning activities for writing non-literary texts still faces several problems, including the unavailability of appropriate teaching materials, the teaching materials used are limited to student books, and the teaching materials have not been able to stimulate critical and creative thinking skills in students. Therefore, teaching materials are needed that are specially compiled to be able to answer these various problems. Teaching materials should be developed with clear and systematic learning stages.

INTRODUCTION

Rapid changes in the learning curriculum encourage the adjustment of the learning process that is adaptive, creative, and critical. One of the learning curricula in Indonesia that is implemented to answer various problems and needs in the 21st century is the Merdeka Curriculum. The Merdeka Curriculum is one form of implementation of the impact and changes in the education process in the 21st century which is motivated by the rapid growth of information and communication technology (Fongkanta, P., & Buakanok, FS, 2024).

The Merdeka Curriculum was designed and implemented to overcome obstacles or constraints in the era of society 5.0 which requires individuals to be able to develop into superior resources according to their talents and abilities (Setiawan, A., & Ahla, SSUF, 2022). In its implementation, the application of the Merdeka Curriculum in the learning process still faces various challenges. One form of challenge or obstacle is found in learning to write non-literary texts at the high school level.

Based on the description, this study was conducted to determine the analysis of teaching material needs in the implementation of learning to write non-literary texts for class X high school students. The results of the research conducted will be the basis for developing teaching materials for writing non-literary texts that are in accordance with the problems and needs of students.

LITERATURE REVIEW

Learning to write non-literary texts is one of the language skills learning after listening, speaking, and reading. Learning to write non-literary texts emphasizes the presentation of an event or incident systematically and in detail, so that non-literary texts are always supported by the presentation of facts or data that can be proven to be true (Burhan, 2022). In order to maximize the learning process, appropriate and relevant media or learning resources are needed. In the learning process, the use of learning media greatly affects the effectiveness of the learning process for students and teachers (Puspitasari, et al., 2020).

The use of teaching materials is one of the means of fulfilling students' learning needs, especially in learning to write non-literary texts (Malina, et al., 2021). Teaching materials used in the learning process ideally also need to pay attention to several factors, such as being arranged systematically with easy-to-understand language, being able to encourage student independence in learning, and allowing students to learn actively and creatively (Harahap, et al., 2021). Based on this, innovation in teaching materials is needed which is arranged with a problem-based learning model. This can be realized by choosing teaching materials that can improve students' problem-solving abilities (Yuherni, et al., 2020).

Therefore, it is necessary to have an analysis of the needs of teachers and students to determine the design of teaching material development that is in accordance with students' needs. Needs analysis is the first step in designing or compiling teaching materials to facilitate the implementation of learning activities for students and teachers (Trinaldi, et al., 2022).

METHODOLOGY

This study was conducted using a descriptive quantitative approach with a survey method. The subjects of the study were 109 grade X students and 11 high school teachers from several schools in Yogyakarta. Purposive sampling was employed to select Grade X student from high schools in Yogyakarta. Data collection methods were carried out by interviews and questionnaires. The questionnaire was used to reveal the needs of students in the use of teaching materials for writing non-literary texts. Interviews were used to reveal problems or obstacles found by teachers and students in writing non-literary texts.

RESEARCH RESULT

Analysis of the research results was carried out by describing (1) the results of the analysis of the implementation of learning activities, (2) the results of the analysis of the needs for the implementation of learning activities by teachers, and (3) the results of the analysis of the needs for compiling teaching materials for writing non-literary texts for teachers.

Results of Analysis of Implementation of Learning Activities by Students

As can be seen in Table 1, there are still some obstacles or problems in the implementation of learning activities by students. These problems are caused by students' difficulties in learning to write, especially writing non-literary texts. In addition, writing learning has not been implemented using appropriate teaching materials to guide students in the process of writing non-literary texts.

Table 1. Implementation of Learning Activities by Students

No.	Implementation of Learning	Strongly agree		Agree		Less agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1.	Learning to write is a difficult learning process.	2	1.8	22	20.2	15	13.8	57	52.3	13	11.9
2.	Learning to write non-literary texts is one of the writing topics that is difficult to learn.	1	0.9	25	22.9	44	40.4	35	32.1	4	3.7
3.	Writing learning is done using student books.	19	17.4	78	71.6	4	3.7	7	6.4	1	0.9
4.	The teaching materials used have not been able to maximize learning to write non-literary texts.	1	0.9	26	23.9	54	49.5	27	24.8	1	0.9

No.	Implementation of Learning	Strongly agree		Agree		Less agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
5.	Learning to write non-literary texts does not yet use teaching materials that are specifically designed to assist the learning process.	3	2.8	36	33.0	50	45.9	20	18.3	0	0.0
6.	There needs to be innovation in teaching materials for writing non-literary texts in the form of developing textbooks.	13	11.9	79	72.5	15	13.8	1	0.9	1	0.9

The results of the questionnaire showed that more than 36% of students felt that writing learning was a difficult lesson to follow. More than 64% of students felt that learning to write non-literary texts was difficult to learn. Based on the results of an interview with one of the respondents, students' difficulties in implementing learning to write non-literary texts were influenced by several factors, such as the inability to determine topics, difficulty in determining ideas or concepts, and students' difficulties in developing ideas or concepts into a paragraph or complete text. In addition to these factors, students' difficulties in writing non-literary texts were also influenced by the unavailability of appropriate teaching materials for writing learning. This is indicated by the percentage results which show that more than 82% of students carry out learning activities to write non-literary texts using student books or have not used teaching materials that are specifically designed according to student needs.

Results of the Analysis of the Preparation of Teaching Materials for Writing Non-Literary Texts for Students

In Table 2, it can be seen that in the implementation of the learning process, appropriate teaching materials are needed to help students write non-literary texts. Teaching materials also need to be arranged to improve critical and creative thinking skills in students. Not only that, the arrangement of teaching materials also needs to be done by paying attention to the steps or stages that can make it easier for students to write non-literary texts. In order to facilitate the arrangement of non-literary texts, teaching materials need to be arranged by paying attention to cultural content that is relevant to the social conditions of students.

Table 2. Compilation of Teaching Materials for Writing Non-Literary Texts for Students

No.	Implementation of Learning	Strongly agree		Agree		Less agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1.	The preparation of teaching materials requires the use of certain steps or stages in the learning process that can facilitate students in the writing process.	21	19.3	76	69.7	10	9.2	2	1.8	0	0.0
2.	The preparation of teaching materials needs to pay attention to the content of cultural values in the learning process.	14	12.8	69	63.3	22	20.2	3	2.8	1	0.9
3.	The teaching materials developed need to be adapted to the topics or materials being studied by students.	17	15.6	82	75.2	9	8.3	1	0.9	0	0.0
4.	The teaching materials prepared need to pay attention to the learning objectives of writing non-literary texts.	11	10.1	86	78.9	10	9.2	2	1.8	0	0.0
5.	The teaching materials prepared need to take into account the differences in students' learning styles.	31	28.4	62	56.9	15	13.8	1	0.9	0	0.0
6.	The teaching materials prepared need to	29	26.6	67	61.5	9	8.3	4	3.7	0	0.0

No.	Implementation of Learning	Strongly agree		Agree		Less agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
	take into account the differences in students' abilities and understanding.										
7.	The teaching materials prepared are able to improve critical and creative thinking skills in students in learning to write non-literary texts.	16	14.7	78	71.6	14	12.8	1	0.9	0	0.0
8.	The teaching materials developed need to be adapted to the topics or materials being studied by students.	14	12.8	85	78.0	9	8.3	1	0.9	0	0.0
9.	The teaching materials prepared are able to provide meaningful learning for students.	21	19.3	78	71.6	9	8.3	1	0.9	0	0.0

Based on the results obtained, it can be seen that learning to write non-literary texts for students needs to be carried out using appropriate teaching materials. More than 98% of students need teaching materials that are arranged using certain steps or stages, more than 96% of students need teaching materials that are arranged with cultural value content, and more than 98% of students need teaching materials that are arranged with material or topics that have been adjusted to learning to write non-literary texts. Not only that, more than 98% of students need teaching materials that are able to pay attention to differences in student learning styles. The results also show that more than 98% need teaching materials that are able to improve critical and creative thinking skills in writing non-literary texts. In addition, more than 98% of students also need teaching materials that are arranged to be able to provide meaningful learning.

Results of Analysis of Implementation of Learning Activities by Teachers

The results in Table 3 show that the implementation of non-literary text writing learning activities by teachers is a difficult learning activity for students to follow. This is due to the use of student books which are still the main learning source in the learning process, as well as the lack of implementation of non-literary text writing teaching materials that are specifically designed to help students in writing activities.

Table 3. Implementation of Learning Activities by Teachers

No.	Implementation of Learning	Strongly agree		Agree		Less agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1.	Learning to write is a difficult learning experience for students.	1	9.1	10	90.9	0	0.0	0	0.0	0	0.0
2.	Learning to write non-literary texts is one of the writing learning topics that is difficult for students to learn and master.	1	9.1	10	90.9	0	0.0	0	0.0	0	0.0
3.	Writing learning is carried out with an orientation towards the use of teaching materials (student books).	0	0.0	9	81.8	1	9.1	1	9.1	0	0.0
4.	The teaching materials used have not been able to optimize students' abilities and skills in writing non-literary texts.	0	0.0	10	90.9	0	0.0	1	9.1	0	0.0
5.	Learning to write non-literary texts has not used teaching materials or textbooks that are specifically designed to improve and	1	9.1	8	72.7	2	18.2	0	0.0	0	0.0

No.	Implementation of Learning	Strongly agree		Agree		Less agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
	optimize students' abilities.										
6.	Learning needs to use specially designed teaching materials to maximize students' writing skills.	1	9.1	4	36.4	0	0.0	0	0.0	0	0.0
7.	There needs to be innovation in teaching materials for writing non-literary texts in the form of developing textbooks.	3	27.3	8	72.7	0	0.0	0	0.0	0	0.0

Based on the results of the questionnaire analysis of the needs of teaching materials by teachers, it can be seen that more than 98% or almost all respondents feel that students have difficulty in learning to write, especially non-literary texts. This is influenced by several factors, namely the use of student books as the main teaching material in learning activities, the lack of suitability of teaching materials designed for learning to write non-literary texts, and the need for innovation in appropriate teaching materials in the learning process.

Results of the Analysis of the Preparation of Teaching Materials for Writing Non-Literary Texts for Teachers

As can be seen in Table 4, the preparation of teaching materials for writing non-literary texts that can be used by teachers to guide students in learning to write is teaching materials that are prepared by paying attention to cultural content, using appropriate learning steps or stages, paying attention to differences in students' learning styles and cognitive abilities, and being able to provide meaningful learning.

Table 4. Compilation of Teaching Materials for Writing Non-Literary Texts for Teachers

No.	Implementation of Learning	Strongly agree		Agree		Less agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1.	The development of teaching materials needs to be designed by taking into	4	36.4	6	54.5	1	9.1	0	0.0	0	0.0

No.	Implementation of Learning	Strongly agree		Agree		Less agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
	account cultural content.										
2.	The preparation of teaching materials needs to be done by paying attention to the appropriate learning steps or stages.	5	45.5	6	54.5	0	0.0	0	0.0	0	0.0
3.	The preparation of teaching materials using a problem-solving-based learning model is necessary in the process of learning to write non-literary texts.	2	18.2	9	81.8	0	0.0	0	0.0	0	0.0
4.	The teaching materials developed need to be adapted to the topics or materials being studied by students.	2	18.2	9	81.8	0	0.0	0	0.0	0	0.0
5.	The teaching materials developed need to be arranged by paying attention to the sequence or steps of the problem-solving-based learning model.	2	18.2	8	72.7	1	9.1	0	0.0	0	0.0
6.	The teaching materials prepared need to pay attention to the learning objectives of writing non-literary texts.	5	45.5	6	54.5	0	0.0	0	0.0	0	0.0
7.	The teaching materials prepared need to take into account the differences in	4	36.4	6	54.5	1	9.1	0	0.0	0	0.0

No.	Implementation of Learning	Strongly agree		Agree		Less agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
	students' learning styles.										
8.	The teaching materials prepared need to take into account the differences in students' cognitive abilities.	3	27.3	8	72.7	0	0.0	0	0.0	0	0.0
9.	The teaching materials that are prepared are able to help students to relate learning concepts and criticize various existing phenomena (realities).	4	36.4	7	63.6	0	0.0	0	0.0	0	0.0
10.	The teaching materials prepared are able to provide meaningful learning for students.	4	36.4	7	63.6	0	0.0	0	0.0	0	0.0

The criteria for teaching materials needed by teachers based on the results of the questionnaire analysis showed that more than 98% of teacher respondents needed teaching materials for writing non-literary texts that have cultural content, use stages or problem-based learning models, and are arranged by considering differences in student learning styles. Not only that, the teaching materials that are arranged also need to help students in linking learning concepts and criticizing various existing phenomena (realities), so that the teaching materials are able to provide meaningful learning for students.

DISCUSSION

From the results of the study, it can be seen that the implementation of Indonesian language learning activities, especially in writing skills, still experiences several obstacles or problems. Students generally still find it difficult to develop ideas and concepts into paragraphs or complete texts. Not only that, in the implementation of learning activities that have been carried out, not a few students have not mastered the topics or themes given to then be expressed in words or sentences (Rinawati, 2020). One of the learning topics that is still considered difficult for students to follow or learn is learning to write non-literary texts.

Problems in learning are mostly influenced by the lack of appropriate teaching materials for learning to write non-literary texts. Difficulties in writing non-literary texts are partly influenced by the limited teaching materials that are specifically designed to help students write non-literary texts according to systematic stages (Puspitasari, 2020). The teaching materials that are currently widely used in the learning process are student books. The use of student books in implementing non-literary text writing activities is still ineffective because the content in student books is not yet focused on writing skills and still includes other language skills, such as listening, speaking, and reading. In addition, student books used in the learning process have not been designed by paying attention to the circumstances, situations, and conditions of students more specifically (Trinaldi, 2022).

The results of this study indicate the need to adjust the teaching materials used by students in learning to write non-literary texts. The development of teaching materials is ideally carried out so that students are able to learn positively in accordance with their cognitive abilities and the existing curriculum (Putri, et al., 2020). The teaching materials that are prepared need to pay attention to several things, such as being equipped with instructions or stages that students can learn independently (*self-instructional*), learning materials are adjusted to students' cognitive abilities (*self-contained*), teaching materials can be used without relying on the use of other media (*stand alone*), teaching materials are prepared by paying attention to the use of digital technology (*adaptive*), and presented with a display, language, and instructions that make it easier for students to learn the material for writing non-literary texts (*user friendly*) (Magdalena, 2021). In addition to these things, teaching materials should ideally also be prepared using certain learning models or stages.

The model or stages used in compiling teaching materials need to be oriented towards improving students' critical thinking skills (*High Order Thinking Skills*). One of the appropriate learning models to improve students' critical thinking skills is the problem-based learning model. The problem-based learning model is a learning stage designed to improve students' ability to solve problems, thus encouraging independent thinking and students' creativity in writing non-literary texts (Fongkanta, P., & Buakanok, FS, 2024).

In order to facilitate the problem-solving process, the material in the teaching materials is arranged by paying attention to the cultural content in it. Therefore, teaching materials also need to be arranged using a culturally *responsive teaching approach*, namely an approach that utilizes cultural diversity as a source of learning. This approach is considered appropriate in the preparation of teaching materials because it is able to create interesting and meaningful learning for both students and teachers (Fitriyani, 2024).

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussions, researchers can conclude that learning to write, especially in writing non-literary texts, is one of the skills that is difficult for students to master. This is caused by several factors, including the absence of appropriate teaching materials, the teaching materials used are still

oriented towards student books, and the teaching materials have not been able to stimulate critical and creative thinking skills in students. Therefore, teaching materials are needed that are specially prepared to be able to answer these various problems. Teaching materials also need to be prepared with clear and systematic learning steps or stages to make it easier for students to learn.

For further research, research can be conducted using more specific samples, namely samples with criteria that are in line with research on teaching materials to be conducted. Furthermore, innovation of teaching materials can be conducted by compiling teaching materials based on the results of the evaluation of the trial of learning activities to write non-literary texts.

ADVANCED RESEARCH

In this study, the limitations of the research that has been conducted include the limited research subjects, namely 109 grade X students and Indonesian language teachers of SMA/SMK in the Special Region of Yogyakarta Province, so that this study has not been able to describe the overall learning conditions in Indonesia as a whole. Not only that, this study is oriented towards the analysis of students' and teachers' needs for the need for teaching materials for writing non-literary texts, so that researchers only focus on analyzing writing problems and pay less attention to problems in other aspects of learning. In this study, the results of the analysis are also more oriented towards writing skills and pay less attention to other language skills.

Based on several limitations of the study, in further research researchers can conduct analysis of other language skills, such as listening, reading, and speaking skills. In addition, researchers can focus the object of research on other aspects of learning, so that the development carried out is not only oriented towards the preparation of teaching materials but can also include various other learning innovations.

ACKNOWLEDGEMENTS

Thank you to the Lord Jesus Christ who has enabled me to complete this research and scientific journal. I also thank the Faculty of Languages, Arts, and Culture, Yogyakarta State University for the opportunity that has been given to me to be able to complete my Master's education.

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