

STRATEGY FOR CREATING AN EFFECTIVE NEEDS ANALYSIS TO IMPROVE PAI LEARNING QUALITY

Siti Rohmah Kurniasih¹, Mulyawan Safwandy Nugraha².

¹ UIN Sunan Gunung Djati Bandung, Indonesia

² UIN Sunan Gunung Djati Bandung, Indonesia

E-mail: ¹ 2220040097@student.uinsgd.ac.id, ² mulyawan@uisgd.ac.id

Abstract

The quality of PAI learning shows low results. This is because PAI learning in schools still uses conventional methods with a classical approach, so it does not pay attention to students' learning needs. Besides, PAI teachers are less aware of the importance of designing a needs analysis before the learning process so that it has an impact on not achieving objectives. optimal learning. This research aims to explain the urgency and strategy of designing needs analysis in PAI learning. The method used is a qualitative research method using a case study approach. The required data sources come from primary data sources, namely the results of interviews with PAI teachers at SDN Dayeuhkolot 03, and secondary data sources from books, articles, and scientific journals. Data collection techniques include observation and interviews. Meanwhile, data analysis uses a triangulation approach. The research results show that designing a needs analysis is important to improve the quality of PAI learning. Apart from that, it is hoped that the results of this research can provide an overview to PAI teachers regarding strategies for designing effective needs analyses.

Keywords: *Education Quality, Islamic Education, Needs Analysis.*

1. INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping students' character, morals and understanding regarding the Islamic religion (Firmansyah, Iman, 2019). This is in line with the national education goals stated in Law no. 20 of 2003 which states that education aims to create a complete human being, namely a human being who believes in God Almighty, is dignified, and also has noble character (Wahid & Hamami, 2021).

The problem currently faced regarding PAI learning in schools is that PAI learning carried out in schools is still limited conventional and only focuses on the cognitive development of students. Apart from that, PAI teachers carry out learning without first analyzing students' learning needs, so that learning is still arbitrary classical and does not side with students. PAI teachers still apply learning principles "one approach for all students" thus having an impact on the low quality of PAI learning. This is characterized by low student achievement, lack of student motivation in studying PAI material, PAI learning not running effectively and not facilitating the development of the various potentials possessed by students.

To overcome this problem, PAI teachers must be able to develop strategies in designing learning needs analysis. Because designing an appropriate and effective needs analysis in PAI learning is very important to ensure that the Islamic religious education provided is of good quality and relevant to the needs of students (Mujahiddin Sujarnas Pohan, 2021). Needs analysis is important in the PAI learning process. Because through the needs analysis process PAI teachers can easily carry

out the evaluation process and are able to present a clear picture regarding the gap between the students' real conditions and the conditions expected by the students themselves (Feniareny. DA, 2018). Apart from that, needs analysis in PAI learning is needed because in the context of PAI, this analysis is needed because needs analysis can help PAI teachers identify the level of knowledge, understanding and needs of students in PAI learning, so that this allows school institutions to develop curricula according to their characteristics. learners. By understanding students' needs, PAI teachers can design learning materials in a more relevant and contextual manner, according to the problems students face every day. Furthermore, needs analysis can help PAI teachers optimize various resources, because they focus on achieving according to needs (Eka, 2023), the impact will be that PAI learning will be of higher quality.

The above is in line with previous research conducted by (Feniareny. DA, 2018) which states that the needs analysis process really helps teachers in developing methods, media and learning approaches so that learning can be felt to be more beneficial for students, and has an impact on increasing quality of education. The point of similarity between this research and previous research is in the urgency of the needs analysis, while the differences appear in the subjects and samples studied. This research contains novelty, because it not only discusses the urgency of designing a needs analysis, but also explains the strategies used by PAI teachers in designing a needs analysis, as well as the obstacles encountered in applying it.

Based on the problems above, the researcher considers it important to conduct further research regarding strategies for designing effective needs analysis to improve the quality of PAI learning, with the hope that this can become an illustration for PAI teachers to carry out needs analysis at the beginning of learning, so that the quality of PAI learning gets better.

2. IMPLEMENTATION METHOD

The method used in this research is a qualitative method, namely a research method that uses descriptive data in the form of written or spoken language from the phenomena observed (Mustafa, 2022). The reason researchers choose this method is because it has the advantage of being able to present the nature of the relationship between the researcher and those being studied directly (Ahmad, 2022).

The type of research used is case study research, where the researcher will explore a phenomenon and then collect the information in detail and in depth using various data collection procedures. Apart from that, this type of research focuses on one particular research object and studies it in depth as a case (Adhimah, 2020).

Data sources were obtained from two sources, namely primary and secondary data. Primary data was obtained from interviews with informants, namely PAI teachers at SDN Dayeuhkolot 03, both structured and unstructured. Meanwhile, secondary data is research-supporting data that comes from school documents, articles, journals, and books that are relevant to the research problem. The data collection technique was carried out using data prediction techniques, carried out by listening to the results of interviews with research subjects and then selecting parts that were in accordance with the research formulation. Next, the researcher presents the results in the form of a description and concludes based on valid data analysis.

The data processing technique in this qualitative method uses triangulation techniques, where researchers can compare the results of their findings with theories and other sources, so that it is hoped that they can obtain results that are close to the truth (J. Meleong, 2008).

3. RESULTS AND DISCUSSION

Based on data obtained from interviews with informants, namely PAI teachers at SDN Dayeuhkolot 03, the results showed that PAI teachers had designed a needs analysis in the PAI

learning process. The process of designing a learning needs analysis is carried out before the learning process is implemented, as explained by (Zaenal Abidin, 2007) that learning needs analysis is the first step that must be taken by teachers to face various learning problems. The informant said that the aim of designing a needs analysis was to analyze students' needs so that PAI teachers could provide the best educational services according to learning needs, interests and talents, as well as students' learning profiles. This is in line with research conducted by (Rika Devianti & Suci Lia Sari, 2020) which states that a good understanding of students' needs is one of the keys to the success of the learning process. In fact (Sri Lestari, 2020) states that educational programs must be based on an analysis of learning needs. Therefore, as a simple step in designing a learning needs analysis, teachers must be able to analyze students' needs as part of the learning elements. A teacher as a professional educator must be able to understand students well, so that the teacher can provide appropriate and beneficial educational services for each individual student.

The second reason underlying the PAI teacher at SDN Dayeuhkolot 03 in designing a needs analysis is: (1) to identify and inventory problems that occur during the learning process; (2) Formulate a priority scale in solving learning process problems; (3) formulate learning objectives according to the expected competencies including attitudes, knowledge and skills; (4) presenting learning material according to students' needs, so that learning becomes more contextual and meaningful. This statement is in line with the results of research conducted by (Sri Rahayu K. Sabunge, 2019) which states that designing a needs analysis has the function of: (1) identifying students' learning needs; (2) identifying problems that disrupt the educational environment; (3) analyzing the effectiveness of learning activities.

Furthermore, the informant said that the process of designing a needs analysis is also part of the learning planning mandated by the Central Government through the implementation of the Independent Curriculum. As stated by (manggalastawa, 2023) the characteristic of the Independent Curriculum itself is that teachers have flexibility in applying lesson material according to their abilities, needs, and adapting to the context and learning environment of students. So by conducting a needs analysis teachers can design appropriate strategies to collect information related to students' needs (Sri Lestari, 2020).

The informant further said that by designing a needs analysis, PAI teachers can identify certain areas of students who still need guidance or perhaps additional challenges. Apart from that, designing a needs analysis can also prevent PAI teachers from being perceived "*one approach for all students*" because we need to realize together that students have different abilities, interests and talents as well as different levels of mastery of the material. So by designing a learning needs analysis, PAI teachers can adjust learning objectives, materials, media, methods and appropriate learning approaches to maximize the potential development of each individual student more optimally. This opinion is reinforced by the results of research conducted by (Eka, 2023) which explains the benefits of designing an appropriate needs analysis, including:

1. Teachers focus on mastery of the material, this happens because by conducting a needs analysis, teachers can analyze the extent of students' mastery of the material being taught. So teachers can determine which material students need to understand in more depth.
2. Teachers can identify developmental needs, through needs analysis teachers can identify student development problems and learning obstacles faced by students. In this way, teachers can

provide special guidance or appropriate intervention so that they can improve student achievement more comprehensively.

3. Creating an inclusive learning environment, through needs analysis teachers can identify various obstacles to learning and determine solutions to overcome them, including determining diverse learning strategies and inclusive teaching materials.

To design a needs analysis, appropriate strategies are needed, so that PAI teachers can analyze and collect information regarding the gap between expectations and reality (Qamariyah & Nurhadi, 2021). The strategy for designing a needs analysis carried out by PAI teachers at SDN Dayeuhkolot 03 includes several steps, including:

1. Collecting Information Related to Students

Before learning begins the PAI teacher plans *assessment diagnostic* which aims to collect information related to students, especially regarding their learning needs. *Assessment diagnostic* which is done by PAI teachers covers *cognitive diagnostic assessment* namely to identify students' learning readiness. And *assessment diagnostic non kognitif* which is used to identify students' interests and talents as well as learning profiles.

To identify students' learning readiness, for example in PAI material about "*I can read the holy Qur'an: Surah An-Nass*". PAI teachers do *cognitive diagnostic assessment* through giving *pretest* to find out the basic abilities of students regarding the An-Nass letter, the results of *pretest* It was developed by PAI teachers through mapping learning readiness.

The results of mapping students' learning readiness are then used by PAI teachers to plan and design learning at the next stage, where they will provide more assistance to students who do not yet have the skills to read and memorize the An-Nass letter, and provide a little help to students who has demonstrated the skill of reading and memorizing Surah An-Nass well. Regarding the description of the student readiness mapping process, it is depicted in the following table:

Table 1. Mapping Student Readiness

Learning Readiness	Learning Activities
Students have the skills to read and memorize the An-Nass letter fluently.	Students are asked to analyze the content of An-Nass surah independently and then record their conclusions in a notebook.
Students have the ability to read Surah An-Nass, but have not been able to memorize Surah An-Nass properly and correctly.	Students are divided into several groups to learn to memorize Surah An-Nass with the help of peer tutors, then correct each other's memorization. Once finished, the PAI teacher provides a verse arranging activity using the wordwall.net application.
Students who are not yet able to read and memorize the An-Nass letter fluently.	Students are given special guidance by PAI teachers in reciting and memorizing the An-Nass letter. PAI teachers provide <i>scaffolding</i> , where PAI teachers provide a certain amount of assistance, then slowly reduce it, until finally the students show independence.

Mapping students' learning readiness is carried out by PAI teachers not to test aspects *intellectuality* students, but more towards exploring information about whether the knowledge and skills possessed by students are in accordance with the knowledge and skills that will be conveyed or not. As stated by Joseph, Thomas, Simonette & Ramsook (Eni Defitriani, 2019) that the aim of meeting students' needs in the learning readiness aspect is to modify the difficulty of learning materials, so that students can meet their learning needs.

Furthermore, to identify related interests and talents as well as students' learning profiles, PAI teachers carry out *assessment diagnostic non cognitive* through tests, observations, interviews, and *self-rating* (self-rating), towards students and those closest to students, for example parents (Khasinah & Elviana, 2022). The results are used by PAI teachers as a basis for determining learning methods and media that suit students' interests and talents. As (Puspitasari, Rufi'i, & Walujo, 2020) explains, teachers must be able to present interest-based learning, so that students are not only able to develop their interests and talents, but can also discover new interests and talents. Apart from that, presenting learning that suits students' learning profiles can make the learning process run naturally, effectively and efficiently.

2. Identifying Gaps

PAI teachers carry out identification of every resource and potential that the school has to support the learning process, such as the condition of infrastructure, teacher competency, financial conditions, etc. and then compare them with the final results obtained from the PAI learning process. For example, PAI teachers identify the availability of IT facilities in schools, which can then be compared with student learning outcomes. Then analyze how big the gap is between expectations and the reality obtained. With this process PAI teachers can identify what needs to be done and improved on each educational component including input, process, product and output according to the required needs (Afwan, Suryani, & Ardianto, 2022). Apart from that, by identifying gaps PAI teachers can analyze the causal factors and determine the right solution to overcome problems in the PAI learning process and then classify which problems can be resolved through the PAI learning planning process, extracurricular activities or perhaps through new policies.

3. Identifying PAI Learning Objectives and Materials

Analysis of needs in PAI learning that has been implemented by PAI teachers at SDN Dayeuhkolot 03 regarding identification of PAI learning objectives and materials is as follows:

- a. When the PAI learning process is implemented, PAI teachers focus on achieving goals in accordance with the Learning Outcomes contained in SK BSKAP N0. 33 of 2022, then identify and select material that can support the achievement of the learning objectives
- b. After the PAI teacher selects the subject matter that will be taught to students, the PAI teacher reviews the selected material to match it with the students' needs.
- c. After the PAI teacher selects material that suits the students' needs, the PAI teacher then determines the appropriate strategy for delivering the lesson material. Determining this strategy includes selecting methods, approaches to managing classes, and learning media that can support the process of delivering material more effectively and efficiently.

This is in line with the opinion expressed by (Sri Lestari, 2020), in simple terms a needs analysis related to the selection of learning materials and strategies must be able to answer three questions, namely: (1) what will be taught?; (2) why should this material be taught?; And (3) how to teach it? Therefore, analyzing learning objectives and materials is one of the activities that must be carried out in designing a needs analysis (Sri Rahayu K. Sabunge, 2012).

Based on the results of interviews with PAI teachers at SDN Dayeuhkolot 03, the results showed that the strategies used by PAI teachers to analyze PAI learning needs were very effective in improving the quality of PAI learning. This is proven by the increasing achievement of students, based on the results of observations of student learning outcomes documents showing that 80% of students obtained Mid-Semester Summative (STS) scores above the KKM, and experienced an

increase in achievement of 15% from before. Thus, this is evidence that learning needs analysis is effective in improving student learning achievement, because students receive learning in accordance with their learning readiness (Afwan et al., 2022). Apart from that, PAI learning becomes more capable of empowering students' potential, because through the implementation of needs analysis students can develop according to their interests and talents, so that all their potential can develop optimally (Amin, 2019). Apart from that, increasing the quality of PAI learning can be seen from the achievement of curriculum goals and targets. By analyzing the needs of PAI teachers, they can determine learning objectives that are in accordance with the characteristics, materials, methods and learning media used in accordance with the characteristics and needs of students so that learning objectives can be achieved efficiently. more optimal (Rika Devianti & Suci Lia Sari, 2020).

However, in the process of formulating a learning needs analysis strategy, PAI teachers at SDN Dayeuhkolot 03 still found several inhibiting factors, including:

1. PAI teachers do not yet have a deep understanding of the steps in needs analysis activities based on the opinions and theories of educational experts;
2. PAI teachers have difficulty in compiling instruments *assessment diagnostic* because there are few data sources available, for example in the Merdeka Teaching Platform feature *assessment* Students for PAI learning are not yet available.
3. PAI teachers do not have skills in analyzing data, considering that needs analysis is often related to data processing and statistics
4. Results analysis process *assessment diagnostic* it takes quite a long time, with the large workload of PAI teachers it is quite difficult for PAI teachers to carry out assessments and analyze results *assessment*.
5. PAI teachers have difficulty measuring subjective aspects, considering that aspects of students' interests, talents or emotional needs are difficult to measure objectively, so it is difficult for PAI teachers to identify needs that cannot be measured directly.
6. PAI teachers lack awareness of the importance of designing needs analysis, so that needs analysis is not a priority in planning the learning process.

To overcome the obstacles above, it is important for PAI teachers to identify the resources needed, and collaborate with related parties in order to facilitate PAI teachers to increase their understanding regarding designing needs analyzes and use them to help overcome obstacles effectively and efficiently.

4. CONCLUSION

Designing a learning needs analysis is one of the important things that teachers must do at the beginning of the learning process, with the aim of helping teachers face and resolve various learning problems. Designing a needs analysis aims to analyze students' needs so that PAI teachers can provide the best educational services according to learning needs, interests and talents, as well as students' learning profiles. Apart from that, by designing a learning needs analysis, PAI teachers can adjust learning objectives, materials, media, methods and appropriate learning approaches to maximize the potential development of each individual student more optimally. The strategy used by teachers in designing PAI learning needs analysis is by collecting information related to students, identifying gaps, and identifying learning objectives and materials. By implementing the strategy of designing a learning needs analysis, it has been proven that it can improve the quality of PAI learning which is characterized by increased student achievement, PAI learning becomes more capable of optimizing the various potentials of students, and achieving curriculum goals and targets.

REFERENCES

- Adhimah, S. (2020). Peran orang tua dalam menghilangkan rasa canggung anak usia dini (studi kasus di desa karangbong rt. 06 rw. 02 Gedangan-Sidoarjo). *Jurnal Pendidikan Anak*, 9(1), 57–62. <https://doi.org/10.21831/jpa.v9i1.31618>
- Afwan, B., Suryani, N., & Ardianto, D. T. (2022). *Analisis Kebutuhan Pembelajaran Sejarah di Era Digital*.
- Ahmad, A. (2022). Pengembangan Karakter Sopan Santun Peserta Didik: Studi Kasus Upaya Guru Sejarah Kebudayaan Islam di Madrasah. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(2), 278–296. [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).8753](https://doi.org/10.25299/al-thariqah.2022.vol7(2).8753)
- Amin. (2019). Pembelajaran Berdiferensiasi: Alternatif Pendekatan Pembelajaran Bagi Anak Berbakat. *Edukasi*, 1(Maret), 57–67.
- Eka. (2023). <https://guruinovatif.id/artikel/mengapa-analisis-kebutuhan-siswa-penting-dalam-pengembangan-kurikulum-dan-media-pembelajaran>.
- Eni Defitriani. (2019). Differentiated Instruction. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*.
- Feniareny, DA. (2018). Analisis Kebutuhan Belajar Mahasiswa pada Mata Kuliah Pembelajaran Matematika Kelas Rendah. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 2(1), 1–11.
- Firmansyah, Iman, M. (2019). Pendidikan Agama Islam: Pengertian, Tujuan, Dasar Dan Fungsi. *Jurnal Pendidikan Agama Islam*, 17(2), 79–90.
- J. Meleong, L. (2008). *Metode Penelitian Kualitatif*. Bandung: Rosda karya.
- Khasinah, S., & Elviana, E. (2022). Need Analysis dalam Pengembangan Kurikulum. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 12(4), 837. <https://doi.org/10.22373/jm.v12i4.17208>
- manggalastawa. (2023). Analisis Pembelajaran Yang Berdiferensiasi Pada Mata Pelajaran Matematika Kurikulum Merdeka SD. *Jurnal Analisis Ilmu Pendidikan Dasar*, 1–7.
- Mujahiddin Sujarnas Pohan. (2021). Analisis Kebutuhan Pendidikan Agama Islam Pada Sekolah Mengengah di Kota Sibolga. *ITTIHAD*, 5(2), 1–6.
- Mustafa, P. S. (2022). Statistika Inferensial meliputi Uji Beda dalam Pendidikan Jasmani: Sebuah Tinjauan. *DIDAKTIKA: Jurnal Pemikiran Pendidikan*, 28(2(1)), 71–86. [https://doi.org/10.30587/didaktika.v28i2\(1\).4166](https://doi.org/10.30587/didaktika.v28i2(1).4166)
- Puspitasari, V., Rofi'i, & Walujo, D. A. (2020). Pengembangan Perangkat Pembelajaran dengan Model Diferensiasi Menggunakan Book Creator untuk Pembelajaran BIPA di Kelas yang Memiliki Kemampuan Beragam. *Jurnal Education and Development Institut*, 8(4), 310–319.
- Qamariyah, N., & Nurhadi, A. (2021). *Pentingnya Analisis Kebutuhan dalam Program Pendidikan dan Pelatihan berbasis IT bagi Guru PAI di Tengah Pandemi Covid'19* (Vol. 4).
- Rika Devianti, & Suci Lia Sari. (2020). Urgensi Analisis Kebutuhan Peserta Didik Terhadap Proses Pembelajaran. *Jurnal Al-Aulia*, 6(1), 1–16.
- Sri Lestari. (2020). *Modul Pengembangan Kurikulum*.
- Sri Rahayu K. Sabunge. (2012). Teknik Analisis Kebutuhan dalam Perencanaan Pembelajaran Pendidikan Agama Islam Pada Kurikulum 2013. *An-Nizom*, 6(1), 31–40. Retrieved from <https://hafizhramadan.files.wordpress.com>.
- Wahid, L. A., & Hamami, T. (2021). Tantangan Pengembangan Kurikulum Pendidikan Islam dan Strategi Pengembangannya dalam Menghadapi Tuntutan Kompetensi Masa Depan. *J-PAI*:

Jurnal Pendidikan Agama Islam, 8(1). <https://doi.org/10.18860/jpai.v8i1.15222>

Zaenal Abidin. (2007). Analisis Kebutuhan Pembelajaran dan Analisis Pembelajaran Dalam Desain Sistem Pembelajaran. In *SUHUF* (Vol. 19).