Needs Analysis of Development Teaching Materials for Interpersonal and Communication Courses based on a Team-Based Project Model using Podcast Media

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ABSTRACT

This qualitative descriptive study aims to determine the needs of students and lecturers for team-based, project-based teaching materials in interpersonal and communication skills courses. Data collection was obtained through observation, interviews and document study. The results of observations during the implementation of interpersonal and communication skills courses in obtaining an overview of students' public communication experiences. Students are not used to it and seem passive when communicating in public. Students also have difficulty adapting their communication style to suit various interlocutors. The analysis of the questionnaires revealed that most did not have teaching materials for interpersonal communication skills courses and admitted that they needed them for courses in these subjects. Meanwhile, interview data supported by study documents revealed that lecturers and students need open materials packaged specifically for implementing interpersonal and communication skills courses. Teaching materials need to be presented in a structured manner and be able to create collaborative learning. Open materials can utilize digital media. Teaching materials are expected to improve students' interpersonal and communication skills. Based on these findings, it can be concluded that it is necessary to develop teaching materials that are integrated with the team-based project model by utilizing digital media.

Keywords: needs analysis, learning materials, team-based project, podcast

INTRODUCTION

As social creatures, humans in their families, work, or academic activities cannot escape communication. Communication occurs through an interaction process carried out by one individual with another individual or group, aimed at conveying the content of the message to each other, exchanging information, and getting feedback or solutions to the message conveyed based on similar meaning so that the content of the message can influence message recipient. Everyone can speak, but not everyone can speak well and be communicative in public. Speaking is a person's way of communicating with other people to convey something they want. Communication is the way humans interact with other humans. Communicating with other people is a situation that occurs in almost all life processes. Communication determines the quality of human life, and practical communication skills are necessary to convey ideas, notions and knowledge to society. Rasimin (2021). The teaching and learning activities are part of the communication process, specifically interpersonal communication. Interpersonal communication is defined as conveying and receiving messages or information from one person to another person or group of people and feedback from the communication process, both directly and indirectly (Irawan, 2017: 42).

Interpersonal skills are needed by every individual or human being when socializing. As time goes by, every human being will feel required to socialize, in the sense of having relationships. Humans will feel social relationships, but only whether they can socialize or not. Social skills can be developed and directed at an early age. Interpersonal skills that have been mastered will manifest in the form of interpersonal intelligence; in other words, interpersonal intelligence manifests as increased interpersonal skills. As teaching students trying to become established in the implementation of learning, students in the Elementary School Teacher Education study program need to have interpersonal intelligence so that they can see things from other people's points of view. This ability requires a person to understand, cooperate, communicate, and maintain good relationships with others.

In the Primary School Teacher Education study program, interpersonal and communication skills are supported by the availability of interpersonal and communication skills courses as elective subjects. This course must be supported by teaching materials that provide good experience and practice in interpersonal and communication skills. Teaching materials are an essential component in the implementation of lectures. Teaching materials should be designed entirely and systematically so that they can be easily understood and used by students and lecturers. Kosasih (2021) revealed that teaching materials are needed to make it easier for students to master the material or skills to be studied. Apart from that, teaching materials must be integrated with learning and course outcomes. It is done so that the teaching materials are efficient and optimize learning.

Then, the implementation of this course needs to be communicative and collaborative. It ensures that students' interpersonal and communication skills become mature. Applying the team-based project method to implement real project-based learning and assignments that provide challenges for students related to daily life to be solved in groups is deemed suitable for creating a communicative and collaborative lecture atmosphere. A team-based project is a learning model that is oriented towards active and collaborative learning based on real tasks/projects, which always provides challenges for students in solving problems in the context of daily life in groups (Seidel & Godfrey 2005). Through team-based projects, lecturers can allow students to develop collaborative abilities by giving greater weight to the discussion process (peer discussion) and individual study (individual study) compared to the process of explaining concepts (instructor input/lecture). Through these activities, it is hoped that students can think, respond to problems, and develop interaction skills.

This research aims to determine the teaching material needs of lecturers and students when implementing interpersonal and communication skills courses. The research results produced information regarding the need for teaching materials to help organize interpersonal and communication skills courses, improving the quality of interpersonal and communication skills. It is hoped that the research results can be used to develop teaching materials according to the required description and characteristics.

THEORETICAL STUDIES
Teaching Materials Based on A Team-Based Project Model

Teaching materials are anything related to learning that accelerates students in mastering the material to be studied (Susilawati 2021). Teaching materials are needed to integrate essential competencies to streamline and optimize learning activities (Amelia 2018). Teaching materials have various forms that are used in the learning process. Teaching materials are packaged and written well, systematically and interestingly to achieve learning objectives. In this way, educators and the learning process must make good use of teaching materials that follow the environmental conditions of students. Educators must compile, design, and develop their teaching materials, be able to continuously evaluate teaching materials, adapt, make revisions, and find more appropriate methods and strategies for learning activities (Kholis 2017). Thus, teaching materials are significant in the learning process. Developing teaching materials to support modern learning must be combined with technology to make them easier to use and more enjoyable.

A team-based project is a learning model that orients active learning activities and real project-based tasks that provide challenges for students related to life contexts that can be solved in groups (Seidel & Godfrey, 2005). The advantage of team-based projects lies in efforts to increase independent learning motivation, and the group work climate so that students can study material or topics more effectively. Team-based Projects are an active learning method that can be used in lectures. This method emphasizes student-centred learning, which provides problems or cases to be analyzed in depth (Kusmaharti, 2022).

Through Team-Based Projects, educators provide students with the opportunity to develop collaborative abilities by giving greater weight to the process of discussion (peer discussion) and individual learning (individual study) than to the process of explaining concepts (instructor input/lecture). Team-based project-based teaching materials in learning are based on teaching materials that are unique when compared to several teaching materials, including integrating the Team-Based Project method, which focuses on implementing learning activities with actual project-based tasks that provide challenges for students related to everyday life. -days to be solved in groups. It makes it possible for team-based, project-based teaching materials in the world of education to have a role in increasing the efficiency and effectiveness of learning.

Podcast

Podcasting is a method of distributing audio recordings sent via the Internet. Walton et al. (2005). The podcasting process starts with creating or creating content through audio and editing devices (such as computers, microphones, recording software, audio editing, and compression software) Gribbins (2007). One process that is quite challenging is producing a podcast. The files created (for example, MP3 files) are then uploaded to an online web server. One uploaded file means one episode of the podcast.

The use of podcasts in various fields is increasingly widespread, including education. The incorporation of technology in education is nothing new. Technology has played a role in teaching and learning. In the late 1970s, the first computers were integrated into schools. Today, classrooms have more tools and devices capable of incorporating learning methods beyond textbooks. Additionally, having various digital tools and technologies as part of the classroom environment has become the new norm. Teachers may teach the same content in multiple ways, and students may experience different learning methods.

The impact of podcasts in education includes: (1) podcasts can be an innovative teaching source for teachers to design class activities. (2) podcasts help students' learning process, both inside and outside the classroom, and (3) podcasts can increase the readiness and preparation of prospective teachers (Goldman, 2018). Like PowerPoint presentations and class videos, podcasts can be digital-based learning media.

Goldman (2018) also emphasized that the presence of podcasts does not replace textbooks, quizzes and other materials. However, its presence is also significant as a supplement to learning. In line with Frydenberg (2006) and Nathan & Chan (2007), who tested that the goals behind using podcasts can be divided into three categories, namely: increasing flexibility in learning, increasing learning accessibility (especially concerning the use of mobile access), and enriching the learning experience (especially in teaching subjects on campus through the use of blended learning experiences).

Interpersonal and Communication Course

Interpersonal abilities are a person's ability to interact effectively with others and colleagues. Examples include being a good listener, conveying opinions clearly, and being able to work together as a team. Liliweri et al. (2017) explained that interpersonal skills are essential for an individual's success in life. Siamian et al (2014) explained that interpersonal skills can help individuals express their emotional needs, so that they can achieve personal goals successfully, meaning that having good interpersonal communication skills will make it easier for someone to achieve their goals.

Furthermore, Hidayat (2017) explained that good communication skills are needed to improve the quality of relationships with other students. Through interpersonal communication, individuals can interact,

get to know others, and express their feelings. According to DeVito (2013), good interpersonal and communication skills are interactions between two or more people with some effect and feedback.

METHOD

This qualitative descriptive research was conducted on students and lecturers at the Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Riau University. The subjects of this research were students who had contracted the Indonesian Language Skills course and several lecturers who taught the course. This research needs analysis research. Data collection was carried out through observation, interviews, filling out questionnaires, and document study. Observations were made when implementing listening skills learning. Interviews and questionnaires were conducted with students who contracted the Indonesian Language Skills course and the course lecturer. Meanwhile, document studies were carried out by examining curriculum documents, learning plans and teaching materials used in the material. Needs analysis research was carried out in the Primary School Teacher Education Study Program by conducting observations and interviews, administering questionnaires, and conducting document studies. Observations were carried out to obtain data on student activities when learning listening skills and the obstacles they encountered during learning. Interview techniques were conducted to obtain direct opinions from students and lecturers regarding the need for teaching materials to improve listening skills. The questionnaire was administered to strengthen observation and interview data related to conditions, obstacles and needs in learning listening skills. Meanwhile, document studies were carried out by observing and analyzing the curriculum and teaching materials.

RESULT AND DISCUSSION

In this section, the field study findings are organized into three. This section begins with (1) observing the activities of lecturers and students in lectures on interpersonal and communication skills courses and (2) interviews to discover the process and views about the situation and needs in interpersonal and communication skills courses. The results of further research from distributing questionnaires and analyzing documentation are also discussed in this section.

Observations

The results of observations during the implementation of interpersonal and communication skills courses obtained an overview of the public communication experiences of students. Students are not used to it and seem passive when communicating in public. Students also have difficulty adapting their communication style to suit various interlocutors/audiences. Based on observations, it was also found that the teaching materials used were still not well structured and packaged in interpersonal and communication skills lectures. The teaching materials do not provide real experience or apply learning methods that support collaborative learning to support interpersonal and communication activities.

Based on observation findings, it is known that there is a need for follow-up development of teaching materials that can overcome students' difficulties in carrying out good communication processes. Teaching materials are needed to help ensure that learning is in line with the learning plan. Teaching materials must also be packaged well by integrating a team-based project model to create collaborative learning to support interpersonal and communicative activities. Teaching materials must be structured to be easy to learn and use. Teaching materials need to be developed based on current developments. Apart from that, the use of digital technology can help facilitate the improvement of the quality of learning.

Interviews

Based on interviews with several lecturers who teach interpersonal and communication skills courses in the Primary School Teacher Education Study Program at Riau University, it was found that complete learning materials are not yet available in the study program. So far, the teaching materials have not been explicitly packaged for lectures on interpersonal and communication skills. The interview results are explained in Table 1 in detail.

Table 1. Interview Results

No	Indicator	Result
1	Teaching materials used in learning interpersonal and communication skills courses	Teaching materials used in interpersonal and communication skills courses are still in small parts, such as presentation slides and document files. So, it has not been structured and explicitly packaged for lectures.
2	conditions and constraints of existing teaching materials	Teaching materials are not yet available in a structured manner and explicitly packaged for lectures, and teaching materials also do not yet integrate team-based projects as a vehicle for collaborative learning activities. So, it is necessary to develop teaching materials that can create collaborative activities.
3	Suggestions for developing the required teaching materials	Teaching materials for listening skills need to be developed by utilizing digital media as listening sources to provide students with other experiences. Moreover, if the learning integrates team-based projects, student projects can be broadcast on media that is easily accessible from anywhere, such as YouTube, podcasts, and so on.
4	Views on developing team-based project-based teaching materials assisted by podcast media in interpersonal and communication skills courses.	Project-based team-based teaching materials assisted by podcast media developed according to the material content and needs of lectures in interpersonal and communication skills courses. Technology can enrich students' experiences and interpersonal and communication skills.

The results of the interviews show that lecturers and students need teaching materials specifically packaged for carrying out courses on interpersonal and communication skills. Teaching materials need to be presented in a structured manner and be able to create collaborative learning. Teaching materials can utilize digital media. Teaching materials are expected to improve students' interpersonal and communication skills.

Questionnaires

Questionnaires were distributed to students who had contracted the Interpersonal and Communication Skills course and several lecturers who taught the course. The questionnaire was given to strengthen data related to conditions, needs, and obstacles and to provide an appreciation for learning listening skills. From the results of the questionnaire distribution, 62 respondents, consisting of lecturers and students, were obtained. The results of the questionnaire distribution are presented in Table 2 below.

Table 2. Results of the Lecturer and Student Needs Questionnaire

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
1	Do you have teaching materials for interpersonal and communication skills courses? If yes, what form does the teaching material take?	10	52	16	84
2	Are you seeking additional teaching materials to help improve your interpersonal and	13	49	20	80

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
	communication skills? If yes, how do you find these teaching materials?				
3	Do you enjoy collaborative learning when a team is involved in implementing a project? Explain why!	62	0	100	0
4	Do you have difficulty communicating interpersonally with various audiences? If yes, how do you overcome these difficulties?	53	9	85	15
5	Do you need alternative teaching materials that can be used to teach interpersonal and communication skills more quickly and interestingly? If yes, what kind of teaching materials do you need?	62	0	100	0
6	Do you agree that there are teaching materials for interpersonal and communication skills courses that are team-based projects using podcast media? Explain why!	62	0	100	0

Based on the results of the questionnaire analysis, it can be seen that the majority (84%) of respondents do not yet have the primary teaching materials for lectures on interpersonal and communication skills. Apart from that, the desire to look for additional teaching materials tends to be passive (only 20% of respondents looked for teaching materials independently). They need teaching materials to facilitate lectures on interpersonal and communication skills. Teaching materials are expected to help them master interpersonal and communication skills. The results of the questionnaire analysis also showed that 100% of respondents needed alternative teaching materials to study interpersonal and communication skills course material easily, interestingly, and collaboratively. The teaching materials used should utilize technology to broadcast their projects in interpersonal and communication courses.

Document Study

Document Study is used to review learning documents such as curriculum documents, Semester Learning Plans (RPS), assignments, evaluations and teaching materials. The analysis begins by identifying the suitability of Course Outcomes, Learning Outcomes, and Lesson Outcomes. Based on the findings, the Interpersonal and Communication Skills course has a good and complete Semester Learning Plan (RPS), assignments, and evaluations. Unfortunately, the Semester Learning Plan (RPS) is not equipped with teaching materials that support each stage of learning. Teaching materials need to be developed following the available learning plans.

In this course, there are several expected learning outcomes. It needs to be studied so that the teaching materials developed can follow the curriculum program's needs. Table 3. describes the learning outcomes of the interpersonal and communication courses.

Table 3 . Learning Outcomes of Interpersonal and Communication Courses

Learning Outcomes	
Affective	Demonstrate a responsible attitude towards independent work in their field of expertise.
Knowledge	• Master the principles and theories of education in elementary school. • Mastering knowledge of study areas in elementary school are Bahasa Indonesia, Mathematics, IPA, IPS, PPKn, SBdP, and PJOK.
General skills	Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies

Learning Outcomes	
	humanities values following five areas of expertise (Bahasa Indonesia, Mathematics, IPA, IPS, PPKn, SBdP, and PJOK.)
Special skill	Able to apply educational principles and theories through designing and implementing learning in elementary schools.

These learning outcomes are then reduced to course learning outcomes, which will be discussed in the following Table 4:

Table 4 . Course Learning Outcomes of Interpersonal and Communication Courses

Course learning outcomes	
1	Demonstrate a responsible attitude towards work in terms of interpersonal and communication skills.
2	Mastery of principles and theories about interpersonal and communication skills.Mastering knowledge about interpersonal and communication skills
3	Able to apply logical, critical, systematic and innovative thinking in developing or implementing interpersonal communication and communications.
4	Able to apply interpersonal and communication principles and theories.
Sub Course Learning Outcomes	
1	Mastering principles and theories of the importance of interpersonal relationships in meeting human needs, as well as understanding models and definitions of interpersonal communication
2	Mastering the principles and theories of self-concept and various matters related to building and influencing self-concept.
3	Mastering the principles and theories of forming perception in humans and knowing what factors influence perception in humans.
4	Mastering the principles and theories, concepts, forms and principles of verbal and non-verbal communication and applying them to everyday life
5	Mastering principles and theories of emotional management in communication
6	Mastering the principles and theories to build a supportive communication climate and avoid a defensive communication climate
7	Mastering the principles and theories in evaluating conflicts
8	Able to design and practice journalists and news presenters.

Based on curriculum analysis, the development of teaching materials needs to be adjusted to the available course learning outcomes. To ensure this, validating the teaching materials developed during the development process is necessary.

CONCLUSION AND RECOMMENDATIONS
Based on the findings of this research, it is concluded that the development of team-based project-based teaching materials for interpersonal and communication skills courses is deemed necessary to complement the learning process to support the interpersonal and communication skills of elementary school teacher education students. Teaching materials need to be developed to be used as a source of learning. The teaching materials developed need to be adapted to the applicable curriculum, and student interests and motivation in activities must be prioritized to develop student abilities to improve interpersonal and communication skills. This research was a preliminary study on developing team-based, project-based teaching materials for courses on interpersonal and communication skills.

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