The Importance of Needs Analysis
in Curriculum Development Language Learning

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Abstract
Curriculum development is needed to perfect the achievement of educational goals. Curriculum development involves several parties, starting from the government to educators or teachers. However, the phenomenon that occurs shows that curriculum development seems to only follow the dynamics of government policies and the recent Covid situation. This resulted in curriculum development not achieving educational goals. This article aims to discuss needs analysis as a basic reference before carrying out curriculum development. This article also aims to describe the views and stages in carrying out a needs analysis to develop a curriculum in language learning. The method of writing this article uses a literature study technique by presenting theories from experts and reviewing research results related to the needs analysis of curriculum components. Data analysis was carried out by means of data reduction, data presentation, and drawing conclusions. The results of this study will explain that before carrying out curriculum development it is necessary to carry out a needs analysis so that every aspect that is improved achieves educational goals.

Keywords: Curriculum, Language Learning, Needs Analysis

Introduction

The term curriculum comes from the Latin, Curriculae which is interpreted as the distance that must be traveled by a runner. The implementation of this term in education is defined as the period of time taken by students in obtaining a diploma. This term from time to time continues to experience shifts and changes. These changes can be seen from the understanding of the curriculum which has changed into a number of subjects that must be taken by students to acquire some knowledge. The meaning of the curriculum is increasingly changing and adapted to the developments and needs that underlie the implementation of educators (Purba & et al., 2021). The government through a number of regulations also describes the meaning of curriculum, namely a set of plans and regulations regarding objectives, content, and learning materials and methods used as guidelines for the implementation of learning activities to achieve certain educational goals. As an emphasis, in higher education curriculum development is based on national standards of higher education and fostering the Pancasila ideology (Indonesia, 2022).

The basic assumptions used in curriculum development research are the needs of students, teachers, society, and technological developments (Hikmah, 2022; Kristiawan, 2019; Romadani & Prasetyo, 2020; Widayati, 2019). Some of these studies state that needs analysis is the initial stage that needs to be carried out to collect information before planning programs in the education sector. It should be emphasized that needs analysis is different from lesson planning. Curriculum analysis is carried out to be able to find out distances or gaps, solutions, and curriculum assessments that will be implemented.

This article will discuss the concept of developing curriculum needs analysis. Analysis of curriculum needs in question includes assessing curriculum needs, needs analysis curriculum development, situational analysis, and environmental analysis. Assessing curriculum needs is related to a

way or method to find out the difference between the conditions that are desired/should be (ideal conditions) and existing conditions (real conditions). Needs analysis (in this article) concerns all things that can help and encourage the achievement of curriculum goals (in this case aligned with national education goals). Situational analysis in curriculum development involves the background and experience of students as well as the expertise and experience of teachers. Meanwhile, environmental analysis is based on socio-cultural aspects which are the background of curriculum implementation in a country or region.

Methods

The research method was library research. The use of this method was chosen to collect a number of similar articles and studies with the subject matter discussed. There are several articles that serve as references for discussion. Each article discussed is then analyzed and concluded to draw public opinion in accordance with the topic study.

Results and Discussion

Assessing Curriculum Needs

Curriculum needs as mentioned earlier are covered by the needs of students, teachers, the user community and the educational goals that apply in a country. Fulfillment of curriculum needs and curriculum development is a challenge that must be answered by educational policy makers. Therefore, in achieving curriculum needs, some information is needed related to the needs of a curriculum. This process is called assessing curriculum needs or need assessment.

Kaufman (1999) mentions need assessment is a process we use to identify gaps between current results and desired ones, place gaps in result (need) in priority order, select the most important ones to be addressed. In other words, need assessment is a data analysis process in identifying gaps between what is happening now and what is expected. Furthermore, Kaufman stated that there are several components in curriculum need analysis, namely:

1) Collection of information;
2) Identification of gaps;
3) performance analysis;
4) Identification of obstacles and sources;
5) Identification of student characteristics;
6) Identification of priorities and goals;
7) Formulate the problem.

The first step in gathering information, there are nine questions that need to be asked to start a need assessment, namely 1) who needs a need assessment? 2) why is a need assessment needed? 3) what does the need assessment include? 4) for whom is the need formulated and at what level? 5) what type and amount of data are collected to achieve the formulated objectives? 6) how to determine the methods and data sources used in collecting data? 7) What constraints were found in collecting data? 8) what can be done in determining people, time, and funds?, and 9) how is the need assessment product used in achieving goals, determining constraints and determining sources? All of these questions will help in gathering information. Furthermore, The thing to remember when collecting data is what do you want to know? How is the data collection process? and who can serve as the source of the data collection?

The second step, in identifying gaps, there are five basic elements in a need assessment that must be considered, namely input, process, product, output, and outcome. Input relates to current conditions, including students, teachers, buildings, time, finances, curriculum materials, and curriculum objectives. The process includes the implementation of learning (educational management, competencies, methods, and applicable curriculum). The intended product is the completion of education, the skills and attitudes possessed, as well as the attainment/passing of competency tests. Output refers to the availability of

diplomas, licenses, and prerequisite skills (usually in the form of a Diploma Companion Certificate/ SKPI). Meanwhile, outcome is the final result obtained.

In the performance analysis step, what must be considered is 1) identifying teachers, 2) identifying facilities and equipment to support the curriculum implementation process, 3) identifying various school policies, and 4) identifying the social climate and psychological climate. Performance analysis is needed to see the relationship between teachers, facilities, policies, and the climate that develops in schools. This relates to implementation and the form of implementation of curriculum programs in schools is seen from external factors.

The fourth step is to identify the obstacles and their sources. In the implementation of a program, obstacles or obstacles may arise and affect the smooth running of the program. The things that need to be identified from this step are the forms of obstacles and the sources of these obstacles. Forms of obstacles include; time, facilities, materials, grouping and composition, philosophy, personnel, and organization. Meanwhile, sources of obstacles can arise from people (teachers, principals, and students), facilities (available and complete or unavailable and incomplete), and funds (sources and arrangements).

The fifth step is to identify the characteristics of students. Identification was carried out on student characteristics including, age, gender, educational level, socioeconomic level, background, learning styles, experiences, and attitudes of students. This step can also help in determining learning strategies that will be implemented to students.

The sixth step is to identify priorities and objectives. Not all needs can be prioritized in educational instructional design so that carefulness is needed in setting priorities and deciding the most important goals to be achieved in learning. There are several techniques that can be used to identify priorities from the data that has been collected, namely ranking techniques (Delphi techniques), FGD (focus group discussions) involving experts, Q-sort, and storyboarding.

The final step is to formulate the problem. The formulation of the problem in the need assessment is a statement related to the essence or summary of the problems found. The statements included in the formulation of the problem are usually presented briefly and concisely. Jung, Pino, and Emory (Jung et al., 1979) developed a GMS (Research Utilizing Problem Solving) format. The purpose of the GMS is to formulate the background and context of the problems and provide goals based on the problems to be developed.

Needs Analysis in Curriculum Development

Curriculum development is a natural thing and will always happen (Indriyani et al., 2019). Curriculum development that occurs in education must be based on the principles that apply in a country. At least, the principles of curriculum development in Indonesia include philosophical, psychological, historical, and juridical principles (Junaidi, 2020; Purba & et al., 2021; Winarso, 2015). Curriculum development is also based on several basic principles, namely relevance, effectiveness, efficiency, and continuity. Based on these principles and principles the curriculum was developed.

Before carrying out curriculum development, the inclusion of principles and principles is the foundation in curriculum development. In addition, there are several things that must also be considered in curriculum development, namely curriculum needs analysis. In general, analysis of curriculum needs is defined as the basic foundation in developing curriculum content, teaching materials and teaching methods that can be used to increase students' motivation and success in participating in the learning process (Aflah, Mita Nur, Rahmani, 2018).

Needs analysis plays an important role in teaching. Through needs analysis, teachers, students, teaching materials, teaching procedures, and assessments can be well connected so that they can improve the learning process followed by students. The formulation of a needs analysis by the teacher must be carried out carefully. Mistakes in analyzing the needs of students of course it will have an impact on the entire cycle and the results of the implementation carried out from the needs analysis product.

Another understanding of needs analysis is a process in determining the behavioral goals to be achieved. Needs analysis is also interpreted as a set of procedures for setting certain parameters/ standards

in a learning program. Some of the meanings that have been put forward regarding needs analysis (need analysis) conclude that there is a more specific emphasis on the difference with need assessment. Needs analysis is more emphasized on aspects of student needs and the learning process carried out by students. Meanwhile, need assessment emphasizes more general concepts in education and learning programs.

The stages of analyzing student needs do not just appear. This stage is examined based on certain objectives in the learning process carried out. For example, in learning Indonesian, student needs analysis is seen in the learning objectives of students being able to read comprehension. The purpose of learning is to achieve reading comprehension abilities and skills for students. So it takes a number of things that need to be analyzed to achieve these goals. Things that can be analyzed to achieve reading comprehension skills can be seen from teaching materials, reading materials, learning media that support reading comprehension materials, strategies in learning reading comprehension, and others.

Needs analysis in general has several main objectives, namely 1) needs analysis can be used as a means of obtaining broader input about the content, design, and implementation of learning programs, 2) can be used to develop objectives and content of learning programs, and 3) can be used as as a source of data providers for reviewers and assessors of learning programs.

According to Morrison in (Abidin, 2007), there are six types of needs that are commonly used to plan and conduct needs analysis, namely: (1) Normative needs, namely comparing students with national standards, for example, Ebtanas, UMPTN, and so on; (2) Comparative Needs, comparing students in one group with another group the same level. For example, the results of Ebtanas SLTP A with SLTP B; (3) Perceived needs, namely the desires or desires of each student which needs to be improved. This need shows the gap between the level of skill/reality that is visible and that which is felt. The best way to identify this need is by means of an interview; (4) Expressed needs, namely the needs that a person feels are able to be expressed in action. For example, students who register for a course; (5) Future Needs, namely identifying the changes that will occur in the future future. For example, the application of new learning techniques, and so on; and (6) Urgent incidental needs, namely negative factors that appear unexpectedly very influential. For example, nuclear disasters, medical errors, natural disasters, and so on.

Meanwhile, the purpose of needs analysis in language learning includes 1) knowing someone's language skills based on context and individual roles, such as economists, lawyers, tour guides, students, and others. 2) help group materials according to the needs of language learners, 3) assist in grouping learners who need extra guidance and learning from language teachers, 4) identify gaps that occur between what learners expect and what they can do , and 5) collect information regarding learners/groups of learners who experience problems/problems in learning language (Aflah, Mita Nur., Rahmani, 2018).

Furthermore, there are several procedures that can be used in analyzing language learning needs, namely: 1) questionnaire, 2) self-rating, 3) interview, 4) observation/observation, 5) sample collection, 6) data analysis, 7) study cases, and 8) analysis of available information (corpus linguistics). Aspects that can be reviewed in the needs analysis in the development of language learning curricula include: 1) the objectives of learning language at a certain educational level, for example in high school or in tertiary institutions (related to learning design), 2) content or topics teaching materials (teaching materials), 3) learning strategies and methods, 4) learning media, 5) learning assessment/assessment, and 6) learning support facilities (availability of libraries and literacy corners).

Needs analysis in the curriculum can also be carried out based on curriculum development models, one of which is based on the EDDIE model. This curriculum development model is classified as simple in its distribution, but is quite detailed in the description of the steps. The needs analysis is at the initial step in curriculum development, namely the Analyze stage, as shown in the following figure:
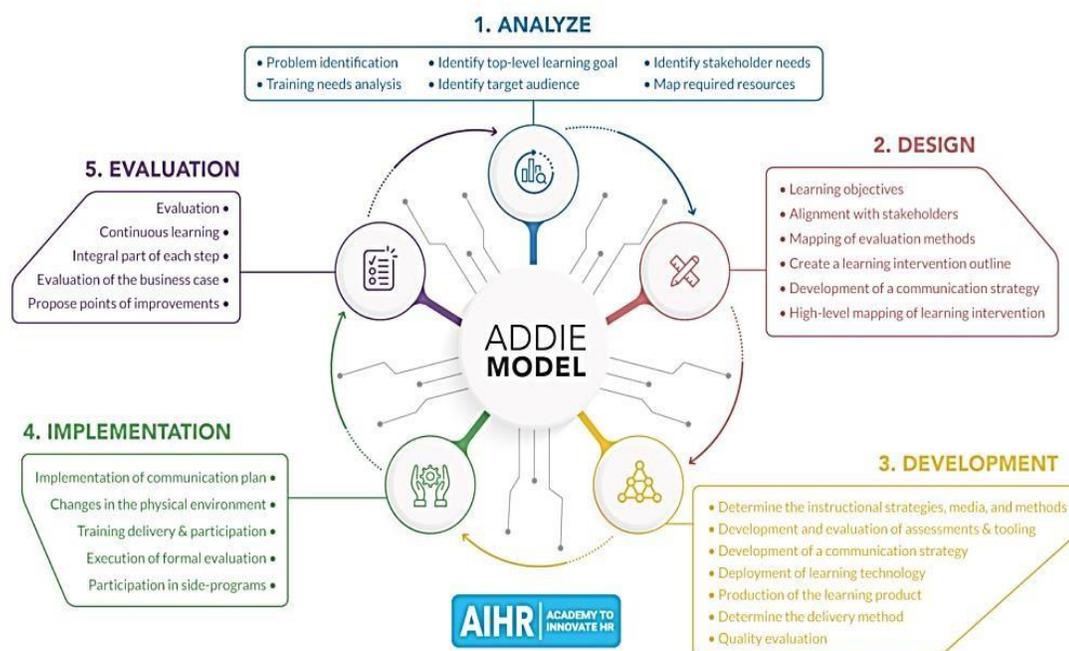
Figure 1. The EDDIE Model (Vulpen, 2022)

There are several studies that have raised the issue of need analysis of language learning curricula that have been carried out (Al Giffary et al., 2021; Helaluddin, 2018; Malahayati & Zunaidah, 2021; Pamuji & Hernawan, 2018; Sultan & Hasanuddin, 2018; Yuliyawati, 2022). This study conducted a needs analysis in language learning, including analysis of teaching materials, learning media, learning design, and technology needs in learning. The results showed that there was a significant influence on the implementation of the curriculum, namely an increase in learning motivation, a change in the learning paradigm to become independent learning carried out by students, the emergence of teacher creativity in presenting teaching materials that were representative for learning, and an increase in student learning outcomes.

Situation Analysis in Curriculum Development

The situation analysis includes the main factors which are classified as internal factors and external factors. Situation analysis is generally carried out before the process of developing the curriculum. However, in the advanced stages of implementation it can be integrated when the curriculum development process runs up to the curriculum evaluation stage. Situation analysis can also be used as an important role in determining the effectiveness of the curriculum. The factors in the analysis of the situation put forward by Skilbeck. These factors can be used as a guide for teachers to develop questions based on the following concepts raised by Skilbeck:

External Factors

> **Eksternal**
>
> 1. Harapan dan perubahan sosial budaya, termasuk harapan orangtua, kebutuhan pemberi kerja, asumsi dan nilai-nilai masyarakat, perubahan hubungan (contoh: antara orang dewasa dan anak-anak) dan ideologi.
> 2. Kebutuhan dan tantangan sistem pendidikan (contoh: kebijakan-kebijakan pendidikan, ujian atau tes, harapan akan otoritas lokal atau permintaan atau tekanan, proyek kurikulum, penelitian di bidang pendidikan).
> 3. Perubahan karakteristik dari bahasan materi pelajaran yang harus diajarkan.
> 4. Kontribusi guru yang potensial dalam mendukung sistem (contoh: lembaga pelatihan guru, institut penelitian).
> 5. Arus sumber daya yang masuk ke dalam sekolah

The substance of external factors focuses on socio-cultural changes because schools are a reflection of a social and multicultural system.

Internal factors

> **Internal**
>
> 1. Siswa: bakat, kemampuan dan penetapan kebutuhan pendidikan.
> 2. Guru: nilai-nilai, sikap, keterampilan, pengetahuan, pengalaman, kelemahan dan kelebihan khusus, peran.
> 3. Etos sekolah dan struktur politik: harapan dan asumsi umum yang mencakup tradisi, kekuatan dalam mendistribusikan, hubungan otoritas, metode mencapai keserasian pada norma dan perlakuan terhadap penyimpangan
> 4. Sumber daya material yang mencakup gedung, peralatan dan potensi untuk meningkatkan sumber daya ini.
> 5. Merasakan permasalahan dan kekurangan di dalam kurikulum yang ada.
>
> *(Dari Skilbeck, M. (1984), School Based Curriculum Development, Harper & Row, London. Sockets, H. (1976), Designing the Curriculum, Open Books, London. Penerbitan OECD, Paris, Pp. 80-1.)*

The substance of this internal factor places more emphasis on the development of students which includes the growth of students' talents and abilities resulting from the formation of competencies in the school environment.

In curriculum development, situational analysis is carried out through context analysis by utilizing SWOT analysis. Matters included in the scope of the curriculum development situation analysis include: 1) Vision, mission and school goals, 2) identification of graduate competency standards/ learning

outcomes, 3) internal studies or school conditions (students, educators and staff education, costs, and school programs), 4) external studies or school situation (committee schools, education councils, education offices, professional associations, the world of industry and the world of work, natural resources, socio-culture, regional, national and international development potential and demands).

Environmental Analysis in Curriculum Development

Environmental analysis is needed in curriculum development. Apart from being an input in curriculum development, environmental analysis is also very much needed in developing programs that will be implemented by a school. Therefore, environmental analysis is an integral part of curriculum development.

The elements involved in environmental analysis in curriculum development are school principals/ university leaders, school/higher education curriculum development teams, teacher/lecturer councils, and school committee/university board of trustees. This has been regulated in the standard management policies for schools and higher education. This environmental analysis can show opportunities, challenges, and follow-up plans for curriculum development and work programs in schools and higher education.

In developing curriculum and conducting curriculum development needs analysis, every curriculum developer at the level of any educational unit must base work steps based on directives from the government. Currently the curriculum implemented at the secondary and higher education unit levels is an independent curriculum, along with the flow and references that can be used by curriculum development actors in educational units:
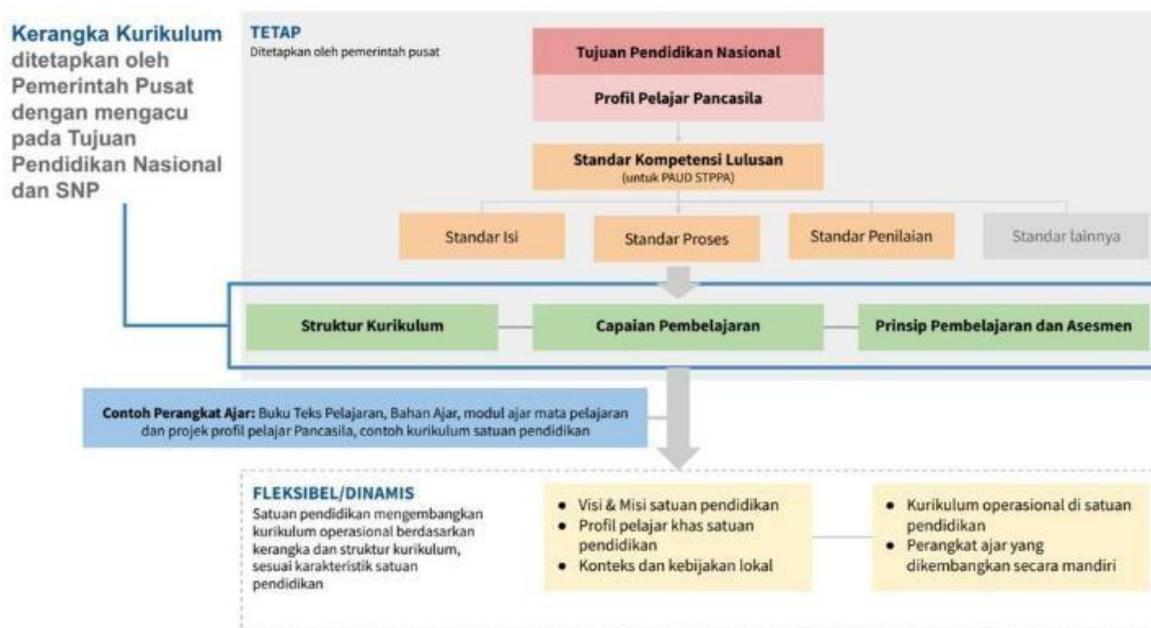

Figure 2. Curriculum Development Flow (Source: Ministry of Education and Culture)

Conclusion

The results of the study of needs analysis is an important thing to do. The involvement of teachers as the spearhead in conducting curriculum analysis is very necessary. Curriculum analysis is important because it becomes a foundation for teachers and stakeholders to improve quality and improve curriculum implementation. It is also needed as a source to carry out curriculum development in achieving educational goals.

Curriculum analysis that needs to be done includes four main things, namely need assessment, need analysis, situation analysis, and environmental analysis. In carrying out a needs analysis, it is seen that one of the successes in achieving educational goals is influenced not only by government policies, but also by the competence of natural resources possessed by educational units, the situation of educational institutions, as well as school management, classroom management, and learning management. besides that, the culture that takes place in the educational unit environment also has a big contribution related to the achievement of educational goals.

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