

## **Analysis of Teaching Material Needs as a Basis for Learning Management in the Hindu-Buddhist Civilization History Course**

**Wahid Ibrahim Banul Ngindom<sup>1</sup>, Nur Ahyani<sup>1</sup>, Kabib Sholeh<sup>1</sup>**

<sup>1</sup>Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: [ngindomx1@gmail.com](mailto:ngindomx1@gmail.com)

Article History: Received on January 19, 2026, Revised on February 06, 2026,  
Published on February 10, 2026

**Abstract:** This study aims to analyze the needs for teaching materials in the Hindu–Buddhist Civilization History course in the History Education Study Program at Universitas PGRI Palembang. The research employed a descriptive qualitative approach using a needs analysis design. Participants consisted of 73 students who had completed the course and 3 lecturers responsible for teaching the subject. Data were collected through questionnaires, semi-structured interviews, and document analysis of curriculum and existing teaching materials. Descriptive statistical analysis and thematic qualitative analysis were applied. The findings reveal a strong need for systematically organized printed teaching materials integrated with digital learning resources. Students reported high demand for coherent content structure, visual presentation, and access to online historical resources. Lecturers emphasized the importance of blended print–digital materials to support effective learning management. This study provides practical implications for the development of integrated teaching materials that can be directly utilized to improve instructional planning and learning effectiveness in history education.

**Keywords:** *needs analysis; teaching materials; blended learning; digital integration; history education*

### **A. Introduction**

The course History of Hindu–Buddhist Civilization represents a foundational element within the curriculum of the History Education Study Program at Universitas PGRI Palembang. As a core subject, it plays a strategic role in shaping students’ understanding of early Indonesian and Asian civilizations, particularly in relation to religious, political, and socio-cultural developments that have significantly influenced later historical trajectories. Beyond the acquisition of chronological knowledge and factual information, the course demands the development of historical thinking skills (Thorp & Persson, 2020). These skills include the ability to critically evaluate historical sources, reconstruct coherent narratives, and analyze socio-cultural processes across different temporal and spatial contexts.

Despite the importance of these objectives, instructional practices in many higher education institutions continue to face challenges related to the availability and quality of teaching materials. Learning resources are often fragmented and insufficiently aligned with learning outcomes (Branch, 2009). Similar conditions have been reported in various Indonesian higher education contexts where teaching materials are not systematically developed based on learner

needs (Susanto & Akmal, 2019). Therefore, needs analysis becomes a methodological necessity to ensure that teaching materials are relevant and coherent (Brown, 2016).

The rapid development of digital technology has transformed the way historical knowledge can be accessed and learned. Digital archives and multimedia platforms provide new opportunities for history instruction (Muenster et al., 2023; Lee, 2022). Research in Indonesia also indicates that digital resources can increase student engagement when properly integrated into learning design (Rahman & Amri, 2021). Nevertheless, integration of these resources into formal teaching materials remains limited due to infrastructure constraints (Syarifuddin, 2023).

Previous studies have highlighted the importance of developing contextualized teaching materials in higher education (Hidayati, 2020; Prasetyo, 2022). However, limited research has examined specifically the needs for integrated print–digital teaching materials in the Hindu–Buddhist Civilization History course. This study addresses that gap by investigating empirically the needs of students and lecturers as a foundation for developing more effective instructional materials.

## **B. Research Method**

This research employed a descriptive qualitative approach with a needs analysis design (Creswell & Poth, 2018). The selection of a qualitative descriptive approach was considered appropriate because the main objective of the study was to obtain a comprehensive and in-depth understanding of the actual conditions of teaching materials and learning practices in the Hindu–Buddhist Civilization History course. Rather than testing hypotheses or measuring causal relationships, this study focused on identifying and describing instructional problems and needs from the perspectives of both students and lecturers.

The needs analysis design was specifically chosen to identify the gap between the teaching materials currently used in the course and the ideal instructional requirements expected in higher education history learning. Through this design, the research sought to map the real instructional challenges faced by learners and instructors, and to generate empirically grounded recommendations for the improvement of teaching materials. The study was conducted in the History Education Study Program at Universitas PGRI Palembang, where the Hindu–Buddhist Civilization History course is offered as a compulsory subject.

Participants consisted of 73 students who had completed the course and 3 lecturers responsible for teaching the subject. The students were selected because they had direct experience using the existing teaching materials and were therefore able to provide relevant and informed evaluations. The lecturers were included as key informants due to their central role in planning, delivering, and managing the learning process. Purposive sampling was applied to ensure that all participants had substantial involvement in the learning process and were able to provide meaningful insights related to instructional material needs (Miles et al., 2014). This sampling technique allowed the study to focus on information-rich participants who could contribute detailed and contextually relevant data.

Data were collected through three complementary techniques: questionnaires, semi-structured interviews, and document analysis (Bowen, 2009). The use of multiple data collection methods was intended to obtain a more holistic picture of the instructional situation and to enable

methodological triangulation. The student questionnaire was designed to capture perceptions regarding the adequacy of content, presentation, media format, and relevance of existing teaching materials. The questionnaire was developed based on instructional material evaluation frameworks widely used in educational research to ensure that the instrument reflected established criteria of effective teaching materials (Tomlinson, 2012). Each item in the questionnaire was organized using a four-point Likert scale to measure the intensity of students' responses.

Semi-structured interviews were conducted with the three lecturers to explore more deeply their experiences in using the current materials, the difficulties they encountered during instruction, and their expectations for ideal teaching materials. The semi-structured format provided flexibility for lecturers to elaborate on issues that were not fully captured through the questionnaire. In addition, document analysis was carried out on the Semester Learning Plan, syllabus, and existing teaching materials to examine the alignment between curricular objectives and instructional resources.

Data analysis involved both quantitative and qualitative procedures. Questionnaire data were analyzed descriptively to calculate mean scores and percentages for each indicator of need, allowing the researcher to identify the level of urgency in different aspects of teaching material development. Interview data were analyzed using thematic coding procedures to identify recurring patterns and themes related to instructional challenges and expectations. The coding process included organizing data into categories, interpreting relationships among themes, and drawing conclusions regarding the main instructional material needs.

To ensure the credibility and trustworthiness of the findings, triangulation across methods and data sources was employed (Creswell & Poth, 2018). Information obtained from questionnaires, interviews, and document analysis was compared and cross-checked to verify consistency. This process strengthened the validity of the conclusions by reducing the possibility of bias arising from a single data source. Through these systematic procedures, the research was able to generate reliable and well-supported insights into the actual needs for teaching material improvement in the History Education Study Program.

### **C. Results and Discussion**

Analysis of questionnaire responses from 73 students indicates a very high level of need for improved teaching materials in the Hindu–Buddhist Civilization History course. The descriptive results clearly show that students perceive the current learning resources as inadequate in supporting their understanding of complex historical concepts and relationships. This overall tendency reflects a fundamental gap between the expectations of higher education learning and the actual instructional materials provided in the classroom. Students in this course are required to understand long-term historical processes, cultural interactions, and regional dynamics, yet the available materials appear unable to facilitate such advanced learning demands.

Content needs results show that students require clearer conceptual explanations and stronger connections among historical topics. A considerable proportion of respondents stated that they experience difficulties in linking historical developments in India, Southeast Asia, and Indonesia into a coherent narrative. They expressed that the existing materials often present

topics in isolation, without sufficient explanation of how one event or phenomenon relates to another. These findings demonstrate that current materials do not yet provide sufficient conceptual coherence, which is essential in effective history learning (Seixas & Morton, 2013). Conceptual coherence is particularly important in history education because historical understanding is not merely the accumulation of facts but the ability to interpret patterns, continuity, and change over time.

The lack of contextual depth in the materials also appears to limit students' ability to develop meaningful historical perspectives. Many students reported that the materials focus too heavily on descriptive information while offering little guidance on how to interpret or analyze that information critically. Similar issues have been identified in studies of history instruction in Indonesian universities where materials lack contextual depth (Sari & Setiawan, 2021). These similarities suggest that the problem is not unique to a single institution but reflects a broader challenge in the development of history teaching materials in higher education contexts in Indonesia.

Furthermore, students emphasized the need for more systematic organization of content. They indicated that materials would be easier to understand if they were arranged in clearer thematic and chronological structures. The current materials, according to their responses, tend to move abruptly from one topic to another without sufficient transitional explanations. This condition makes it difficult for students to follow the flow of historical narratives and to construct integrated understanding. Such feedback indicates that effective teaching materials must not only provide accurate information but also present that information in pedagogically meaningful ways.

Presentation needs reveal that students expect more images, maps, and chronological illustrations to accompany textual explanations. The majority of respondents believed that visual elements would greatly assist them in comprehending abstract historical processes and spatial relationships. History as a discipline often deals with events that occurred in distant times and places, making it difficult for learners to imagine them without appropriate visual support. Visual elements play a crucial role in supporting historical understanding (Marcus et al., 2018). Maps can help students visualize territorial changes, images can illustrate cultural artifacts, and timelines can clarify sequences of events. Without such elements, learning history becomes an overly abstract and cognitively demanding task.

Research on multimedia learning also confirms that visual representation enhances comprehension of complex content (Mayer, 2020). When information is presented through multiple modes—such as text combined with images—students are more likely to process and retain that information effectively. The strong demand for visual support expressed by students in this study therefore reflects sound pedagogical principles. It indicates that learners are aware of their own learning needs and recognize the importance of multimodal resources in facilitating understanding.

Students also pointed out that the current materials rely too heavily on long paragraphs of text. Such presentation styles were perceived as monotonous and less engaging. In contrast, they expected teaching materials that are more reader-friendly, incorporating diagrams, tables, summaries, and other visual organizers. This expectation highlights the necessity of redesigning teaching materials not only in terms of content but also in terms of format and presentation style.

Media and format needs constitute the highest demand among all aspects examined in this study. Students request integration of printed materials with digital resources and prefer blended formats that combine offline and online learning opportunities. This strongly supports the necessity of blended learning materials in higher education (Garrison & Vaughan, 2008; Bates, 2019). The findings reveal that students no longer view printed books as sufficient sources of knowledge. Instead, they expect learning materials to function as gateways to broader digital environments where they can access videos, online articles, virtual museums, and interactive historical sources.

The strong preference for digital integration reflects the changing characteristics of contemporary learners who are accustomed to obtaining information through technology. Students indicated that digital resources would allow them to explore historical topics more independently and flexibly beyond classroom hours. Indonesian studies similarly report that blended learning increases flexibility and accessibility of learning resources (Handayani & Wulandari, 2022). This suggests that the integration of digital resources into teaching materials is not merely a technological trend but a pedagogical necessity in modern higher education.

Students also expressed that digital components would make learning more interesting and motivating. They believed that videos, animations, and online archives could bring historical content to life in ways that printed text alone cannot achieve. This expectation demonstrates that students are not passive recipients of information but active learners seeking richer and more engaging learning experiences. Therefore, the development of teaching materials should respond to these expectations by creating meaningful connections between printed modules and digital platforms.

Learning relevance findings indicate that existing materials are perceived as less supportive of critical thinking and analytical learning. Many students felt that the current resources encourage memorization of facts rather than interpretation and discussion. They expressed the need for more analytical learning activities such as guiding questions, case studies, and problem-based tasks. Such expectations align with principles of historical thinking that emphasize interpretation rather than memorization (Wineburg, 2001). At the university level, history education should train students to evaluate sources, compare perspectives, and construct arguments, yet the present materials appear insufficient in supporting these objectives.

The limited support for critical thinking also affects classroom interaction. Students reported that the materials do not stimulate meaningful discussion or debate during lectures. Without questions or tasks that challenge students to think critically, learning tends to remain teacher-centered and information-oriented. This condition contradicts the goals of higher education, which should promote independent and reflective learning. Consequently, improving teaching materials is not only about providing better information but also about designing learning activities that foster intellectual engagement.

Lecturers confirmed many of these concerns during interviews. They stated that current materials are too general and insufficiently linked to learning outcomes. According to the lecturers, the materials were mostly compiled from various sources without a clear instructional design framework. As a result, lecturers often have to create their own supplementary materials to fill existing gaps. This situation increases their workload and makes the learning process less consistent across different classes.

Lecturers also emphasized the importance of integrating digital archives and virtual resources (Muenster et al., 2023). They acknowledged that explaining complex historical topics such as cultural diffusion, religious transformation, and regional interactions requires more than verbal explanation. Digital resources, in their view, would help students visualize and explore historical evidence more directly. The lecturers' perspectives therefore strongly support the students' demand for blended print–digital teaching materials.

Another important issue raised by lecturers concerns the alignment between teaching materials and course learning outcomes. They reported that several topics in the existing materials do not fully correspond to the competencies outlined in the curriculum. This misalignment makes it difficult for them to design assessments and learning activities that accurately measure student achievement. Therefore, from the lecturers' standpoint, the improvement of teaching materials is essential not only for students' understanding but also for effective course management.

Document analysis of the syllabus and Semester Learning Plan provides further evidence supporting these findings. The analysis shows a clear misalignment between outcomes and materials. Several core topics are presented only briefly or in fragmented ways, while others are not arranged according to the logical sequence specified in the curriculum. Such inconsistencies reduce the effectiveness of learning because students do not receive structured guidance that corresponds to intended learning objectives. Similar problems have been noted in previous evaluations of instructional materials in Indonesian higher education (Nurhayati, 2021; Pratama & Dewi, 2020).

The absence of explicit references to digital learning resources in the official documents also confirms that the current instructional design has not yet adapted to the demands of digital-era learning. Although the curriculum emphasizes analytical and critical skills, the materials provided to students do not adequately support these aims. This gap between curricular intentions and instructional reality underlines the importance of conducting systematic needs analysis before developing or revising teaching materials.

When the results from questionnaires, interviews, and document analysis are considered together, they present a consistent and coherent picture. Students demand clearer, more structured, and more engaging materials; lecturers require resources that are aligned with learning outcomes and supported by digital tools; and curriculum documents reveal structural weaknesses in the existing materials. The convergence of these three sources of evidence strengthens the validity of the conclusions drawn in this study.

Overall, the results indicate a clear demand for systematically designed printed teaching materials integrated with digital resources to support effective learning management. The findings suggest that improving teaching materials is a strategic step toward enhancing the quality of history education in the program. Well-designed materials can help students build stronger conceptual understanding, encourage critical thinking, and increase motivation to learn. At the same time, such materials can assist lecturers in organizing instruction more effectively and consistently.

The implications of these findings extend beyond the immediate context of the Hindu–Buddhist Civilization History course. They reflect broader challenges faced by many higher education institutions in adapting traditional instructional practices to contemporary learning needs. As students become more digitally oriented, teaching materials must evolve accordingly.

Therefore, the development of integrated print–digital materials should be viewed as an essential component of modern learning management rather than as an optional innovation.

#### **D. Conclusion**

This study concludes that there is a strong and consistent need for integrated print–digital teaching materials in the Hindu–Buddhist Civilization History course. Empirical data obtained from 73 students and 3 lecturers clearly demonstrate that the teaching materials currently used have not adequately supported students' conceptual understanding, analytical thinking skills, and the integration of digital learning resources. The findings indicate that existing materials remain largely fragmented, overly textual, and insufficiently connected to the demands of contemporary, technology-oriented learning environments.

The needs analysis conducted in this research confirms that students require teaching materials that are more systematic, contextualized, and visually supported. In particular, students expect learning resources that not only present historical content in a coherent and structured manner but also provide opportunities for independent exploration through digital media. Similarly, lecturers emphasize that effective learning management in history education depends on the availability of well-designed materials that can guide instruction while simultaneously encouraging student engagement and critical inquiry.

Based on these findings, it is recommended that the study program develop a structured teaching material package consisting of: (1) a comprehensive printed module aligned with course learning outcomes, (2) integration with digital resources such as online archives and instructional videos, and (3) inclusion of analytical learning activities that foster historical thinking skills. Such materials should be designed to function as a central learning framework that connects classroom instruction with independent, technology-supported learning experiences.

Furthermore, the development of integrated teaching materials should be accompanied by institutional support in the form of lecturer training and the provision of adequate digital infrastructure. Without sufficient institutional commitment, efforts to improve instructional materials may not achieve optimal impact. Therefore, curriculum managers and academic leaders are encouraged to consider needs analysis findings as an important reference in planning instructional improvement and resource allocation.

Future research should focus on the actual development and effectiveness testing of integrated teaching materials based on the needs identified in this study. Experimental or developmental studies are needed to examine how such materials influence student learning outcomes, engagement, and historical thinking abilities. Through continuous evaluation and improvement, teaching materials can become a strategic instrument for enhancing the overall quality of learning management in higher education history programs.

## References

- Bates, T. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning* (2nd ed.). Tony Bates Associates.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer. <https://doi.org/10.1007/978-0-387-09506-6>
- Brown, J. D. (2016). *Introducing needs analysis and English for specific purposes*. Routledge.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. Jossey-Bass.
- Handayani, L., & Wulandari, R. (2022). Implementation of blended learning in Indonesian higher education. *Jurnal Pendidikan Indonesia*, 11(2).
- Hidayati, N. (2020). Pengembangan bahan ajar sejarah berbasis digital. *Jurnal Pendidikan Sejarah*, 9(1).
- Labibatussolihah, S., Wibowo, A., & Huda, M. (2024). Digital-based history learning and local historical awareness in higher education. *International Journal of Instruction*, 17(1), 245–262. <https://doi.org/10.29333/iji.2024.17114a>
- Lee, J. K. (2022). Digital history and history education: Opportunities, challenges, and future directions. *Journal of Social Studies Education Research*, 13(2), 1–21.
- Marcus, A. S., Metzger, S. A., Paxton, R. J., & Stoddard, J. D. (2018). *Teaching history with film: Strategies for secondary social studies*. Routledge.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Moseikina, M., & Toktamysov, S. (2024). Digital archives and historical thinking: New approaches in university history education. *History Education Research Journal*, 21(1), 1–15. <https://doi.org/10.14324/HERJ.21.1.01>
- Muenster, S., Muenster, M., & Dietz, F. (2023). Digital cultural heritage and immersive learning in history education. *Computers & Education*, 190, 104600. <https://doi.org/10.1016/j.compedu.2022.104600>
- Nurhayati, E. (2021). Evaluasi bahan ajar di perguruan tinggi. *Jurnal Ilmiah Pendidikan*.
- Prasetyo, A. (2022). Pengembangan materi ajar berbasis kebutuhan mahasiswa. *Jurnal Inovasi Pendidikan*.
- Pratama, D., & Dewi, S. (2020). Analisis kesesuaian RPS dan bahan ajar. *Jurnal Manajemen Pendidikan*.
- Rahman, F., & Amri, Z. (2021). Digital resources in Indonesian classrooms. *Journal of Educational Technology*.
- Sari, M., & Setiawan, H. (2021). Problematika pembelajaran sejarah di perguruan tinggi. *Jurnal Pendidikan Humaniora*.
- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334–340. [https://doi.org/10.1002/1098-240X\(200008\)23:4:334::AID-NUR9>3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4:334::AID-NUR9>3.0.CO;2-G)
- Seixas, P., & Morton, T. (2013). *The big six historical thinking concepts*. Nelson Education.
- Susanto, H., & Akmal, R. (2019). Analisis kebutuhan bahan ajar. *Jurnal Pendidikan Dasar*.

- Syarifuddin, S. (2023). Challenges of digital transformation in Indonesian higher education: Implications for teaching and learning. *Journal of Education and Learning (EduLearn)*, 17(3), 398–406. <https://doi.org/10.11591/edulearn.v17i3.20987>
- Thorp, R., & Persson, A. (2020). On historical thinking and the role of disciplinary knowledge in history education. *Historical Encounters: A Journal of Historical Consciousness, Historical Cultures, and History Education*, 7(1), 1–17.
- Tomlinson, B. (2012). *Materials development in language teaching (2nd ed.)*. Cambridge University Press.
- Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Temple University Press.