

Needs Analysis of Teaching Materials for the Economic Sociology Course in the Economic Education Study Program at Pamulang University

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Abstract

This study aims to analyze students' needs for the development of teaching materials for the Economic Sociology course in the Economic Education Study Program. A quantitative descriptive method with a survey approach was employed, involving 63 students as respondents. The findings indicate that most students consider the course important (95.3%) and relevant to contemporary socio-economic issues (90.4%). However, 34.9% of the students still experience difficulties in understanding abstract concepts, while 47.6% encounter challenges in obtaining supporting references. In addition, 79.4% of the respondents expect teaching materials that are more systematic, written in clear and simple language (95.3%), and available in an easily accessible digital format (77.8%). Based on these findings, the study recommends the development of an interactive e-book incorporating case studies, visual illustrations, self-assessment exercises, and project-based learning activities.

Kata Kunci:

Analisis
kebutuhan, bahan
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Penelitian ini bertujuan menganalisis kebutuhan mahasiswa terhadap pengembangan bahan ajar Mata Kuliah Sosiologi Ekonomi pada Program Studi Pendidikan Ekonomi. Penelitian menggunakan metode deskriptif kuantitatif dengan pendekatan survei terhadap 63 mahasiswa. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa menilai mata kuliah ini penting (95,3%) dan relevan dengan fenomena sosial-ekonomi kontemporer (90,4%). Namun, 34,9% mahasiswa masih mengalami kesulitan memahami konsep abstrak dan 47,6% mengalami kendala dalam memperoleh referensi pendukung. Sebanyak 79,4% responden mengharapkan bahan ajar yang lebih sistematis, dengan bahasa yang sederhana (95,3%) serta tersedia dalam format digital yang mudah diakses (77,8%). Oleh karena itu, direkomendasikan pengembangan bahan ajar berupa e-book interaktif yang dilengkapi studi kasus, ilustrasi visual, latihan mandiri, dan aktivitas berbasis proyek.

INTRODUCTION

Globalization and digital transformation in the Industrial Revolution 4.0 era have significantly reshaped various dimensions of social and economic life. The emergence of digital economies, e-commerce, platform-based business models, and evolving employment patterns demonstrates that economic activities are shaped not only by market factors but also by social, cultural, and institutional influences. Consequently, students in Economic Education are expected to develop the ability to critically examine and understand the interconnectedness between economic phenomena and social realities. This situation underscores the need to examine economic phenomena from an interdisciplinary perspective by incorporating both economic and social dimensions. (Hidayati et al., 2023) highlight that the availability of suitable teaching materials plays an important role in enhancing students' understanding of economic concepts, as students often face challenges in accessing and selecting relevant learning resources. Therefore, students in Economic Education are expected to develop analytical abilities to critically explore the connection between economic activities and social realities, supported by contextual, systematic, and relevant learning materials.

According to Mankiw (as cited in Hidayati et al., 2025) higher education plays a significant role in fostering students' analytical, critical, and conceptual thinking abilities, particularly within the field of economics education. In the Economic Education Study Program, Microeconomic Theory is one of the fundamental courses designed to equip students with a comprehensive understanding of individual economic decision-making, market behavior, and the allocation of scarce resources. Despite its importance, the course is widely regarded as challenging due to its emphasis on analytical thinking, abstract concepts, and the application of mathematical principles. (Hidayati et al., 2025) found that students in the Economic Education Study Program at Pamulang University encounter challenges in learning Microeconomic Theory, particularly due to inadequate understanding of fundamental economic concepts, limited mathematical skills, and difficulties in interpreting abstract economic models. These findings highlight the need for learning materials that are systematically organized, contextually relevant, and enriched with practical examples to help students better comprehend and apply microeconomic concepts.

(Budiono & Utami, 2024) revealed that students require interactive digital learning resources that align with current economic practices to enhance their economic literacy and increase engagement in the learning process. Consequently, the creation of contextualized and well-structured teaching materials is crucial in helping students comprehend complex economic concepts and connect them with real-life economic phenomena.

The development of teaching materials needs to be aligned with students' learning requirements through the integration of contextual content, interactive learning activities, and technology-based resources. (Fitari et al., 2026) revealed that contextual learning modules supported by digital technology and relevant learning environments can enhance students' engagement and deepen their understanding of learning materials. These findings reinforce the need to develop Economic Sociology teaching materials that incorporate current socio-economic issues, real-life examples, and digital learning components to create more meaningful and effective learning experiences.

The development of teaching materials needs to be designed in accordance with students' learning requirements by integrating contextual materials, interactive learning activities, and digital-based resources. Recent research suggests that technology-supported learning materials can improve student engagement and facilitate more effective learning outcomes when they are developed based on learners' characteristics and educational contexts. (Otto et al., 2024) highlight that the implementation of digital learning practices in higher education supports student-centered learning by providing flexible and accessible learning resources. Similarly, (Abubakar et al., 2024) demonstrated that technology-integrated learning resources can enhance student participation and academic achievement through more interactive and meaningful learning experiences. These findings emphasize the necessity of developing Economic Sociology teaching materials that incorporate current socio-economic issues, relevant contextual examples, and digital learning components to create adaptive, meaningful, and effective learning experiences for students.

METHODS

This study employed a descriptive quantitative approach using a needs analysis method to identify the actual conditions, perceptions, and learning needs of students regarding the development of teaching materials for the Economic Sociology course in the Economic Education Study Program at Universitas Pamulang. Needs analysis is an essential initial stage in instructional development because it provides information about learners' characteristics, learning gaps, and the materials and learning resources required to support effective instruction (Creswell & Creswell, 2023). The study was conducted at the Economic Education Study Program, Faculty of Teacher Training and Education, Universitas Pamulang, from February to May 2025. The research participants consisted of students, the course lecturer, and the program coordinator, with 63 students who had taken or were currently taking the Economic Sociology course serving as the main respondents. Data were collected through questionnaires, interviews, observations, and documentation. The use of multiple data collection techniques was intended to obtain comprehensive information and strengthen the validity of the research findings (Sugiyono, 2022).

The collected data were analyzed using descriptive statistical analysis by calculating the percentage of students' responses for each indicator of teaching material needs. The questionnaire employed a Likert scale covering aspects of content, organization, language, learning media, and digital technology integration. According to Creswell and Creswell (2023), descriptive quantitative analysis is used to describe data patterns and characteristics of respondents to provide an understanding of the phenomenon being studied. The research stages followed the analysis phase of the ADDIE instructional design model, which emphasizes the identification of learner characteristics, learning objectives, instructional needs, and available learning resources before the development stage (Branch & Dousay, 2022). The results of the needs analysis were used as the foundation for designing Economic Sociology teaching materials that are contextual, systematic, technology-based, and aligned with students' learning needs.

RESULTS AND DISCUSSION

Result

The results of this study illustrate students' requirements for developing teaching materials in the Economic Sociology course within the Economic Education Study Program at Universitas Pamulang. Data were collected through questionnaires distributed to 63 students who had taken or were taking the course. The questionnaire focused on identifying students' perceptions of the current learning process, the availability and effectiveness of existing teaching materials, the need for further material development, and the expected characteristics of learning resources. The respondents represented several classes, including CS class (49.2%), A class (36.5%), and B class (14.3%), providing varied perspectives regarding the implementation of Economic Sociology learning.

The findings regarding learning conditions indicate that students recognize the importance of Economic Sociology as a supporting course for developing their competencies as future economics educators. Most students (95.3%) perceived the course as important, with 39.7% strongly agreeing and 55.6% agreeing. In terms of material comprehension, 87.3% of students stated that the learning materials were understandable. However, some students still faced difficulties in interpreting theoretical and abstract concepts, as reflected by 34.9% of respondents who acknowledged experiencing challenges in understanding certain topics. This suggests that learning materials need to provide clearer explanations, contextual examples, and practical illustrations to improve students' conceptual understanding.

Furthermore, students showed positive responses toward the use of learning resources and the relevance of Economic Sociology content to current socio-economic issues. A large proportion of students (87.3%) agreed that various learning resources had been utilized during the learning process, while 90.4% considered the course materials relevant to contemporary social and economic developments. These findings demonstrate that students value learning experiences that connect theoretical knowledge with actual social and economic conditions. Nevertheless, improvements are still needed in presenting materials in a more structured and contextual manner to support deeper understanding.

The evaluation of existing teaching materials revealed that the available resources were generally adequate in terms of accessibility and relevance. Most students reported that the materials were relatively easy to access and appropriate for supporting their learning needs. However, nearly half of the respondents (47.6%) experienced difficulties in obtaining additional references. This indicates that students require more comprehensive learning resources that provide broader references and facilitate independent exploration of Economic Sociology topics.

The findings also demonstrate students' strong expectations for improved teaching materials that are systematically organized, relevant to learning outcomes, and connected with contemporary socio-economic realities. Approximately 79.4% of students expressed the need for materials with clearer structures and systematic presentation. Similarly, students expected learning resources to include current socio-economic issues and real-world cases to strengthen the connection between theory and practice. Visual components, including illustrations, graphs, and other supporting media, were also considered important, with 82.5% of students agreeing that visual representations could assist in understanding complex concepts.

Students further indicated the importance of including assessment components within teaching materials. Around 69.8% agreed that learning resources should provide exercises or evaluation activities to support self-assessment and monitor learning progress. In addition, 87.3% of students expected teaching materials to relate theoretical concepts to everyday socio-economic phenomena. This finding emphasizes that students need learning resources that not only explain concepts but also encourage analytical thinking and application of knowledge in real-life situations.

Regarding the preferred format of teaching materials, students demonstrated a stronger preference for flexible and digitally accessible resources. Although printed materials remain useful for some learners, digital formats such as e-books and PDF-based materials were more favored because they are considered practical and easier to access. A total of 63.5% of students supported the use of digital teaching materials, while 77.8% preferred resources that could be accessed through mobile devices. Students also expressed interest in interactive learning features, including discussions and project-based activities, as these approaches can increase engagement and active participation.

The use of simple, clear, and accessible language was identified as the most important characteristic of effective teaching materials, with 95.3% of students emphasizing the need for understandable language. Overall, the findings indicate that students require Economic Sociology teaching materials that are contextual, well-structured, digitally supported, and aligned with their learning characteristics. The materials are expected to integrate contemporary socio-economic issues, case studies, visual representations, independent exercises, and project-based learning activities to provide meaningful learning experiences and strengthen students' analytical competencies in the digital era.

Discussion

The results of this study reveal that students need Economic Sociology teaching materials that are contextual, well-structured, and integrated with digital technology. Students' challenges in comprehending abstract concepts highlight the importance of learning resources that are able to bridge theoretical knowledge with real socio-economic conditions. This finding reinforces the idea that effective teaching materials should be developed by considering students' characteristics and learning requirements in order to promote meaningful learning experiences. Furthermore, (Abubakar et al., 2024) reported that technology-based learning resources can improve student engagement and academic performance by offering more interactive, flexible, and accessible learning opportunities.

The significant need for teaching materials that incorporate contemporary socio-economic issues, case studies, visual representations, and practical learning activities suggests that students prefer learning resources that develop analytical skills rather than simply delivering theoretical information. Contextualized teaching materials allow students to connect academic concepts with real-world conditions, thereby creating learning experiences that are more meaningful and applicable. Moreover, the increasing demand for digital-based resources, such as e-books and mobile-accessible materials, reflects students' need for flexible learning resources that support independent study. This finding aligns with (Mufron et al., 2024) who stated that integrating technology into learning can positively influence student engagement by promoting active involvement and fostering more creative learning experiences.

The findings of this study indicate that the development of Economic Sociology teaching materials needs to consider the principles of constructivist learning, an approach that positions students as active participants in constructing knowledge through meaningful learning experiences and connections between learning materials and the social realities within their environment. In Economic Sociology, students are not only expected to understand theoretical concepts but also to analyze the relationship between economic activities and various social dimensions, including social structures, cultural values, social institutions, and patterns of human interaction. Therefore, the development of contextual-based teaching materials is essential to enable students to comprehend economic phenomena more comprehensively from a sociological perspective.

The demand for contextual teaching materials also demonstrates that learning processes need to adapt to the continuous development of socio-economic phenomena. Current issues such as digital economic transformation, shifts in consumer behavior, economic inequality, entrepreneurial activities, and the social consequences of globalization can serve as relevant learning contexts in Economic Sociology. Integrating these issues into teaching materials allows students to connect academic concepts with real problems occurring in society. Furthermore, a contextual learning approach can encourage the development of critical thinking skills because students are not merely receiving information but are also engaged in analyzing various socio-economic phenomena they encounter.

The findings regarding students' strong need for digital learning resources also reflect changes in learning characteristics within higher education environments. Digital-based teaching materials provide students with greater flexibility in accessing information, allowing them to study materials anytime and supporting independent learning processes. However, the effectiveness of digital teaching materials is not solely determined by technological aspects but also by how the materials are systematically, attractively, and pedagogically designed. Therefore, the development of digital teaching materials should consider content quality, presentation structure, and the integration of interactive features to ensure that technology contributes optimally to improving learning quality.

Furthermore, the implementation of project-based learning approaches in Economic Sociology teaching materials can serve as an effective strategy to enhance student engagement in the learning process. Through project activities related to socio-economic phenomena, such as local community economic practices, changes in consumer behavior, community development, or social inequality issues, students can develop their abilities to identify problems, conduct analyses, and formulate solutions based on the concepts they have learned. This approach not only strengthens theoretical understanding but also improves research skills, collaboration abilities, and problem-solving competencies required to address contemporary socio-economic challenges.

Therefore, the development of Economic Sociology teaching materials should be carried out dynamically by considering students' needs, technological advancements, and changes in societal characteristics. The findings of this study provide a foundation for designing innovative, relevant, and applicable teaching materials for higher education learning. The integration of theoretical concepts, empirical examples, digital technology utilization, and active learning activities is expected to create more meaningful learning experiences and enhance students' abilities to critically understand and analyze various socio-economic issues.

CONCLUSION

The results of this study demonstrate that students in the Economic Education Study Program at Universitas Pamulang need Economic Sociology teaching materials that are contextualized, systematically arranged, and integrated with digital technology. Although the current learning resources are generally considered relevant and accessible, some students still experience challenges in understanding abstract and theoretical concepts. This indicates the importance of developing teaching materials that present concepts more clearly, incorporate contextual examples, and establish meaningful connections between economic theories and real socio-economic conditions to support deeper understanding. The findings further show that students expect teaching materials that correspond with learning objectives and incorporate current socio-economic issues, case studies, visual supports, and practical learning activities. These elements are considered important in fostering students' analytical abilities and enabling them to apply Economic Sociology concepts to various real-world contexts. Moreover, students demonstrate a strong preference for digital learning resources that offer flexibility, easy access through mobile devices, and opportunities for independent learning. Therefore, the development of Economic Sociology teaching materials should emphasize the creation of student-oriented resources that integrate theoretical explanations, empirical examples, interactive activities, assessment components, and project-based learning strategies. Such materials are expected to facilitate more meaningful learning experiences, enhance students' comprehension of complex socio-economic concepts, and strengthen their analytical competencies in addressing contemporary social and economic issues. The development of these resources should also consider technological advancements and students' learning characteristics to ensure effective and relevant learning in the digital era.

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Conflicts of Interest

The author declares that there are no conflicts of interest related to the publication of the article entitled "Needs Analysis of Teaching Materials for the Economic Sociology Course in the Economic Education Study Program at Pamulang University." This research was conducted objectively and transparently, without any personal, financial, or institutional interests that could potentially influence the research implementation, analysis process, or the findings obtained.

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Author Contributions

The author was fully responsible for all processes involved in the research entitled “Needs Analysis of Teaching Materials for the Economic Sociology Course in the Economic Education Study Program at Pamulang University.” The author contributed to the development of the research concept, formulation of the methodology, data collection and analysis, interpretation of research findings, as well as the preparation, review, and revision of the manuscript.

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