

Exploring Students' Perceptions on Writing Skills Courses with Digital Teaching Materials

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Abstract

This study aims to explore student perceptions of the implementation of lectures with digital teaching material design. This research uses descriptive analysis method with a research instrument in the form of a questionnaire distributed online with the help of Google Form and converted into a percentage to collect student perceptions related to lectures with digital teaching material design. Out of one hundred and twenty undergraduate students of one of the universities in Indonesia, thirty students were recruited as participants in this study voluntarily. The research data were analyzed using descriptive quantitative analysis of percentage technique. The results showed that most students agreed with digital teaching materials in writing skills courses. Digital teaching materials are expected to be teaching materials that can improve students' writing skills.

Introduction

The rise of digital technology has changed the educational landscape, including in the development of teaching materials. In this era, it is important for students to develop effective writing skills, especially in the context of using digital teaching materials (Thomas & Sondergeld, 2015). Students' perceptions of courses that focus on writing skills and the use of digital teaching materials are important factors in their learning success (Yamaç, A., 2019; Yunus, et. al., 2013).

Emerging technologies create a suitable teaching environment for educators to facilitate the process of developing digital teaching materials (Birişçi et al., 2018). To create an active and effective learning environment in the teaching environment, educators need to create digital teaching materials such as online presentations, digital games, digital textbooks, and electronic evaluations (Friesen, Fisher, & Roberts, 2021). Writing skills are a key competency that every student must have in this digital era. In addition, digital teaching materials offer greater flexibility and accessibility in learning. Therefore, understanding students' perceptions of courses that combine writing skills with the use of digital teaching materials is essential in optimizing their learning experience (Göçen, 2023; Aktas, 2020; Demirbaş, 2019; Smith, 2020).

The importance of digital teaching materials in improving writing skills is significant in this digital era. With a variety of interactive and customized content, students can learn independently and deepen their understanding of sentence structure, grammar, creativity in writing, spelling, and paragraphs. In addition, digital teaching materials can facilitate collaboration between students and lecturers, allowing for quick and targeted feedback to

improve writing skills on an ongoing basis. Thus, the use of digital teaching materials can make a great contribution in improving the quality and relevance of writing skills in the present and future. (Adams, 2013; Chander, 2021; Indriani, 2023; Quinn, 2022; Neumann, 2021).

This research aims to dig deeper into students' perceptions of writing skills courses with digital teaching materials. Through a deeper understanding of these perceptions, it is hoped that more effective strategies and approaches can be found in developing teaching materials and improving students' learning experience. By exploring students' perspectives, this research is expected to make a valuable contribution to curriculum development that is relevant to the demands of the times and improves the quality of learning in higher education. In this way, curriculum developers can adjust materials, methods and teaching materials to better suit the needs and demands of the times. It also has the potential to increase students' interest and motivation to learn, as relevant curricula tend to be more interesting and useful to them. Thus, the quality of learning in higher education can be significantly improved, creating a more dynamic and effective learning environment (Asunka, 2008; Lynn & Coral, 2023; Atabek, 2020).

Method

This research uses a quantitative approach with a survey method. Descriptive research was chosen to obtain exploratory data about student perceptions of digital teaching materials in writing skills courses (Smith, 2020). The research respondents were students of the Indonesian language education study program at Bengkulu University who were active in the even semester of the 2023/20204 academic year. The survey was conducted online through Google Form. Out of one hundred and twenty undergraduate students, thirty students were recruited as participants in this study voluntarily. The demographics of the participants can be seen in Figure 1 and Figure 2.

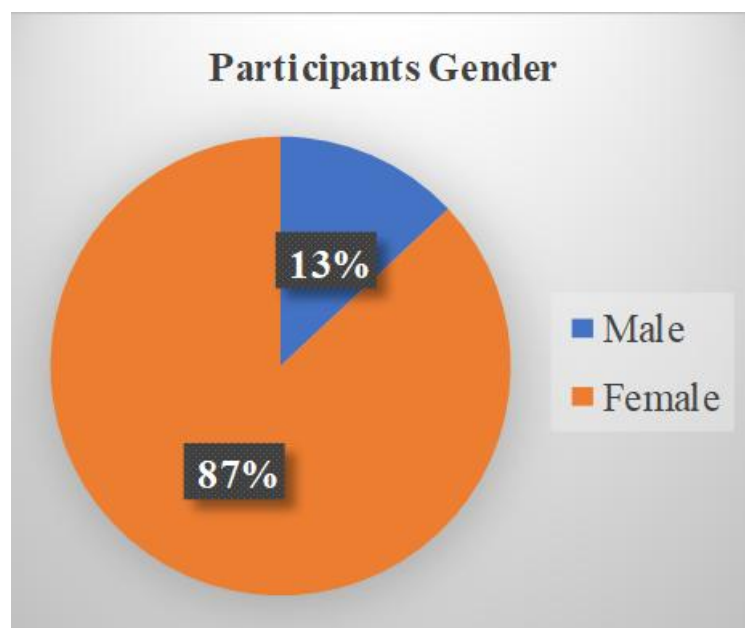


Figure 1. Participants' Gender

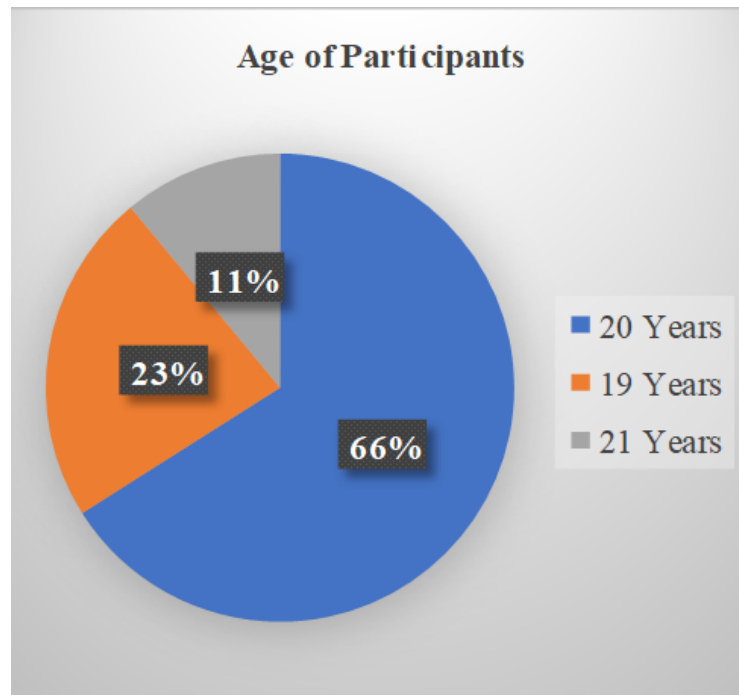


Figure 2. Age of Participants

The data collection technique is to use a questionnaire distributed via google form and converted into a percentage. Students were asked for their willingness to fill out the questionnaire that had been distributed online. Data collection uses a closed questionnaire method whose validity is determined by professional judgement. The following is a list of questions for participants (see Table 1).

Table 1. Questionnaire for Participants

No	Questions
1	The need for digital teaching materials
2	Lectures using digital teaching materials can be accessed easily
3	The use of digital teaching materials is easy to understand
4	Have no problems with internet connection to be able to follow the learning by using digital teaching materials
5	Digital teaching materials can save time
6	Digital teaching materials can save costs
7	Learning with digital teaching materials students are more creative in the field of technology
8	The use of digital teaching materials is very practical and effective
9	Relevance of the use of digital teaching materials to student conditions
10	I have adequate tools to follow the lesson

The stages in this study were carried out through four stages, starting from the data collection process, data reduction, data display, and conclusions (Fadli, 2021; Firmansyah et al., 2021). The purpose of this study is to explore students' perceptions of digital teaching materials in writing skills courses.

Results

Students' Perceptions of the Need for Digital Teaching Materials

Based on Table 2, students' perceptions of the need for digital teaching materials can be explained as follows. First, 83% of students strongly agree that they need digital teaching materials. Second, 10% of students agreed that they need digital teaching materials. Third, 7% of students stated that they moderately agreed that they needed digital teaching materials. Based on this analysis, it can be concluded that students need digital teaching materials because they are very relevant to current needs. Students hope that digital teaching materials containing writing materials can motivate them to be more enthusiastic in following lecture materials to train their writing skills.

Table 2. Students' Perception of the Need for Digital Teaching Materials

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	0	0
3	Neutral	2	7
4	Agree	3	10
5	Strongly Agree	25	83
Total		30	100

Students' Perceptions of the Implementation of Lectures Using Digital Teaching Materials can be Accessed Easily

Based on Table 3, students' perceptions of the implementation of lectures using digital teaching materials can be easily accessed can be explained as follows. First, 70% of students strongly agree that the implementation of lectures using digital teaching materials can be accessed easily. Second, 10% of students agreed that the implementation of lectures using digital teaching materials can be accessed easily. Third, 13% of students stated that they moderately agreed that the implementation of lectures using digital teaching materials could be accessed easily. Fourth, 7% of students stated that they moderately agreed that the implementation of lectures using digital teaching materials could be accessed easily.

Table 3. Implementation of Lectures Using Digital Teaching Materials Can be Accessed Easily

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	2	7
3	Neutral	4	13
4	Agree	3	10
5	Strongly Agree	21	70
Total		30	100

From this analysis, it can be concluded that most students (83%) agree or strongly agree that the implementation of lectures using digital teaching materials can be accessed easily. This shows that the majority of students feel that the accessibility of digital teaching materials is one of the advantages in conducting lectures. However, there are still a small number of students (17%) who have different views, either by agreeing or disagreeing. This shows that there are variations in perceptions among students related to the ease of access to digital teaching materials in the context of lectures.

The Use of Digital Teaching Materials is Easy to Understand

Based on Table 4, students' perceptions of the use of digital teaching materials are easy to understand and can be explained as follows. First, 64% of students strongly agreed that the use of digital teaching materials was easy to understand. Second, 26% of students agreed that the use of digital teaching materials was easy to understand. Third, 10% of students stated that they moderately agreed that the use of digital teaching materials was easy to understand.

Table 4. The Use of Digital Teaching Materials is Easy to Understand

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	0	0
3	Neutral	3	10
4	Agree	8	26
5	Strongly Agree	19	64
Total		30	100

This shows that the majority of students believe that the use of digital teaching materials facilitates their understanding of learning materials. Nevertheless, there is still a small proportion of students (10%) who have a neutral or less agreeing view on this matter, which shows the variation in perceptions among students related to the ease of understanding of digital teaching materials.

Have No Problems with Internet Connection to be able to Follow the Learning by Using Digital Teaching Materials

Based on Table 5, students' perceptions about not having problems with internet connections to be able to follow learning using digital teaching materials can be explained as follows. First, 67% of students strongly agreed that they did not have problems with internet connections to be able to follow learning using digital teaching materials. Second, 7% of students agreed that they had no problems with internet connections to be able to take part in learning using digital teaching materials. Third, 13% of students stated that they moderately agreed that they had no problems with internet connections to be able to take part in learning using digital teaching materials. Fourth, 13% of students stated that they disagreed that they had no problems with internet connections to be able to take part in learning by using digital teaching materials.

Table 5. Have No Problems with Internet Connection

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	4	13
3	Neutral	4	13
4	Agree	2	7
5	Strongly Agree	20	67
Total		30	100

This shows that most students (67%) strongly agree that they do not experience problems with internet connections when using digital teaching materials for learning. Although there were a small number who agreed (7%) and moderately agreed (13%), there were also some who disagreed (13%) with the statement. So, the majority of students tend to believe that they can access digital learning without significant internet connection constraints.

Digital Teaching Materials Can Save Time

Based on Table 6, students' perceptions about using digital teaching materials can save time can be explained as follows. First, 83% of students strongly agreed that using digital teaching materials can save time. Second, 10% of students agreed that using digital teaching materials can save time. Third, 7% of students stated that they moderately agreed that using digital teaching materials can save time. Thus, it can be concluded that most students have a positive perception of the time efficiency offered by the use of digital teaching materials.

Table 6. Digital Teaching Materials Can Save Time

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	0	0
3	Neutral	2	7
4	Agree	3	10
5	Strongly Agree	25	83
Total		30	100

Digital Teaching Materials can Save Costs

Based on Table 7, students' perceptions about using digital teaching materials can save costs can be explained as follows. First, 10% of students strongly agreed that using digital teaching materials can save costs. Second, 67% of students agreed that using digital teaching materials can save costs. Third, 13% of students stated that they moderately agreed that using digital teaching materials could save costs. Fourth, 10% of students disagreed that using digital teaching materials can save costs.

Table 7. Digital Teaching Materials Can Save Costs

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	3	10
3	Neutral	4	13
4	Agree	20	67
5	Strongly Agree	3	10
Total		30	100

Overall, the majority of students (67%) agreed that using digital teaching materials can save costs. In addition, there were also a small number of students who strongly agreed (10%), moderately agreed (13%), or disagreed (10%) with the statement. This shows that there are variations in student perceptions regarding the cost efficiency offered by the use of digital teaching materials. Although the majority agreed, there were still some who were not fully convinced of this.

Digital Teaching Materials Make Students More Creative in the Field of Technology

Based on Table 8, students' perceptions of student digital teaching materials are more creative in the field of technology can be explained as follows. First, 84% of students strongly agreed that students' digital teaching materials are more creative in the field of technology. Second, 13% of students agreed that students' digital teaching materials were more creative in the field of technology. Third, 3% of students stated that they moderately agreed that students' digital teaching materials were more creative in the field of technology. Thus, it can be concluded that most students believe that digital teaching materials can help increase their creativity in understanding and applying technological concepts.

Table 8. Digital Teaching Materials Make Students More Creative

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	0	0
3	Neutral	1	3
4	Agree	4	13
5	Strongly Agree	25	84
Total		30	100

The Use of Digital Teaching Materials is very Practical and Effective

Based on Table 9, students' perceptions of the use of digital teaching materials are very practical and effective can be explained as follows. First, 80% of students strongly agreed that the use of digital teaching materials is very practical and effective. Second, 10% of students agreed that the use of digital teaching materials is very practical and effective. Third, 7% of students stated that they moderately agreed that the use of digital teaching

materials was very practical and effective. Thus, it can be concluded that most students have a positive perception of the practicality and effectiveness of using digital teaching materials in supporting their learning process.

Table 9. The Use of Digital Teaching Materials is very Practical and Effective

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	0	0
3	Neutral	2	7
4	Agree	4	13
5	Strongly Agree	24	80
Total		30	100

Relevance of the use of Digital Teaching Materials to Student Conditions

Based on Table 10, students' perceptions of the relevance of using digital teaching materials to the current condition of students can be explained as follows. First, 87% of students strongly agreed on the relevance of using digital teaching materials to the current student conditions. Second, 13% of students agreed on the relevance of the use of digital teaching materials to the current condition of students. Overall, the majority of students (87%) strongly agreed that the use of digital teaching materials is relevant to their current conditions. However, a small proportion (13%) still agreed with the relevance of using digital teaching materials in the context of current student conditions.

Table 10. Relevance of the Use of Digital Teaching Materials to Student Conditions

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	0	0
3	Neutral	0	0
4	Agree	4	13
5	Strongly Agree	26	87
Total		30	100

I Have Adequate Tools to Follow the Lesson

Based on Table 11, students' perceptions of having adequate devices to take part in learning by using digital teaching materials can be explained as follows. First, 74% of students strongly agreed that they have adequate devices to participate in learning by using digital teaching materials. Second, 23% of students agreed that they have adequate devices to participate in learning by using digital teaching materials. Third, 3% of students disagreed that they have adequate devices to take part in learning by using digital teaching materials. Most students have adequate devices in supporting digital-based learning. Although another 3% minority disagreed.

Table 11. I Have Adequate Tools to Follow the Lesson

No	Category	N	Percentage (%)
1	Strongly Disagree	0	0
2	Not Agree	1	3
3	Neutral	0	0
4	Agree	7	23
5	Strongly Agree	22	74
Total		30	100

Discussion

Analysis of students' perceptions of writing skills shows that the majority of students need digital teaching materials in writing skills courses with the design of digital teaching materials having a significant impact in improving their writing skills. This is especially evident from their positive response to the interactive and technology-based learning approach. Students reported that through the use of digital teaching materials, they were more motivated to develop creative writing styles and broaden their horizons towards digital media as an effective means of communication.

Writing Skills courses with the design of digital teaching materials have a very important role in the modern world of education. In this digital era, the ability to create interesting and effective teaching materials is necessary. This course not only teaches students about good writing techniques, but also how to design teaching materials that are interactive and accessible through various digital platforms. This is important because digital teaching materials can increase student engagement, facilitate access to information, and allow for more flexible and individualized learning. In addition, these skills are needed in a workforce that increasingly relies on digital technology for training and education. By mastering these skills, students will be better prepared to face challenges in the ever-evolving world of education and industry (Ertan, 2021; Eskimen, 2021; Bond, 2018; Nguyen, 2022; Farahian, 2012).

Digital teaching materials are highly relevant to the current needs for writing skills courses as they facilitate easier and more flexible access to learning resources. Through digital platforms, students can access various materials, such as interactive modules, video tutorials, and writing examples, anytime and anywhere. In addition, digital teaching materials allow for faster and more efficient feedback from lecturers through features such as online grading and live comments on assignments. This not only enhances the learning experience, but also helps students develop their writing skills in a more adaptive way and in line with modern technological developments (Markovic, 2022; Said, 2018; Al-hunaiyyan, 2018).

Using digital teaching materials can save time for writing skills courses because it facilitates the distribution and access to learning materials. With digital platforms, students can instantly download and access course materials, assignments, and additional references without having to wait for physical distribution in class. In addition, automation features in online learning platforms, such as instant grading and feedback, allow lecturers

to provide evaluations more quickly and efficiently. This reduces the time needed to manually correct and return assignments. Thus, the time saved can be allocated to more interactive and productive teaching-learning activities, improving the overall effectiveness of learning writing skills (Reyes, 2017; Alao, 2012).

Digital teaching materials make students more creative in the field of technology in writing skills courses because they provide various tools and platforms that can be used for exploration and innovation. Through the use of writing software, editing applications, and digital publishing platforms, students can try out different forms and styles of writing that they may not have known before. In addition, digital teaching materials often include multimedia such as video, audio, and graphics that can be integrated into writing projects, encouraging students to think beyond the confines of conventional texts. The ability to collaborate in real-time with classmates and lecturers through digital platforms also stimulates new ideas and creative solutions, thus enriching their learning experience in developing more sophisticated and adaptive writing skills to technological developments (González, 2019; Angelini, 2015; Urbina, 2022).

The use of digital teaching materials is very practical and effective in writing skills courses as it provides quick and easy access to the various learning materials required. Students can easily download modules, e-books and other resources anytime and anywhere, eliminating reliance on physical materials that can be lost or damaged. In addition, interactive features such as online writing exercises, discussion forums, and automatic assessment accelerate the learning process and provide more immediate feedback, helping students correct mistakes and improve their skills faster. The integration of multimedia in digital teaching materials also makes learning more interesting and dynamic, allowing students to understand writing concepts better through practical examples and visualization. Thus, the use of digital teaching materials not only increases efficiency but also effectiveness in teaching writing skills (Kaya, 2020; Mercader, 2020; Habib, 2020).

Conclusion

Based on the results of the research and discussion of the results of research on student perceptions of the implementation of writing skills lectures with digital teaching materials. Through the analysis of participant responses, students need digital teaching materials, digital teaching materials can be accessed easily, the use of digital teaching materials is easy to understand, do not have problems with internet connections to be able to take part in learning by using digital teaching materials, using digital teaching materials can save time, using digital teaching materials can save costs, digital teaching materials students are more creative in the field of technology, digital teaching materials are very practical and effective, digital teaching materials are relevant to the current conditions of students, and students have adequate devices to take part in learning by using digital teaching materials.

Recommendations

Based on the findings of this study, several recommendations can be made to support lecturers and students in carrying out writing lectures with the design of digital teaching materials. Lecturers should conduct a needs

analysis to ensure that the teaching materials prepared are effective, relevant, and meet the needs of students. For educational institutions, they should integrate more in-depth technical training in the curriculum of this course so that students can be more skilled in using relevant digital software and applications. For the government to always develop and update technology infrastructure to support digital learning. For future researchers, although this study has provided in-depth findings on the implementation of writing skills courses with digital teaching materials, this study has limitations in terms of participants and limited data collection. Therefore, further research should be conducted to explore students' perceptions in a broader context and with more participants to obtain comprehensive data.

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