In The Covid-19 Pandemic, Implementation Of Learning To Write Non-Literary Text Using Technology-Based Learning Media On Class Viii Smp Students

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Abstract- Indonesian language learning amidst COVID-19 pandemic is required to adapt to the use of technology as the main basis for learning. The use of technology as a medium in learning is adjusted to the needs of communication between teachers and students and the needs of subject matter. This study discusses the implementation of Indonesian language learning for grade VIII of junior high school students, especially in learning non-literary texts using technology-based learning media. The research method used is descriptive qualitative with data collection techniques using observation and interviews. The research subjects used were Indonesian language teachers and grade VIII students at SMP Negeri 4 Kalasan. The results showed that learning to write non-literary texts was in accordance with the online syllabus and Learning Implementation Plan amidst COVID-19 pandemic. This can be seen based on the learning components which include objectives, materials, methods, media and evaluation. The technology-based learning media used by teachers and students included WhatsApp Group, Google Classroom, Google Meet, Quizizz, Wordwall, and YouTube. Learning news texts, advertisements, slogans, and posters, teachers use WhatsApp Group, Google Classroom, Wordwall, Quizizz and Google Meet media. Meanwhile, in expository and explanatory text learning, the teacher used WhatsApp Group, Google Classroom, YouTube and Google Meet media. Meanwhile, there were several obstacles faced by teachers and students during the learning process. Barriers faced by teachers include signal stability and creativity in online learning designs. On the other hand, the obstacles faced by students included signal stability, data packets, and the learning process. In this phenomenon, teachers and students had an important role in overcoming barriers to online learning that occurred.

Indeks Terms- implementation, write, non-literary text, technology-based learning media

I. Introduction

At the end of 2019, precisely in December, a similar case appeared with unknown pneumonia in Wuhan, China (Lee, 2020). The case was caused by the corona virus or what is now known as COVID-19 (Corona Virus Disease 2019). The spread of this virus is very fast. In fact, this corona virus also attacked Indonesian citizens for the first time on March 2, 2020 in a number of two cases (Susilo, 2020). Starting from there, a number of COVID-19 cases continue to emerge. Then, on Thursday, March 12, 2020, Achmad Yurianto, the Government Spokesperson for the Handling of the COVID-19, who is also the General Director of Disease Prevention and Control, delivered a statement that the World Health Organization (WHO) has determined that the COVID-19 is a Pandemic, thus signalling to the whole world to believe that this disease can attack anyone and any country in the world, therefore all countries must anticipate and respond and must also make vigilance. This pandemic then has an impact on all aspects of life, including the field of education.

Since the COVID-19 case appeared in Indonesia, the government through the Ministry of Education and Culture, Research and Technology has swiftly made a policy to change the learning process from being face-to-face to shifting to distance learning or online learning. Distance learning is an institution-based formal education, where learning groups are separated and a communication system is used in interaction (Holden and Westfall, 2008). Distance learning was chosen as something that is supportive to use during the pandemic, especially amidst COVID-19. This is in accordance with the President's instructions to stay at home, study at home, work at home, worship at home. The policy is contained in Circular (SE) Number, 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID-19, in this case point 2 which states, the distance learning process is carried out with the following conditions: a. Studying from Home through online/distance learning is implemented to provide a meaningful learning experience for students, without being burdened with

the demands of completing all curriculum achievements for grade promotion and graduation; b. Studying from Home can be focused on life skills education, including regarding the COVID-19 pandemic; c. Studying from Home learning activities and tasks may vary between students, according to their individual interests and conditions, including considering the gap in access/learning facilities at home; d. Evidence of Studying from Home activities are given qualitative and useful feedback from the teacher, without being required to give quantitative scores.

Regarding the distance learning process (online), the presence of technology-based learning media is very important. Learning with an online system requires adaptation in its implementation, especially in terms of the learning media used. Fortunately, nowadays there are many applications that can support the online learning process. In fact, there are many learning applications that can be accessed for free. This can help teachers and students adapt to this online learning system.

This study intends to describe the online learning process in Indonesian language subject, especially in learning to write non-literary texts using technology-based learning media. This research was conducted at one of the schools that participated in implementing the online learning system by utilizing the help of technology-based learning media, namely at SMP Negeri 4 Kalasan. As mentioned above, the focus of this research will be on the process of learning to write non-literary texts in grade VIII of SMP Negeri 4 Kalasan. The non-literary text materials in grade VIII in the first semester of the 2021/2022 academic year include news texts, advertisements, slogans, posters, expositions, and explanations. Researcher is interested in studying learning in non-literary texts because in previous practice, namely during face-to-face learning, non-literary texts became a cluster of texts in Indonesian which were considered difficult by students. This is consistent with the results of interviews conducted with several eighth-grade students at SMP Negeri 4 Kalasan that learning non-literary genre texts is considered difficult and requires a more detailed explanation from the teacher when learning. Based on this, the researcher wants to know how the implementation of learning to write non-literary texts when using technology-based learning media is carried out online.

II.   Research Method

This study used qualitative research method. Qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods (Moleong, 2010:6). Creswell (2015:34) suggests that in qualitative research, the researcher collects data from participants in the study and develops a form to record during the research.

The data sources used were Indonesian language teachers and grade VIII students at SMP Negeri 4 Kalasan, consisted of 128 students with a total of 4 classes. Data collection techniques that researcher used were observation and interviews. Observations were made when online learning took place in the first semester of the 2021/2022 academic year. Interviews were conducted with teachers and student representatives from each grade VIII at SMP Negeri 4 Kalasan.

The data analysis technique used by the researcher is the Miles and Huberman model analysis technique. In this case, there are three processes in data analysis, namely data reduction, data presentation and conclusion drawing/verification. The process of analysing qualitative data is carried out interactively and continues until it is complete so that the data is valid and get the best results.

III.   Findings and Discussion
a.   Technology-Based Learning Media

There are several technology-based learning media used by teachers in learning to write non-literary texts in grade VIII of SMP Negeri 4 Kalasan. The following are various technology-based learning media in question.

1) *WhatsApp Group*

As a social media, WhatsApp makes it easy for users to communicate with each other and interact and discuss online and does not cost too much to use. Users can communicate using text, voice and video.

2) *Google Classroom*

This application is devoted to online learning media, so it can make it easier for lecturers to create, share and group each task without using paper anymore.

3) *Google Meet*

By default, Meet is turned on for G Suite for Education. This app allows users to make video calls with 30 other users per meeting. Google Meet is integrated with G Suite, allowing users to join directly from Calendar or an invitation sent via email.

4) *Quizizz*

Quizizz is a web tool for creating interactive quiz games that are used in classroom learning. The created interactive quiz has up to 4 answer options including the correct answer and an image can be added to the background of the question.

5) *Wordwall*

Wordwall is a website-based application that can be used to create learning media such as quizzes, matchmaking, pairing, anagrams, word randomization, word search, grouping, etc. This application provides eighteen templates that can be accessed for free and users can change activity templates easily. Teachers can also make their own content a task.

6) *YouTube*

YouTube is a video content sharing site that is currently widely used in the world. YouTube is an application that provides information in the form of videos. In this YouTube application, users can upload any and as many videos if they already have a registered account. Uploaded videos can also be viewed by the whole world. Teachers and students can take advantage of this YouTube media as an online learning medium during this pandemic.

b.   Observation Results

Based on the results of observation, learning to write non-literary texts in the first semester of 2021/2022 academic year is as follows.

Research Aspects	Observation Result

Online Learning Planning	
a. Syllabus	Official Syllabus from the Government
b. Learning Implementation Plan	Learning Implementation Plan is specially made for online learning.
Online Learning Implementation	
a. Learning Objectives	Delivered directly by the teacher when the learning process takes place
b. Learning Materials	Textbooks from The Ministry of Education, Culture, Research and Technology and supporting material books from private publishers
c. Learning Method	Project Based Learning
d. Learning Media	Online learning media such as WhatsApp Group, Google Meet, Google Classroom, Quizizz, Wordwall, and YouTube.
e. Learning Evaluation	Daily assessment, mid-semester assessment, and end-of-semester assessment.
Barriers to Online Learning	a) Teachers: signal stability and creativity of online learning models b) Students: signal stability, internet quota, and online learning process
Efforts to Overcome Barriers to Online Learning	a) Teachers: improve the quality of the internet, learn knowledge about technology, and make innovations in learning b) Students: improve internet quality, take advantage of internet quota assistance from the government, and communicate difficulties encountered with teachers

c. Discussion

1) Online Learning Planning

At the end of December 2019, the world was shocked by the outbreak of the SARS-CoV-2 virus or the cause of the disease COVID-19. The COVID-19 pandemic has changed the world order and has had various significant impacts. This can be seen from several fields, one of which is in education.

In education field of Indonesia, the government has issued a learning system policy that was originally face-to-face to an online system. This is based on the Circular of the Minister of Education and Culture Number 3 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID-19. One of its contents is the rules in the process of learning from home. There are several provisions that are regulated, including the basic spirit of online learning, focus on learning from home, learning activities and assignments while studying from home, as well as the role of the teacher in providing feedback.

Based on the data that has been obtained in the field, it can be seen that the teacher is trying to rearrange and develop an online learning plan. Despite the COVID-19 conditions, teachers are still preparing for online learning as much as possible. This is in accordance with the opinion of Porter (1997), that an effective class should be able to do six things, namely (1) providing the equipment needed by students and if the equipment is not available then the teacher can inform where the students can get the equipment; (2) fostering hope for students and creating a conducive atmosphere for them; (3) fostering a sense of togetherness between teachers and students to share information and exchange ideas; (4) enabling students to experiment, test their knowledge, complete assigned tasks, and be able to apply a theory they have learned or read; (5) creating and developing mechanisms to evaluate students' abilities; and (6) providing a safe and comfortable place in the learning process.

The learning planning includes the syllabus and the Learning Implementation Plan. In this plan, the syllabus used by the teacher in online learning still follows the guidelines or regulations in the face-to-face learning system. However, this is different from the Learning Implementation Plan. The lesson plan used by Indonesian teachers at SMP Negeri 4 Kalasan is a special lesson plan for online learning. The Learning Implementation Plan contains the procedures for learning activities from the beginning to those that are in accordance with the indicators and learning objectives that have been formulated. It aims to make teaching and learning activities easier and smoother and can improve the results of the teaching and learning process. Furthermore, the teacher also adjusts the time allocation, learning media, learning methods, learning materials, and evaluations.

2) Implementation of Online Learning

The implementation of online learning in learning to write non-literary texts for grade VIII at SMP Negeri 4 Kalasan can be seen from the following aspects.

a)   Learning Objectives

The learning objectives are stated in the Learning Implementation Plan which has been prepared by the teacher. The objectives that have been formulated by the teacher are based on the applicable curriculum and syllabus which are adapted to the conditions of the COVID-19 pandemic and the abilities of students. It is intended that learning to write non-literary texts can be focused and well directed. Even though online learning, the teacher always conveys the learning objectives to be achieved. Students are expected to achieve predetermined goals, for example being able to compose or write non-literary texts properly and in accordance with applicable regulations.

b)   Learning Materials

Learning materials are one of the components that support the achievement of learning success. The material presented in the lesson is in accordance with the The Ministry of Education, Culture, Research and Technology syllabus. After that, the material was adjusted to the needs and conditions of grade VIII students at SMP Negeri 4 Kalasan amidst COVID-19 pandemic. These adjustments include the allocation of learning time, relevant sources of material, and additional material that is considered more important.

Learning materials are related to the materials and sources of textbooks used by teachers and students in the process of learning Indonesian language, especially writing non-literary texts. In this odd term, the non-literary text materials in the eighth grade include (1) news texts; (2) advertisements, posters, and slogans; (3) exposition text; and (4) explanatory text. Students are expected to hone their skills by writing non-literary texts in accordance with the Core Competencies and Basic Competencies in the Learning Implementation Plan. Based on interviews that have been conducted, teachers use learning resources such as The Ministry of Education and Culture books and supporting material books from private publishers.

c)   Learning Method

The learning method is a method used to achieve the goals that have been set (Djamarah: 2006: 46). The learning method is one of the important components that influence the success of learning Indonesian, especially learning to write non-literary texts. Learning methods are useful for increasing student interest and motivation in online learning during the COVID-19 pandemic. In addition, the method is also influential in making the delivery of material easier and more effective. In delivering the material, the teacher always tries to make students feel happy following the lesson so that they are able to understand the material well.

The COVID-19 pandemic demands that face-to-face learning be replaced with online learning. In learning to write non-literary texts online, the Indonesian language teacher of grade VIII at SMP Negeri 4 Kalasan uses project-based learning. This is in accordance with the Minister of Education and Culture Regulation Number 22 of 2016 concerning the Standards for the Primary and Secondary Education Process as follows; "The choice of an integrated thematic and/or thematic approach and/or scientific and/or inquiry and discovery and/or learning that results in project-based learning that is adapted to the characteristics of competence and level of education".

Project Based Learning is project-based learning that provides opportunities for teachers to manage learning in the classroom by involving project work (Thomas, et al, 1999). Project-based learning can also be interpreted as learning designed for complex problems where students conduct investigations to understand them, emphasize learning with long activities, tasks given to students are multidisciplinary, and product-oriented (Nayono & ER, 2013).

Project-based learning is used by teachers when learning to write news texts, advertisements, posters, or slogans, expositions, and explanations. Students are asked to make the four types of non-literary texts according to the instructions given by the teacher. Next, the students' work is collected in various ways. For news texts, expositions, and explanations, students collect their writings through WhatsApp Group in the form of pdf files. Meanwhile, for the work in the form of advertisements, slogans, or posters sent by students through their parents or online motorcycle taxi services that deliver directly to school.

d)   Learning Media

In online learning, the presence of learning media is very necessary. Learning media can be interpreted as anything that can be used to convey messages from the sender to the recipient so that it can stimulate students' thoughts, feelings, concerns, and interests in such a way that the learning process occurs (Arsyad, 2005: 63). Learning media is also useful for helping teachers when delivering material and making it easier for students to understand the material.

The success of teachers in conducting online learning amidst COVID-19 pandemic situation can be seen from the ability of teachers to innovate in designing, composing materials, and learning methods. Teachers must be able to determine what technology-based learning media is in accordance with the material and learning methods. In this phenomenon, creativity is needed. Creativity is the key to the success of a teacher to be able to motivate students to keep their interest and motivation to learn online. The learning media used by teachers and students at SMP Negeri 4 Kalasan are WhatsApp Group, Zoom Meeting, Google Meet, Google Classroom, Quizizz, Wordwall, and YouTube. The following is the application of technology-based learning media in learning to write non-literary texts for grade VIII students at SMP Negeri 4 Kalasan.

No.	Non-literary Text Types	Learning Application
1.	News	a. The teacher provided instructions regarding learning news text through WhatsApp Group. b. The teacher instructed the students to answer stimulating questions about news text material in the Quizizz.

		c. Teachers held virtual learning meetings through the Google Meet. d. The teacher instructed students to answer questions about the news text material that has been studied through the Quizizz. e. The teacher distributed news text learning materials that have been discussed as well as provides instructions for working on the task of writing news texts through Google Classroom. f. Teachers and students discussed with each other the development of the process of writing news texts through the WhatsApp Group. g. Students submitted news text writing assignments through Google Classroom at a predetermined time limit.
2.	Advertising texts, slogans, posters	a. The teacher gave instructions regarding learning advertising texts, slogans, posters through WhatsApp Group. b. The teacher instructed the students to answer stimulating questions about advertising texts, slogans, posters in the Quizizz. c. Teachers held virtual learning meetings through the Google Meet. d. The teacher instructed students to answer questions about advertising texts, slogans, posters that have been studied through the Quizizz. e. The teacher distributed the news text learning materials that have been discussed as well as provides instructions for the task of writing advertisement texts, slogans, posters through Google Classroom. f. Teachers and students discussed with each other regarding the development of the process of writing advertising texts, slogans, posters through the WhatsApp Group. g. Students submitted assignments to write advertisements, slogans, posters through Google Classroom within the specified time limit.
3.	Exposition	a. The teacher provided instructions and stimulation questions related to exposition text learning through WhatsApp Group. b. Teachers held virtual learning meetings through the Google Meet. c. The teacher instructed students to listen to video shows containing health information that are displayed on YouTube. d. The teacher distributed the exposition text learning materials that have been discussed as well as provides instructions for working on the task of writing an explanatory text through Google Classroom. e. Teachers and students discussed with each other regarding the development of the process of writing exposition texts through the WhatsApp Group. f. Students submitted an exposition writing assignment through Google Classroom by a predetermined time limit.
4.	Explanatory	a. The teacher provided instructions and stimulation questions related to explanatory text learning through WhatsApp Group. b. Teachers held virtual learning meetings through the Google Meet. c. The teacher instructed students to listen to video shows related to natural and social phenomena that are broadcast on YouTube. d. The teacher distributed explanatory text learning materials that have been discussed as well as provides instructions for working on the task of writing explanatory text through Google Classroom. e. Teachers and students discussed the development of the process of writing explanatory texts through the WhatsApp Group. f. Students submitted an explanatory writing assignment through Google Classroom by a predetermined time limit.

e) Learning Evaluation

Learning evaluation is carried out by teachers to measure the extent to which the level of mastery and learning carried out by students during the learning process after previously conducting an assessment (Haryanto, 2020: 66). Learning evaluation also aims to collect information that becomes the basis for measuring the level of progress, development, student achievement, and the effectiveness of educators in teaching. This learning evaluation is based on the learning objectives. This is in accordance with the statement of Brinkerhoff (1986: 9) that evaluation is a process that determines the extent to which educational goals can be achieved.

In accordance with the Indonesian language Learning Implementation Plan for grade VIII at SMP Negeri 4 Kalasan that has been made, the evaluation forms used in learning to write non-literary texts are tests and non-tests. Evaluation in the form of tests can be divided into two, namely oral tests and written tests. Non-test evaluation is done by observing student learning behaviour in the learning process.

Evaluations carried out in learning to write non-literary texts can be described in daily assessments, Mid-Semester Examination and Final Semester Examination. In the daily assessment, using the project-based learning method, students write non-literary texts that will be submitted to the teacher for assessment. The results of student writing must meet the standard of assessment criteria based on the assessment indicators that have been determined by the teacher. Amidst COVID-19 pandemic, the Mid-Semester Examination and Final Semester Examination will still be conducted online using Google Forms. To make it easier for students, the questions given are in the form of multiple-choice questions.

3) Barriers to Online Learning

The learning process is never free from various obstacles, especially in network learning (online) which still has a lot of adaptation. Barriers to learning become a spur to carry out better learning. The following are learning barriers that occurred during online learning to write non-literary texts.

Barriers perceived by teachers included signal stability and creativity in online learning designs. Signal stability is an important factor in online learning. However, sometimes the network signal is erratic. This can hinder the learning process, especially when the teacher delivers learning materials. Next, the creativity of online learning design. In this case, the teacher must be able to master the field of technology because the online learning system uses the help of information technology devices.

Barriers were also experienced by students. The obstacles felt by students include signal stability, availability of data packets, and the learning process. The first problem is related to signal stability and data packet availability. An unstable network becomes an obstacle in the online learning process. Therefore, the existence of adequate internet network facilities can be said to be the main thing in learning online systems.

The existence of students who are far from the city centre or far from the reach of the provider network, of course, cannot run this online learning process smoothly.

The other obstacle experienced by students is the learning process. In the learning process, students feel that there are too many tasks from all subject teachers. This component is considered an obstacle for students because students still need to adjust learning conditions with the online system. However, this will slowly improve if this online learning system is commonly used in the learning process, especially in writing non-literary texts.

4) Efforts to Overcome Barriers to Online Learning

The various obstacles that occur can interfere with the implementation of learning. Teachers have a role in overcoming learning barriers. The following describes some of the efforts made by teachers in overcoming barriers to learning to write non-literary texts online.

Efforts to overcome obstacles from teachers related to signal stability can be done by improving the quality of the signal network. Schools improve the quality of the Wi-Fi network to support the progress of the online learning process. Further efforts for teachers to study the field of Information and Technology and make innovations, mainly related to technology-based learning media that can support the progress of the learning process. Teachers continue to make and try new innovations and changes to support the success of online learning. Additionally, the schools also hold various trainings for teachers. With this, it is hoped that teachers can develop more in providing innovative learning media and methods.

Efforts to overcome student barriers can be done by improving the quality of the network. Students can change the type of provider that is better or in accordance with the environmental conditions in which they live. Students can also take advantage of the study quota assistance provided by the Ministry of Education and Culture, Research and Technology. The next effort is to build good communication with teachers through available online media. This is because amidst COVID-19 pandemic, students are required to study from home with an online system. Students often complain of too many assignments. Therefore, good communication among teachers and students is needed. Teachers can provide understanding and motivate students to always actively participate in learning to write non-literary texts well.

IV. Conclusion

Based on the results of research and discussion of learning to write non-literary texts using technology-based learning media for grade VIII students of SMP Negeri 4 Kalasan, it can be concluded that learning to write non-literary texts is in accordance with the online syllabus and Learning Implementation Plan amidst COVID-19 pandemic. This can be seen based on the learning components which include objectives, materials, methods, media, and evaluation. Technology-based learning media used by teachers and students included WhatsApp Group, Google Classroom, Google Meet, Quizizz, Wordwall, and YouTube. In news texts, advertisements, slogans, and posters learning, teachers used WhatsApp Group, Google Classroom, Wordwall, Quizizz and Google Meet media. Meanwhile, in expository and explanatory text learning, the teacher used WhatsApp Group, Google Classroom, YouTube, and Google Meet media.

Meanwhile, there were several obstacles faced by teachers and students during the learning process. Barriers faced by teachers included signal stability and creativity in online learning designs. On the other hand, the obstacles faced by students included signal stability, data plan and the learning process. Teachers and students have an important role in overcoming barriers to online learning that occurred.

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