

INDONESIAN LANGUAGE AND LITERATURE LEARNING IMPLEMENTATION IN THE STATE JUNIOR HIGH SCHOOLS IN SURAKARTA DURING THE COVID-19 PANDEMIC

Nugraheni Eko Wardani, Sarwiji Suwandi, Titi Setiyoningsih, Chafit Ulya, Sugit Zuliyanto

Faculty of Teacher Training and Education, Universitas Sebelas Maret, Indonesia
Jalan Ir. Sutami 36A, Surakarta, Indonesia

Corresponding author: nugraheniekwardani_99@staff.uns.ac.id

Article History:

Submitted: 3 July 2021; **Revised:** 6 January 2022 **Accepted:** 17 January 2022

DOI: 10.26858/retorika.v15i1.22063



RETORIKA: Jurnal Bahasa, Sastra dan Pengajarannya under
Creative Commons Attribution-NonCommercial 4.0 International License.

ISSN: 2614-2716 (print), ISSN: 2301-4768 (online)
<http://ojs.unm.ac.id/retorika>

Abstract: This study aims to describe and explain the implementation of Indonesian language and literature learning in SMP Negeri 2 Surakarta and SMP Negeri 4 Surakarta during the covid-19 pandemic. The analysis of the learning implementation was emphasized on the analysis of learning media, learning materials, learning models and methods, and learning assessment. This qualitative descriptive research method applied case study techniques. Sources of data were online learning events in both schools, 4 teacher informants, and documents covering lesson plans, learning materials, field notes from observations, field notes from interviews, and assessments made by the teachers. Data collection techniques were learning observation, teacher informant interviews, and document analysis. The data validity technique was carried out by method triangulation and data source triangulation. The data were analyzed by interactive analysis technique consists of data reduction, data display, and verification. The results revealed that the learning media utilized by the teachers varied, comprising WhatsApp groups, email, google classroom, google meet, zoom, YouTube, and radio. The learning materials used the package book and junior high school distance Indonesian learning e-modules, PPT, teacher-made modules, etc. Both schools also used the problem-based learning model. In addition, the assessment encompassed attitude assessment, knowledge assessment, and skills assessment.

Keywords: implementation of Indonesian Language and Literature, covid-19 pandemic

Indonesia has been facing the vulnerability of the covid-19 virus since March 2020. After that, the massive covid-19 virus spread throughout Indonesia. Covid-19 sufferers from March 2020 to June 2021 totaled 2,072,867 people (covid19.go.id, 2021). The increase in this number was very sharp because from March to

January 2021, the number of sufferers was still 828,036 people (covid19.go.id, 2021). In this regard, the government continues to promote vaccination for covid-19. As of June 2021, 25,482,036 people have been vaccinated for the first time, and 12,912,623 have been vaccinated

for the second. The government's target for vaccination is 40,349,049 (covid19.go.id, 2021).

In Surakarta, there was a spike in covid-19 sufferers from March 2020 to June 2021, as many as 12,631 people (surakarta.go.id, 2021). This increase was significant as there were still 5,662 covid-19 sufferers from March 2020 to January 2021 (solopos.com, 2021). This figure was also considered high in Central Java Province, after Kudus, Semarang, Kendal, and so on. As a follow-up, the Central Java provincial government established PPKM (Enforcement of Restrictions on Community Activities) in 23 areas of Central Java with high covid-19 status, including Surakarta.

PPKM is a government policy apart from physical distancing, wearing masks, washing hands, and maintaining distance. The government has also established a Work from Home (WFH) policy to anticipate a pandemic in the work and school environment. Activities that bring many people into one space are replaced online. In this case, the Ministry of Education and Culture (Kemdikbud, 2020) has issued a circular for online learning and WFH in the context of preventing the covid-19 spread. This circular contains a policy of canceling learning activities and replacing them with online learning.

This change has caused teachers to replace offline learning with online learning. This also happened in Georgia (Giorgi and Kvavadze, 2020), Rumania (Ionesco, Paschia, Nicolau, 2020), Turki (Ozer, 2020), Ireland (Winter, E., Costello, A, 2021), etc. Therefore, for learning to take place well, learning facilities and information technology are indispensable (Rusman, 2019). The teachers then received short training in applying various learning platforms. All students, on the other hand, were required to have a mobile phone or laptop to make it easier to access online learning.

This policy of the Ministry of Education and Culture regarding online learning is an effort to stop the covid-19 spread in schools. This online learning contributes to the safety of teachers and students from covid-19. This condition also occurs in junior high schools in Surakarta. Since March 2020, teachers and students have changed the face-to-face learning pattern to online learning. Learning materials, learning media, and learning models have adapted to the situation. In addition, teachers have been invited to learn fast online learning applications. The positive impact

is that teachers have experience in utilizing technology to realize the challenges of 21st-century teachers (Sadiman, Raharjo, Haryono, 2012). Mastery of digital media is also a form of literacy that must be gotten to grips with by 21st-century teachers. Of course, the online learning implementation in schools between teachers and students is interesting to study.

On the other hand, Indonesian language learning, specifically in K-13 junior high schools, aims to improve students' ability to communicate in Indonesian correctly and adequately, both orally and in writing, and foster an appreciation of Indonesian literary works. For this reason, Indonesian language subjects are held to improve students' ability to socialize in various communication tools, both written and oral. In addition, Indonesian language subjects are also intended so that students' appreciation of Indonesian literary works grows well.

Furthermore, research on Indonesian language learning in state junior high schools in Surakarta during the covid-19 pandemic has never been conducted. At the elementary school level, research related to learning during the covid-19 pandemic has been carried out by (Dewi, 2020), who examined the online learning implementation in elementary schools through analysis of newspaper articles and news. In addition, (Anugrahana, 2020) investigated the constraints of parents and teachers in implementing online learning in elementary schools in Bantul Regency. Another study by (Putria, Maula, 2020) was about online learning at SD Baros Kencana, Sukabumi, while (Sutisnawati, A., Maula, 2020) studied the learning activities of SD Padabeughar students, Sukabumi. At the university level, (Rahman, 2020) researched online learning applications at Lambung Mangkurat University. Besides, research on the effectiveness of online learning at UIN Sunan Gunung Jati, Bandung (Jamaludin, Ratnaningsih, Gunawan, 2020), and the student satisfaction level with online learning at PGSD Undiksha (Wulandari, Agustina, 2020) have also been done. Moreover, Handarini (2020) has scrutinized infrastructure facilities in online learning. Meanwhile, (Anjani, Hudaya, Abidin, 2020) inspected the effectiveness of online learning for *santri* at Al-Qashwa House, Jakarta.

Therefore, this study aims to describe the implementation of Indonesian language learning in state junior high schools in Surakarta. This

learning implementation includes how teachers use learning media, learning materials, learning models and methods, and online learning assessments. The learning implementation is seen from the lesson plan implementation. In this stage, the teacher conducts learning interactions by applying learning models and methods, using learning materials, utilizing learning media, and learning assessments. Consequently, teachers need to master models, methods, techniques, learning strategies, learning media, learning materials, classes, and learning assessments. In this case, the K-13 assessment is an authentic assessment carried out comprehensively to assess the learning process and results. The authentic assessment covers attitudes, skills, and knowledge domains (Regulation of the Minister of Education and Culture No. 48 66 of 2013 concerning assessment standards, authentic assessment).

METHOD

This research is a qualitative descriptive study to explore and understand the meaning behind individuals or groups of people with several social/educational problems (Creswell, 2013, p. 19). The case study research strategy was carried out by exploring the case in-depth and collecting complete information employing various data collection procedures based on a predetermined time. This case can be in the form of specific events, activities, processes, and programs (Creswell, 2013, p. 32). In this case study, sources of data included (1) Indonesian language learning events in SMP Negeri 2 and SMP Negeri 4 Surakarta, (2) informants consisting of SMP Negeri 2 and SMP Negeri 4 Surakarta teachers, and (3) documents covering lesson plans, learning materials, field notes from observations, field notes from interviews, and assessments made by the teachers.

Data collection techniques were performed through (1) observing Indonesian language learning events at SMP Negeri 2 and SMP Negeri 4 Surakarta, (2) interviewing Indonesian language teacher informants at SMP Negeri 2 and SMP Negeri 4 Surakarta, and (3) analyzing document on lessons, learning materials, notes from observations, notes from interviews with informants, and assessments made by teachers. Observations were made to obtain data about the implementation of learning related to learning

media, learning materials, learning models and methods, and learning assessment. Interviews were conducted to obtain data about the implementation of learning related to the learning media, learning materials, learning models and methods, and learning assessment used by the teacher.

Data from document analysis is used to corroborate data from observing and interviewing. The collected data were then validated by method triangulation and data source triangulation through the use of observation, interviewing informants, and document analysis. After that, the data were analyzed utilizing (Miles, M., Huberman, 2014) interactive model technique, whose steps took place interactively from the stages of data reduction, data display, and verification.

RESULTS AND DISCUSSION

Research Results

During the covid-19 pandemic, the learning implementation has undergone curriculum adaptation. There are three options for implementing the curriculum: (1) using all the basic competencies in K-13 contained in the Minister of Education and Culture Regulation No. 37 of 2018, (2) using simplified basic competencies under Ministerial Decree No. 719/P/2020, and (3) using the basic competencies resulting from the curriculum simplification independently. In this study, the curriculum in SMP Negeri 2 and SMP Negeri 4 Surakarta used simplified basic competencies according to Ministerial Decree No. 719/P/2020.

Learning Media

Learning media is a blend of materials and tools or a combination of software and hardware (Sadiman, A.S., Raharjo, R., Haryono, 2012). (Arsyad, 2019: 15) stated that the use of learning media in the teaching and learning process could form new desires and interests, generate motivation and stimulation of learning activities, and bring psychological effects on students. (Sadiman, A.S., Raharjo, R., Haryono, 2012, p. 20) divided learning media into eight types: audio media, print media, silent visual media, motion visual media, semi motion audio media, semi motion media, silent audio-visual media, and motion audio-visual media.

During the current covid-19 pandemic, several types of learning media utilized during offline learning are no longer used. The learning media used are adjusted to their usefulness for online learning. Online learning media are learning media carried out without face-to-face meetings but using a platform that can help the teaching and learning process even though it is distanced (Sofyana, L and Rozak, 2019). The types of online learning media include multimedia technology, video, virtual classes, online text, online animation, voice messages, email, video streaming, YouTube, etc.

The learning media used are also adjusted to the availability of schools, both urban and rural schools. Therefore, teachers' creativity in packaging appropriate learning media is the key to the successful learning process. Even more, in the covid-19 pandemic situation, the learning media utilized by teachers in teaching adapts to conditions when learning changes from offline to online. The learning media used are more based on IT learning media. Various efforts are then made by the school so that teachers and students can still carry out learning even though they do not meet face to face in the classroom. Concerning this, the Ministry of Education and Culture (Chabibie, M.H., 2020) recommended several types of online learning media during the covid-19 pandemic: zoom meeting, WebEx, YouTube, LMS (Learning Management System), Google Classroom, Google meet, Microsoft Teams 365, Spada, and so on. The learning media is also called IT-based learning media and e-learning. E-learning is defined as the use of internet and website technology to create a learning experience. E-learning is innovative, interactive, flexible, and can be applied anywhere (Horton, K and Horton, 2013).

Based on interviews with Indonesian language and literature teachers at SMPN 2 Surakarta, it was said that the learning carried out at SMP Negeri 2 had used several IT-based learning media, including WhatsApp groups, Google classrooms, videos, and email. Teachers utilized WhatsApp groups for communicating with students regarding the learning implementation, learning materials, and information teachers needed to convey to students. Teachers also shared learning materials in the form of PPT in the WhatsApp group. Students were then given the opportunity to read the PPT and ask questions if not understood something. In

addition, the teacher employed WhatsApp group voice notes to explain the learning material. It was revealed that WhatsApp groups were used optimally as a medium for students to ask questions with teachers about learning materials, assignments that students had to complete, and other things that students needed to convey to teachers. It appeared in the following interview excerpt.

"Saya terutama mempergunakan media pembelajaran WhatsApp grup karena ini satu-satunya media yang paling mudah untuk diaplikasikan dan tidak memerlukan kuota yang banyak. Biasanya saya membagikan ppt di WhatsApp, lalu siswa saya minta bertanya apa yang belum mereka pahami. Kalau siswa tidak ada yang bertanya, saya membagikan LKPD untuk dikerjakan. Hasil LKPD dikumpulkan siswa ke email. Saya juga sering melakukan variasi pembelajaran dengan memanfaatkan voice note pada WhatsApp."

["I mainly use WhatsApp group learning media because it is the only media easiest to apply and does not require a lot of internet quota. Usually, I share PPT on WhatsApp. Then, I invite my students to ask what they do not understand. If no students ask, I distribute student worksheets to work on. Student worksheet results are then collected by students to email. I also often do variations of learning by using voice notes on WhatsApp."]

In addition to utilizing WhatsApp groups, teachers also used Google Classroom when delivering learning materials. Even though with Google Classroom, the teacher could not meet face-to-face with students online, the teacher thought that learning using Google Classroom was good enough at SMP Negeri 2 Surakarta. The features in Google Classroom, such as Google Drive, Google Docs, Sheets, Slides, Gmail, and Google Calendar, were beneficial for teachers and students in learning. Google drive was for assignment creation and distribution, while google docs, sheets, and slides were for writing. Gmail was used for communication, while Google Calendar was for online lesson scheduling. Students could also be invited to join Google Classroom through the code provided by the school.

Each class was given the opportunity to create a separate folder on their respective drives so students could submit assignments for the teacher to grade. In this study, Google classroom

allowed teachers and students to submit not only writings but also images as part of learning assignments or learning materials. Teachers could also directly monitor student progress and assess student assignments accompanied by specific comments for each assignment. The following are the interview results with teachers.

“Saya juga menggunakan google classroom dalam pembelajaran, tetapi tidak pernah menggunakan google meet. Saya rasa google classroom sudah sangat baik digunakan dalam pembelajaran daring karena fiturnya sudah sangat lengkap.”

“I also use Google Classroom in learning but never use Google Meet. I think Google Classroom has been very well used in online learning because the features are complete.”

The email was also used by teachers, mainly to collect student assignments, where teachers carried out learning through WhatsApp groups. This email was then downloaded by the teacher, corrected, given a grade, and given feedback, the results of which were then returned to the students for scrutiny. Based on the interview results with teachers, it was exposed that Indonesian language and literature teachers at SMPN 2 Surakarta only utilized these three learning media because of their limited knowledge of IT-based learning media. Another obstacle was complaints from teachers and students regarding the problem of internet quotas so that teachers made more use of low-cost learning media.

Several learning media were used at SMP Negeri 4 Surakarta, including WhatsApp groups, Google Meet, Google Classroom, patska radio (a radio belonging to SMP Negeri 4 Surakarta), email, voice notes, YouTube videos, and zoom. The teacher coordinated with students through WhatsApp groups regarding the learning to be carried out, assignments, and various other learning aspects. In general, the learning utilized online face-to-face or non-face-to-face. In this case, the teacher optimized the learning media according to the students' needs. The variety of learning media utilized by teachers was an effort by the teacher to overcome the limited student quota while at the same time providing quality learning of Indonesian language and literature for students.

At certain times, teachers used Google Meet or zoom to meet face-to-face online with students. However, at other times, teachers also took

advantage of Google Classroom and patska radio. When utilizing Google Classroom, the teacher delivered material through power points, assignments, and student worksheets and answered student questions online. The school's radio was used by teachers to deliver learning materials on specific basic competencies. In this patska radio learning media, the learning was interactive because students were immediately allowed to ask and answer questions every time the teacher delivered the learning material. The school also provided a reward in the form of a quota for students who actively asked and answered questions from the teacher.

When patska radio was employed as a learning medium, the school provided a schedule regularly and alternately for all teachers who would use it. Teachers also used Konata radio, which stands for *Radio Anak Surakarta*, as a learning medium. Radio Konata is owned by the Surakarta City government, which is intended for learning purposes during the COVID-19 pandemic for PAUD, SD, SMP, and SMA students. Junior high school students in Surakarta can access this learning material every Monday-Friday from 12.00 to 14.00. The Konaka radio is held by the Surakarta City government so that all students who do not have a smartphone or internet can still access learning easily. This learning via radio is also toll-free. The use of learning media that varied according to student needs had been able to overcome obstacles in online learning at SMP Negeri 4 Surakarta.

Learning Materials

Learning materials delivered to students also experienced changes compared to offline learning. Learning materials with the same basic competencies in grades VII and VIII would not be repeated in grade IX. In addition, learning materials at SMP Negeri 2 Surakarta were delivered not only through *Wahana Pengetahuan* learning resource package but also through the *Indonesian Language Distance Learning module*, the *Indonesian Language Diagnosis Assessment module* published by the Ministry of Education and Culture in the form of e-books, teacher-made PPT, and LKPD (student worksheets), which the teacher shared via WhatsApp group. Through the use of these varied learning resources, it was hoped that the learning materials would be easier for students to understand, even during a pandemic. Moreover, learning that should be

done 2 x 40 minutes sometimes could not be carried out entirely due to internet quota constraints from students when using Google Classroom.

In learning Indonesian language and literature for material about drama, the teacher compiled learning materials uploaded to WhatsApp groups or Google Classroom with the following details.

1. The teacher delivered written teaching materials in the form of drama texts, where there were between characters.
2. The teacher conveyed written teaching materials regarding the meaning of drama, characteristics of drama, types of drama, and elements of drama.
3. The teacher explained in writing the drama elements, consisting of characterizations, plot, setting, message, theme, and dialogue.

Meanwhile, students were asked to study teaching materials related to the drama and asked if they did not understand the material. Students then submitted some questions in a WhatsApp group or Google Classroom. If no students asked, the teacher then distributed student worksheets on WhatsApp or Google Classroom according to the learning media that the teacher was currently using. Because learning was problem-based learning, assignments were carried out in groups outside the online classroom.

Learning materials in Indonesian language and literature online learning at SMP Negeri 4 Surakarta used the *Wahana Pengetahuan* package book, *Indonesian Language Distance Learning module*, *Indonesian Language Diagnosis Assessment module* published by the Ministry of Education and Culture, teacher-made modules, teacher-made PPT, and student worksheets, which the students worked on and discussed with teachers face-to-face online at Google Meet or zoom. Teachers sometimes also utilized WhatsApp groups with voice notes to discuss student worksheets. Also, the teacher distributed PPT the day before the lesson so that students could prepare themselves before learning. The PPT would be re-broadcasted by the teacher during learning by using zoom or Google Meet. In addition, the teacher's learning materials were also conveyed through the radio, and students listened to the teacher's explanation via the radio. Questions and direct student responses could be expressed interactively in learning.

As in SMP Negeri 2 Surakarta, learning materials with the same basic competencies would not be repeated in the next class. Besides, learning constraints related to quotas and signal interference caused learning with zoom or Google Meet not to last 2 x 40 minutes. If there was interference due to quotas and networks, the teacher flexibly replaced the learning media with WhatsApp groups and radio.

Learning Models and Methods

The learning models at SMP Negeri 2 Surakarta recommended by the government during the covid-19 pandemic, among others, are problem-based learning, project-based learning, SOLE (Self Organized Learning Environment), flipped classrooms, blended learning in specific areas experiencing green zones, and game-based learning model (Chabibie, M.H., 2020). Among these learning models, during the covid-19 pandemic, SMP Negeri 2 Surakarta teachers usually used a problem-based learning model. This model focuses on the problem-solving process so that students must explore various information to determine their concepts based on teacher direction in the form of questions leading to the achievement of learning objectives.

The syntax in problem-based learning includes (1) providing stimulus, (2) problem identification, (3) data collection, (4) data processing, (5) verification, and (6) drawing conclusions. The implementation using the problem-based learning model at SMP Negeri 2 Surakarta is as follows

1. **Providing stimulus:** Students scrutinized pictures/videos via WhatsApp groups. For example, a video about the tsunami disaster in Indonesia.
2. **Problem identification:** The teacher conveyed several problems related to the video in the form of written notes in the WhatsApp group. Then, students provided written responses to these questions. After that, students were divided into groups and asked to identify problems with the teacher's direction.
3. **Data collection:** Students in groups worked together to find information through collecting as much data as possible about the tsunami disaster, which would later be used for learning materials for writing descriptive texts. After that, students had group discussions in WhatsApp groups. Students were also asked by the teacher to submit evidence of

WhatsApp group discussions in the form of screenshot photos.

4. **Data processing:** After all the data were complete, students in groups wrote an explanatory text related to the tsunami disaster in Indonesia. The assignment results were then collected via email to the teacher. Students in groups were also asked to make a PPT of their work related to the explanatory text.
5. **Verification:** Students presented the group assignment results through WhatsApp groups. Other students provided feedback through questions and suggestions in WhatsApp groups.
6. **Drawing conclusions:** In groups, students made conclusions based on the verification and feedback results from the teacher.

The learning model at SMP Negeri 4 Surakarta, namely the problem-based learning model. The steps in the problem-based learning model are presented as follows.

1. **Providing stimulus:** Students scrutinized pictures/videos through zoom or Google Meet, for example, videos about certain plays.
2. **Problem identification:** The teacher conveyed some problems related to the drama contained in the video with real-life today. Then, the students gave their responses by answering the question. Students were also given the opportunity to ask questions about the drama material. After that, students were divided into groups and asked to identify problems with the teacher's direction.
3. **Data collection:** In groups, students collected data to answer all identification problems formulated with the teacher. Students collected these data to write a new drama script based on the drama they had seen in the video. After that, students had group discussions in WhatsApp groups.
4. **Data processing:** After all the data were complete, students in groups wrote a new drama script in response to the drama they watched before. This assignment's results were collected through Google Classroom.
5. **Verification:** One group played a role based on a drama script via zoom or Google Meet, while other students provided feedback.
6. **Drawing conclusion:** In groups, students made conclusions and reflected on the day's learning.

Learning Assessment on Indonesian Language and Literature Online Learning

Assessment on Indonesian language and literature learning at SMP Negeri 2 Surakarta, during online, teachers often gave students assignments in student worksheets (LKPD). It was in the form of written assignments related to listening, reading, and writing skills aspects because teachers primarily utilized WhatsApp groups, Google Classroom, and an email learning media. However, the learning implementation highlighting speaking skill aspects had never been carried out by the teacher. The assignments were uploaded by the teacher to the WhatsApp group or Google Classroom. Then, the completed assignments were submitted by students to the teacher's email (if learning was with WhatsApp group media) or Google Classroom (if the media used Google Classroom). The teacher also set deadlines for submitting assignments and provided feedback on student assignments. During this pandemic, in every lesson, feedback was undoubtedly given by the teacher to students for them better understand the material given by the teacher.

Teachers also employed Google form to provide multiple choice questions to students to find out their knowledge levels regarding the material given. This multiple-choice question was done by students on the Google form platform. The questions in Google form were more on the student knowledge aspect, whereas writing various texts was included in the student skill aspects. The use of this Google form was helpful for teachers because teachers and students could know the score quickly.

The use of student worksheets and Google form caused the teacher to provide comprehensive assessments to students on aspects of knowledge and skills assessments. Attitude assessment was given by the teacher on student activity when attending online learning, student activity when answering questions, and students' completeness in collecting assignments, either via email or Google Classroom. According to the teachers, through online learning with a problem-based learning model, all assessment aspects, including attitudes, knowledge, and skills assessment, could still be carried out by SMP Negeri 2 Surakarta teachers properly.

At SMP Negeri 4 Surakarta, assessment of attitudes in learning was carried out by the

teacher through assessing student activity when participating in learning, student attendance during learning, punctuality in collecting assignments, and student cooperation in completing assignments. Written skills were collected by students in Google Classroom. This writing skill assessment could be in the form of writing a drama script, writing poetry, writing essays, and so on. Meanwhile, the knowledge aspect utilized Google form. Each basic competency consisted of ten questions, and students worked on the questions in Google form during learning hours. The teacher also assessed students by using a portfolio assessment of writing assignments given to students. Furthermore, learning the Indonesian language and literature at SMP Negeri 4 Surakarta placed more emphasis on writing assessments than speaking skills assessments. Even during the covid-19 pandemic, there was no assessment of speaking skills aspects, such as reading poetry, reciting, speeches, and so on, due to learning media constraints.

Discussion

During pandemic, teachers primarily utilized learning media in the form of WhatsApp groups, email, and Google Classroom. The selection of learning media was carried out considering that the learning constraints during the pandemic were the availability of quotas, signal difficulties, the use of one device by several children in one family for online learning, and many students who did not have an android device. Therefore, the teacher chose to use the WhatsApp group learning media. It aligns with Naroo, Morgan, et al.'s (2020) opinion that most teachers used WhatsApp Groups as an online learning medium in various schools globally.

After many SMP Negeri 2 Surakarta students received the help of android devices from the Surakarta City government, learning media was added with Google Classroom. Related to this, the Surakarta City Government launched 3,000 free gadgets for elementary to high school students in Surakarta in 2020-2021 (Solopos.com, 2020). Based on (Narro, Morgan, Shinda, 2020) research results, Google Classroom is the third online-based learning media most favored by teachers in various parts of the world after WhatsApp and Zoom.

In fact, SMP Negeri 4 Surakarta faced the same learning problems as SMP Negeri 2

Surakarta regarding quotas, signal access, and availability of devices. However, in line with the Surakarta City government's attention to the obstacles experienced by each school while online learning, gadget assistance was provided to underprivileged students so that learning obstacles at SMP Negeri 4 Surakarta could be slightly overcome. SMP Negeri 4 Surakarta used various learning media, including WhatsApp groups, zoom, Google Meet, Google Classroom, radio patska, and so on, so that students got the best learning services, a combination of online without face-to-face and face-to-face. (Giorgi, and Kvavadze, 2020:2) stated that Georgia uses online learning media portal, tv school, microsoft team, zoom, slack, google meet, and edupage. However, according to a study by (Naziah, Maula, Sutisnawati, 2020), online learning without face-to-face through WhatsApp groups caused students to be less clear on learning material. If they wanted to ask about material that had not been understood, they could only read the teacher's comments via WhatsApp so that it was not clear. The obstacle through online learning media without face-to-face caused SMP Negeri 4 Surakarta teachers to use face-to-face online learning media with zoom and Google Meet. The teacher then explained materials directly to students via zoom or Google Meet, and students were allowed to ask questions. In the next learning stage, teachers and students employed Google Classroom or WhatsApp groups. Learning also used Patska radio and Konaka radio to overcome learning obstacles. Even though they could not meet face to face, students could listen to the teacher's explanation and interact directly.

Furthermore, SMP Negeri 2 Surakarta and SMP Negeri 4 Surakarta used learning materials from *Wahana Pengetahuan* learning package book and learning modules made by teachers. Teachers also took advantage of *the Indonesian Language Distance Learning module* and *the Indonesian Language Diagnostic Assessment* module published by the Ministry of Education and Culture. Both these modules could be easily accessed by teachers through the website of the Ministry of Education and Culture of the Republic of Indonesia. Different reference sources then led teachers to have the competence to process learning materials according to the pandemic.

Regarding the learning model, SMP Negeri 2 Surakarta and SMP Negeri 4 Surakarta both applied problem-based learning by presenting

particular problems to students, and students could solve these problems by seeking information from various sources; thus, students could do the learning independently. This diverse source of information caused students to be active in reading even though they were not under the teacher's guidance as in offline classes. Teachers were also active in providing feedback and guidance to students even though learning was online. The learning carried out by the teacher was also TPACK-based, where the teacher did not only utilize technology-based learning media but also used the internet, e-books, and so on as learning materials that students had to learn.

Aside from that, SMP Negeri 2 Surakarta and SMP Negeri 4 Surakarta employed attitude assessment, knowledge assessment, and skills assessment well. Attitude assessment was taken through student activity during online learning, punctuality in collecting assignments, and activeness in asking questions. Some aspects of offline learning assessment were modified according to the online learning needs. The knowledge assessment utilized the Google form application in the form of multiple-choice questions. The questions made by the teacher were generally in the form of HOTS, requiring students to think critically and creatively. Meanwhile, the skills assessment was in the form of writing skills.

Basically, the Indonesian language and literature online learning during the covid-19 pandemic varied for various schools in Indonesia. In this case, the Ministry of Education and Culture, in collaboration with the Ministry of Health and the Ministry of Home Affairs, has compiled a learning guide for the 2020/2021 academic year in the form of the *Rumah Belajar* portal. This learning guide through the *Rumah Belajar* portal needs to be compiled because 94% of students lived in the red, orange, and yellow zones (Chabibie, M.H., 2020, pp. 1–68). Besides, offline learning that turned into online learning requires government guidance and special links for good learning since, if online learning does not have a guide, it has many weaknesses for students, considering that the covid-19 pandemic is not known until when it will end.

The government-owned learning portal *Rumah Belajar* can be accessed at <https://learning.kemdikbud.go.id/> and the TVRI program through the television broadcast *Belajar Dari Rumah*. Both these government programs can be accessed

free of charge by the public. The government has also cooperated with external parties, including the *Kelas Pintar* platform at <https://classpintar.id/>, *Ruang Guru* at <https://schoolonline.ruangguru.com/>, *Sekolahmu* at <https://www.school.mu/unlimited/>, and so on. Each of these platforms has different online schedules according to the school level, so teachers and students need to adjust the schedule to access learning based on classes and subjects.

Rumah Belajar has complete facilities for PAUD, SD, SMP, and SMA learning. *Rumah Belajar* also has applications ranging from learning resources, electronic schoolbooks, question banks, virtual laboratories, cultural maps, and virtual classes. *Belajar Dari Rumah* is also provided by the government for learning since PAUD, SD, SMP, and SMA. In *Belajar Dari Rumah*, the government has added a parenting program for parents. During primetime, children's films and national educational films for children aged 4-13 years will be shown. However, the two platforms provided by the government have not been accessed by teachers at SMP Negeri 2 Surakarta and SMP Negeri 4 Surakarta on the grounds that they have used a large number of government learning resources online and have developed their learning modules. (Ozer, 2020) stated that The Ministry of National Education of Turkey implemented the infrastructure Portal Educational Information Inquarks Network, collaborated with Turkish Radio and Television Corporation, Education Institutions and Vocational Training to produce materials and tools in pandemic.

CONCLUSION

Implementation Indonesian language and literature learning at SMP Negeri 2 Surakarta and SMP Negeri 4 Surakarta has adapted to the students' needs and teacher competence in mastery learning media, including WhatsApp groups, zoom, Google Meet, Google Classroom, radio, youtube, and email. Schools also used various learning media to suit the students' needs especially regarding limitations quotas, signal access, and availability of devices. Therefore, online learning is expected by teachers to improve gradually so that mastery learning media obstacles can be overcome together. In addition, learning materials came from the package book, which has been commonly used in offline

learning, and was equipped with an e-book of the Indonesian Language Distance Learning module and its assessment published by the Ministry of Education and Culture. It revealed a positive value that teachers could adjust TPACK-based learning materials during the covid-19 pandemic

according to government directives. Both schools also applied a problem-based learning model, encouraging students to learn independently in finding learning information from various sources, books, e-books, articles on the internet, and so on under teacher guidance.

REFERENCES

- Anjani, D., Hudaya, A., Abidin, Z. (2020). Efektivitas Pembelajaran Jarak Jauh Era Pandemi Covid-19. *Research and Development Journal of Education*, 2(2), 131–146.
- Anugrahana, A. (2020). Harapan Pembelajaran Daring Selama Pandemi Covid-19 oleh Guru SD. *Jurnal Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(3), 282–289.
- Arsyad, A. (2019). *Media Pembelajaran*. Jakarta: Rajagrafindo Persada.
- Chabibie, M.H., et. al. (2020). Panduan Penerapan Model Pembelajaran Inovatif dalam BDR yang Memanfaatkan Rumah Belajar. Retrieved from Ministry of Education and Culture website: <http://repositori.kemdikbud.go.id/20869/>
- Covid-19.go.id. (2021). Covid-19 Corona Virus Pandemic. Retrieved from <https://covid-19.go.id> website: <https://www.worldometers.info/coronavirus>
- Covid19.go.id. (2021). Penambahan Kasus Perkotaan Dominasi Jumlah Penderita Covid-19 Nasional.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design*. New York: Sage.
- Dewi, W. A. F. (2020). Dampak Covid-19 dalam Implementasi Pembelajaran Daring di Sekolah Dasar. *Journal Edukatif*, 2(1), 55–61.
- Giorgi, B. and Kvavadze, D. (2020). Transition to Online Education in Schools during A SARS-CoV-2 Coronavirus (Covid-19) Pandemic in Georgia. *Pedagogical Research*, 5(4), 1–9. <https://doi.org/https://doi.org/10.29333/pr/7937>
- Horton, K and Horton, W. (2013). *E-Learning Tools and Technologies*. Indiana: Wiley Publisher.
- Ionesco, C.A., Paschia, L., Nicolau, N. (2020). Sustainability Analysis of The E-Learning Education System During Pandemic Period Covid-19 in Romania. *MDPI Journal*, 12(21), 15–30. <https://doi.org/https://doi.org/10.3390/5412219030>
- Jamaludin, D., Ratnaningsih, T., Gunawan, H., P. (2020). *Pembelajaran Daring Masa Pandemi Covid-19 pada Calon Guru: Hambatan, Solusi, dan Proyeksi*. Bandung.
- Kemdikbud. *Surat Edaran: Pencegahan Penyebaran Covid-19 dalam Pendidikan dengan Mengadakan Pendidikan Jarak Jauh dan Peserta Didik Belajar dari Rumah*. , (2020).
- Miles, M., Hubermann, M. (2014). *Qualitative Data Analysis*. London: Sage.
- Narro, S.A., Morgan, P.B., Shinda, L., E. al. (2020). The Impact of Covid-19 on Global Contact Lens Education. *Journal of Optometry*, 30(40), 1–9. <https://doi.org/https://doi.org/10.1016/j.optom.2020.11.002>
- Naziah, S.T., Maula, L.H., Sutisnawati, A. (2020). Analisis Keaktifan Belajar Siswa Selama Pembelajaran Daring pada Masa Covid-19 di Sekolah Dasar. *Journal JPSD*, 7(2), 12–27. <https://doi.org/https://dx.doi.org/10.26555/jpsd>
- Ozer, M. (2020). Educational Policy Actions by The Ministry of National Education in The Times of Covid-19 Pandemic in Turkey. *Kastamanu Egitim Dergesi Journal*, 28(3), 1124–1129. <https://doi.org/https://doi.org/10.24106/kefdergi.72228>
- Putria, H., Maula, L.H., U. (2020). Analisis Proses Pembelajaran dalam Jaringan Masa Pandemi Covid-19 pada Guru Sekolah Dasar. *Jurnal Basicedu*, 4(4), 861–872.
- Rahman, T. (2020). Pembelajaran Daring di Era Covid-19. *Jurnal Dinamika*, 1(3), 10–20.
- Rusman. (2019). *Model-Model Pembelajaran*. Jakarta: Rajagrafindo Persada.
- Sadiman, A.S., Raharjo, R., Haryono, A. (2012). *Media Pendidikan*. Jakarta: Rajagrafindo Persada.
- Sofyana, L and Rozak, A. (2019). Pembelajaran Daring Kombinasi Berbasis WhatsApp pada Kelas Karyawan Prodi Teknik Informatika Universitas PGRI Madiun. *Journal Janapati*, 8(1), 81–86.
- Solopos.com. (2020). Pemerintah Solo Menyalurkan Bantuan 100 Handphone untuk PJJ Ini Kriteria Penerimaannya. Retrieved from Solopos.com website: <https://www.solopos.com/pemkot-solo-salurkan-bantuan-100-handphone-kepada-pelajar-untuk-pjj-ini-kriteria-penerimaannya-1078429>
- Solopos.com. (2021). Update Kasus Covid-19 Solo Tambah 402 Orang 9 Pasien Sembuh. Retrieved from Solopos.com website: <https://www.solopos.com/update-covid-19-solo-positif-tambah-402-orang-9-paisen-semuh-1081610>
- Surakarta.go.id. (2021). Update Jumlah Kasus Positif Penderita Covid-19 di Surakarta. Retrieved from Surakarta.go.id website: <https://surakarta.go.id/?>

page_id=10806

Sutisnawati, A., Maula, H. (2020). Keaktifan Belajar Siswa Selama Pembelajaran Daring pada Masa Covid-19 di SD. *Jurnal JPSD*, 7(2), 109–120.

Winter, E., Costello, A, et. al. (2021). Teachers' Use The Technology and The Impact of Covid-19. *Journal of Irish Education Studies*, 1(5), 1–13.

<https://doi.org/https://doi.org/10.1080/03323315.2021.1916559>.

Wulandari, I.G.A., Agustina, G. N. S. (2020). Dramatik Pembelajaran Daring pada Masa Pandemi Covid-19 (Studi pada Persepsi Mahasiswa PGSD Undiksha. *Jurnal Mimbar PGSD Undiksha*, 8(3), 515–526.