Reading Non-Literary Text Distance Learning at Junior High School Level

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Abstract

This study aimed to describe the design, tools, methods, media, teaching materials, and assessments of reading non-literary text distance learning at junior high school level. The design of this study is qualitative descriptive. The sources of data in this study are Indonesian language teachers, junior high school students, and learning documents. The data in this study are documents of distance learning planning and implementation. The data collection techniques used were observations, interviews, and documentations. Some of the results of this study are: reading non-literary text distance learning was designed in combination and offline form; teacher have made a complete reading non-literary text distance learning lesson plan; the distance learning method used consists of lectures, discussions, and recitations. Permanent teaching materials used in this study were the Indonesian language textbooks for grade VII and VIII published by the Ministry of Education and Culture; the assessment used in reading non-literary text distance learning was a test conducted by using the Google Forms media. Based on the results of the study, PJJ is implemented in a varied way both in terms of planning, implementation and evaluation. All elements of PJJ implementation must improve the quality of PJJ itself. In addition, the use of online and offline learning designs by teachers must be balanced. This interactive, interesting, and innovative learning can successfully happen if all parties work together optimally.

Keywords: PJJ, Reading, Non-Literary Text, Design

1. Introduction

The Covid-19 pandemic affects almost all aspects of life, including the aspect of education. Protection of children and educational facilities is an important part of preventing the spread of Covid-19 (Jena, 2020; Zhang et al., 2020). More than 60 countries in Africa, Asia, Europe, North America, and South America have temporarily closed schools and universities (Alea et al., 2020; Churiyah et al., 2020). The government issued a study-from-home policy. Teachers and students suddenly switched from face-to-face learning to online learning (Churiyah et al., 2020; Wahyono et al., 2020). The Ministry of Education and Culture issued a Study from Home (BDR-Belajar dari Rumah) circular letter along with BDR Implementation Guidelines during the Covid-19 emergency response period (Churiyah et al., 2020). Based on this circular letter, the Study from Home program is divided into two types, namely online learning and offline learning (Tohar, 2020; Trisnadewi & Muliani, 2020).

The study from home program through distance learning is applied to all levels of education and all subjects, including Indonesian language. Indonesian language learning in the Curriculum of 2013 is structured based on text or genre. In general, texts presented consist of fiction and non-fiction (Yuniar & Zuchdi, 2018). In terms of skill content, Indonesian language learning accommodates four language skills, namely listening, speaking, reading, and writing. Reading is a skill that everyone must have. The development of science and technology is obtained through reading activities (Wigfield et al., 2016). However, the survey result score from the Program for International Student Assessment (PISA) on the reading ability of Indonesian children is still low. The reading ability score of Indonesian students in the 2018 PISA is 371. Indonesia is ranked 72 out of 78 countries. The average reading score of all countries is 487, meaning that the score obtained by Indonesia is still below the

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average score (Hewi & Shaleh, 2020; Schleicher, 2018). The results of the PISA survey show that the quality of Indonesian education has not met international standards (Hewi & Shaleh, 2020; Pratiwi, 2019; Tahmidaten & Krismanto, 2020). Based on these results, it is known that students have difficulty understanding long texts comprehensively, understanding abstract concepts in the text, distinguishing facts and opinions, and understanding implicit information. Therefore, reading lesson in schools needs special attention from the teacher, especially during the distance learning. Since the implementation of the Study from Home program in the form of distance learning, the Ministry of Education and Culture noted that 54% of schools in Indonesia have implemented the program (Zaharah et al., 2020). However, the readiness of schools, teachers, students, and other educational elements in organizing distance learning is still questionable. Facts in the field show that teachers still have difficulties in choosing platforms as the learning tools. Students feel burdened with distance learning, hence causing psychological disorders. Parents also find difficulties accompanying their children during the process.

The distance learning activities will not run optimally if the learning components and tools are not properly prepared (Churiyah et al., 2020). A study on the management of PJJ shows that the development of various PJJ models affects students' enthusiasm and effectiveness in learning (Hariyani, 2020). Moreover, the development of this PJJ model must refer to the components and tools of distance learning. In general, the components and tools of distance learning are almost the same as face-to-face learning. Learning needs to be prepared starting from preparation, implementation, and evaluation (Chang et al., 2020; Churiyah et al., 2020). The use of media, applications, and educational platforms needs to be considered for the distance learning. This is because not all educational media, applications, and platforms can be used in the process. The selection of media, applications, and educational platforms must be adjusted to the learning materials, characteristics, and students' needs (Churiyah et al., 2020; Hsieh & Tsai, 2017). Thus, it can be said that planning is very important to do to ensure the quality of the distance learning process at school.

The planning of learning process must be developed carefully and systematically. However, planning for distance learning is often not done in an emergency or urgent situation. Distance learning can be developed with several design options. The design is supported by learning tools and components. An important tool in learning is lesson plan (RPP-Rencana Pelaksanaan Pembelajaran). Lesson plan is a plan of learning activities for one or more meetings. It is developed based on the syllabus that directs student learning activities to achieve Basic Competences (KD-Kompetensi Dasar) (Regulation of the Ministry of Education and Culture No. 65, 2013). In addition, there are also various supporting components. Each component is an independent part but is interrelated and influences the results to be achieved in learning (Hamdani, 2011; Pane, 2017; Sanjaya, 2013). The components in learning consist of objectives, teacher, students, materials, methods, media, and assessment. Here are some of these components: learning materials, learning methods, learning media, and assessment (Pane, 2017).

Based on the description above, the problem of Indonesian language distance learning for non-literary text reading skills must be resolved immediately. In addition, teachers must also evaluate the planning and implementation process of distance learning as reflection. Therefore, it is necessary to analyze the implementation of reading non-literary text distance learning at junior high school level to unravel the problem. This study aimed to analyze reading non-literary text distance learning at junior high school level which is described based on the design, learning tools, and learning components. The object of this research is the planning, implementation, and assessment of non-literary text PJJ in schools.

2. Method

The type of this study is qualitative because it produced descriptive data in the form of written or spoken words from the people being observed (Sevilla & Uriarte, 2001). The study was conducted in several junior high schools in Sleman Regency, Special Region of

Yogyakarta. The sources of data in this study are Indonesian language teachers, grade VII students, grade VIII students, and lesson plan documents at 4 Depok Junior High School, 3 Godean Junior High School, 2 Ngemplak Junior High School, 2 Kalasan Junior High School, Muhammadiyah 1 Depok Junior High School, and Piri Ngaglik Junior High School. The data in this study are in the form of lesson plan and implementation of reading non-literary text distance learning in the mentioned schools. Data collection techniques used were observation, interview, and documentation. Data analysis technique used was the analysis model which consists of data reduction, data presentation, and drawing conclusions (Milles & Huberman, 1992).

3. Result and Discussion

Results
The research results can be seen in the Table 1.

Table 1. The Research Results

Researched Aspect	The Research Result
Learning Design	
PJJ Implementation	The implementation of PJJ is designed offline and in combination. Most of the schools (67%) carry out PJJ offline. There are four schools that design PJJ offline and two schools in combination.
PJJ Form	The form of PJJ in the two schools which is designed in combination is blended learning. The other four schools designed for offline have the form of PJJ self-studying.
Students Activities in Learning	Student activities in schools that have a combined design and take the form of blended learning are listening / reading / doing. solve problems, explore learning resources, and collaborate with friends. On the other hand, students' activities in schools that have offline designs and are in the form of self-studying are limited to listening / reading / doing something.
Learning Tools	
RPP	RPP specifically for PJJ, but each school has a different format. The lesson plans that have been made have met the basic competency aspects, objectives, activities, learning resources, models, media, and assessments.
Learning Component	
Methods	The methods used in PJJ are lectures, discussions, and recitations. The recitation method is most often used in PJJ.
Media	The learning media used are Whatss App, Google Meet, Sway, Google Classroom, Google Form, Video, Zoom Meet, and Power Point.
Teaching Materials	Indonesian language textbook published by the Ministry of Education and Culture.
Assessment	Daily assessments, daily tests, mid-semester assessments (PTS), final semester assessments (PAS), and structured assignments. Assessments are conducted online with the help of media such as Google Forms, Zoho Challenge, Quizizz, Mentimeter, and Microsoft 365.

Discussion
Learning Design

The Ministry of Education and Culture issued a Study from Home (BDR-Belajar dari Rumah) circular letter along with BDR Implementation Guidelines during the Covid-19 emergency response period (Ahmad, 2020; Churiyah et al., 2020; Saragih & Ansi, 2020). Based on this circular letter, the Study from Home program is implemented with distance learning (PJJ-Pembelajaran Jarak Jauh). PJJ is divided into two types of approaches, namely online learning and offline learning. Online learning is done interactively, for example by using Zoom Meeting or Google Meet to conduct a class with students. On the other hand, offline learning makes more use of student and teacher handbooks, and access to television and radio. Interactions between students and teacher tend to be minimal. However, the community and even educators mix the two PJJ approaches. PJJ is often said to be the online learning while face-to-face learning is said to be the offline learning.

Based of the results, most schools carry out the PJJ offline. Based on the results of observations and interviews, there are four schools that carry out offline learning. This learning takes advantage of textbooks, worksheets, or learning videos accessed on YouTube.These learning activities are considered offline learning activities. The offline learning process can be carried out by using books, videos, modules, and teaching materials from the surrounding environment, television, and radio. The learning and assignment submission time are agreed upon with the students. In addition to these four schools, there are two schools that implement a combination of online and offline distance learning. The following are the outlines of PJJ activities designed based on a combination of online and offline. The learning activities carried out in the two schools include combined learning activities. Online learning activities are carried out by the teacher via teleconference. This teleconference is used by the teacher to explain materials, give assignments, as well as provide feedback on student performance. Thus, students can experience learning activities such as face-to-face learning even though it is done virtually. The offline activity from this combination is giving students assignments to explore the materials and do assignments independently or in groups.

Online, offline, and combination type learning must be chosen based on the circumtances of students, teacher, and the supporting capacities of PJJ implementation. However, the government recommends online and combined learning first. Both learning activites are considered to be more interactive and effective in gaining students' interest in learning. The interaction between teacher and students tends to be more intense, even though the teacher only acts as a facilitator. If there are obstacles related to devices, credits, and the internet, teachers can use the offline learning type. Based on this description, it can be concluded that the BDR program implemented in schools is dominated by offline learning forms. The interaction between students and teacher is still relatively minimal and learning seems to be assignment-oriented.

This study also reviewed the PJJ design based on the form elements and student activities in learning. The forms of PJJ used are blended learning and self studying. PJJ which is implemented in a combination type tends to use the form of blended learning, such as School A and School B. The reason is that the teacher combines the virtual Zoom Meeting or Google Meet meetings with materials reinforcement through structured assignments. Based on observation results, procedure text learning activities at School A began with a quiz (pre-materials) through Zoom Meeting. The students have been informed about the quiz so that they have read materials from various sources. The teacher gave several questions to students. The questions asked were related to the definition, characteristics, type, structure, and linguistic elements of a procedure text. Students competed to answer questions raised by the teacher. Students who answered correctly were given extra score by the teacher. The teacher also gave a brief review when students successfully answered the questions asked. The second to the seventh meeting were conducted by the teacher in combination form as well. The lesson began with an explanation of the task through Zoom Meeting for 20-30 minutes. The teacher had uploaded the assignment in Google Classroom so that the students can download the assignment

described. Furthermore, students were invited to work on the assignments and upload their works to Google Classroom. The teacher added some activities at the fifth to seventh meeting. The students were given the freedom to consult about making procedure texts independently. The teacher provided the students guidance through personal WhatsApp messages. The teacher checked the activeness of the students during consultation periodically so that at the end of the lesson all students have compiled the procedure text. Students did daily examination via Google Form at the eighth meeting.

The description of learning activities in School A shows that the implementation of combination type PJJ is closely related to the form of blended learning. Blended learning includes four definitions, namely: a combination of technology to achieve learning objectives; a combination of learning theories such as constructivism, behaviorism, and cognitivism to produce optimal educational output without or with technology; a combination of various forms of learning, face-to-face, online, training, and independently; a combination of learning methods and media that are linked to the actual needs of students (Hrastinski, 2019; Oliver & Trigwell, 2005; Thai et al., 2017). The four definitions have been accommodated in learning activities at School A. Beside using various platforms for learning, School A also uses several learning theories to achieve learning objectives. This has an impact on various student learning activities. Student activities at School A and School B accommodate students' skills in listening, reading, doing assignments, solving problems, exploring learning resources, and collaborating with friends. The four forms of student activity can be done well.

The second form of PJJ that is widely used by schools is self studying. PJJ that is carried out offline tends to use a form of self-studying, such as School C, D, E, and F. Based on the observation results, learning activities are limited to watching videos or reading material in textbooks, doing assignments, and collecting assignments. The activities in each meeting repeat like this. Thus, the form of learning rests on self-studying, where students can choose what to study, how to study, when to study, and how long to study. Students have freedom when carrying out online learning. The interaction between teachers and students is minimal (Tullis & Benjamin, 2011). Student activities in learning also tend to listen, read, and do assignments. Based on this description, it can be concluded that the implementation of PJJ in combination using the blended learning form can accommodate various student activities in learning. On the other hand, offline learning uses a form of self-studying and accommodates student activities in listening, reading, and doing assignments.

Learning Tools

The implementation of PJJ during the Covid-19 pandemic also requires teachers to make lesson plans that match the students' interests and condition. The preparation of this lesson plan applies both to online, offline, and combination type learning. Based on the results of the study, the teachers in the six schools had made non-literary text distance learning lesson plans. Even though they used different formats, the lesson plans that have been made have included complete planning aspects, namely basic competencies, learning objectives, learning activities, learning resources, learning models and media, and assessments. Although the implementation of PJJ is classified as an educational effort in an emergency situation, the lesson plans that have been prepared include planning for various important components in learning (Hamdani, 2011; Pane, 2017; Sanjaya, 2013).

Learning Components

PJJ methods of reading non-literary text used are lecture, discussion, and recitation. The recitation method occupies the highest percentage. This means that this method is mostly used in the six schools. Several methods that can be used in PJJ, namely lecture, discussion, demonstration, recitation, problem solving, discovery, and inquiry (Trisnadewi & Muliani, 2020). The results of observations and interviews showed that the lecture, discussion, and recitation methods were used by School A which applied a combination type learning design with a form of blended learning. Although having the same PJJ design as School A, School B only used two methods, namely discussion and recitation. This difference was caused by the intensity of the teleconference conducted by the teacher. This was

because School B conducted the teleconference 2-3 times, while School A conducted the teleconference in every meeting. School C and D which used offline learning design with self-studying applied the discussion and recitation methods. This is different from School E and F which only used the recitation method. The teacher provided materials in the form of texts or learning videos. The teacher gave certain tasks and the students worked on them. The tasks were then being the teacher's responsibility to take care of. This method requires students to make summaries, reviews, or solve problems on their own ability (Fatria & Nasution, 2020; Trisnadewi & Muliani, 2020).

Apart from choosing the right method, PJJ also needs interactive and effective learning media. The most used media are Google Classroom, Google Forms, and WhatsApp. Based on the results of study, google products are widely used in PJJ, especially for Google Classroom and Google Form. The six schools also utilize these two applications. Google Classroom is usually used to begin the class, check student attendance, deliver learning materials, discuss the materials being studied, and as a place to collect assignments. Google Forms are often used to do exercises and student daily assessments. Google Classroom is a virtual class that is formed like a physical class. This product service is integrated with Google Docs, Google Drive, and Google Forms. This service is obtained by users easily and freely (Sudarsana et al., 2019). PJJ activities can be accommodated through Google Classroom and Google Forms. Both of these services offer functions to teach (post), create questions, assignments, and announcements. Even Google Classroom also provides multimedia services (video streaming) to help student understand the lesson (Hidayat & Sudibyo, 2018; Sudarsana, 2020). Google Classroom can facilitate learning with blended learning and flipped learning models. In addition, this service is open-source, mobile friendly, easy to use, time-saving, flexible, cloud-based, and paperless (Bhat et al., 2018; Sudarsana et al., 2019).

Another media that is widely used is the WhatsApp (WA) Group Chat. Based on the results of the study, the six schools have WhatsApp Group Chat which is used in the non-literary text learning process. There are two types of group use, namely a group for the class coordination and for the learning process. Some teachers only use the messaging groups to remind the students to join learning in other media, for example Zoom Meeting or Google Classroom. However, there are also teachers who use the messaging groups to deliver learning materials, for example having discussions or sharing materials through them. WA is the choice of teachers and students in learning because it does not require a lot of internet data consumption like other applications (Saragih & Ansi, 2020). In addition, the WA groups can be used as a medium for delivering and discussing learning materials. WA's main features consist of sending and receiving various media messages: texts, images, videos, documents, location, voice audios, and video calls (Rahmadi, 2020). However, the use of WA in learning needs to be well prepared. Therefore, the habit of teachers who simply distribute materials without inviting student discussion must be eliminated. Learning activities using WA must be designed with the activeness and desire of student collaboration as considerations.

Apart from the three media above, other media used are Google Meet, Zoom Meeting, video, Microsoft Sway, and PowerPoint (PPt). Based on the results of the study, Google Meet and Zoom Meeting are used by schools that implement combination type learning, while video, Microsoft Sway, and PowerPoint are used by schools that implement offline learning. Google Meet and Zoom Meeting are used by teachers and students to actively interact in learning. Both of these services are used by the teacher to organize quizzes, explain materials and assignments, and discuss exercises that have been done by students. The use of teleconference helps the implementation of learning. Teleconference can help implement online learning by providing a space for teacher and student to interact anywhere and anytime. Teachers can use Google Meet and Zoom Meeting to construct online classrooms, interact with students, upload materials in the form of worksheets and handouts, create online meetings with other teachers, share learning resources, give instruction to students, organize presentations with students and in real time, as well as provide feedbacks to students on their presentations (Singh et al., 2020). Video, Microsoft

Sway, and PPT are used by schools that apply the offline learning design. Usually these three media are used by teachers to distribute learning materials to their students. Based on the results of the study, the use of video has a positive influence on student understanding (Sari, 2018; Tarida & Indriyani., 2020). Teachers also use Sway and PPT to distribute learning materials. Sway and PPT become media that are easy to use by students. In addition, the use of Sway, PPt, and video is also considered more economical than video conference. Thus, video, Sway, and PPt are great alternatives for offline learning.

Learning components that need to be considered are the teaching materials. Teaching materials are all forms of material used by teachers or instructors in carrying out teaching and learning activities. Teaching materials are all materials (information, aids, texts) that are arranged systematically and adjusted to the curriculum to achieve certain competency standards and basic competencies (Arsanti, 2018; Lestari et al., 2018; Prastowo, 2014; Suarman et al., 2018). Based on the results of the study, the teaching materials used by the teacher were Indonesian language textbooks for grade VII and VIII from the Ministry of Education and Culture. The materials from these learning resources were presented by the teacher in the form of video, Sway, or PPt. So far, there are no specific teaching materials used for PJJ. Thus, it can be concluded that PJJ teaching materials are the same as face-to-face teaching material.

Based on the results of the study, the assessment used in reading non-literary text distance learning is a test using Google Forms media. The assessments held are daily assessments, daily tests, PTS, and PAS. In addition, the assessment is also carried out with structured assignments. Google Forms-based learning assessment is an excellent alternative because it has the advantages of being effective, efficient, and attractive (Sahlani & Agung, 2020). However, there are still several other media that can be used for PJJ assessments, namely Google Forms, Zoho Challenge, Quizizz, Mentimeter, and Microsoft 365 (Sahlani & Agung, 2020; Sholihah & Handayani, 2020). Several assessment models that can be applied during the PJJ period, namely online-based tests, portfolios, and self-assessments (Ahmad, 2020). Based on these recommendations, the six new schools utilized online-based tests in the form of subjective test (description) and objective test (multiple choice). In other words, teachers need to maximize the potential for portfolio-based assessments and self-assessments.

4. Conclusions and Suggestions

PJJ is implemented in a variety of ways in terms of planning, implementation and evaluation. PJJ has'nt been implemented in accordance with central government instructions. Facts on the ground show that the PJJ design in schools is dominated by the offline type. This design makes student learning activities limited to reading, listening, and completing assignments. This design has an impact on the learning components used. The recitation learning method is mostly used during PJJ implementation. This then forms the opinion that PJJ is burdensome for students with many tasks, PJJ makes students stress, and PJJ is very boring. In fact, seen from the use of the media, actually teachers and students have used various types of media that are considered easy and can accommodate learning needs. Teaching and assessment materials also meet the minimum standards for learning. All elements of PJJ implementation must improve the quality of PJJ itself. Teachers must work together with parents so that students' learning needs can be accommodated properly. In addition, the use of online and offline learning designs by teachers must be balanced. By all means, this must be considered based on the needs and conditions of students. Innovations in terms of methods, media, teaching materials, and assessments must always be carried out to minimize student boredom. This interactive, interesting, and innovative learning can successfully happen if all parties work together optimally.

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