STUDENTS' RESPONSES TOWARDS E-LEARNING SCHOOLOGY CONTENT ON CREATIVE WRITING LEARNING DURING THE COVID-19 PANDEMIC

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Abstract: The era of the COVID-19 pandemic brought major changes in the world of education, not only in Indonesia, but in the world. Almost all countries feel the same way. The learning system has switched from an offline/face-to-face to an online system. This world disaster has made many new applications appear or the famous applications that support online learning. One of them is Indonesian learning which requires learning technology, especially writing skills; creative writing. Writing skills in high school are needed. There are many types of creative writing that must be mastered by students, such as writing biographies, writing short stories, writing poetry, and so on. Moreover, in the 2013 curriculum, Indonesian language learning is text-based which directs students to be able to produce text-based writings. The purpose of this study was to determine the practicality of the content of E-Learning Schoology in learning creative writing in high schools in Palembang city in terms of teachers. This research is research and development research. The object of research is the 10th grade Indonesian at SMA Palembang. The method used is the Delpi method. Data collection techniques are questionnaires and FGDs. Data were analyzed quantitatively and qualitatively. Based on the results of research and discussion, it can be concluded as follows. First, the E-Learning Schoology content for creative writing learning has been practically used based on the small group test which was participated by 10 students. This practicality can be seen from the assessments given by students on aspects of material, language, content presentation, and E-Learning which show a very decent value. Mean value which was above 4.25. Second, the students stated that the content developed has advantages such as, interesting, motivating, complete material, easy to use, inspiring, provides many learning experiences, the language is easy to understand, the features used are interesting and make it easier to learn. Third, this content has weaknesses, but these weaknesses occured because of the lack of understanding of students in operating this e-learning.
Keywords: *e-learning; schoology; creative writing.*

INTRODUCTION

The era of the COVID-19 pandemic brought major changes in the world of education, not only in Indonesia, but in the world. Almost all countries feel the same way. The learning system has shifted from an offline/face-to-face to an online system. The Covid 19 pandemic started a digital transformation in the world of education (Adedoyin and Soykan, 2021). This transition is a way so that the education sector is not disrupted. Online learning that was previously rejected is now like a god of help in the world of education. According to Dhwan (2020), this world disaster helps in showing the positive impact of online teaching and learning. This system is able to make the world of education exist in the midst of the crisis due to the corona virus. In this situation, this system is able to protect and save the academic community and society. This

is a positive impact of technological advances in education which have developed rapidly although some do not yet have the ability to apply. However, this short-term change in the future will become permanent due to the rapid development of technology (Yang, 2020).

In Indonesia, the transition of the learning system is regulated by the government based on the Circular of the Minister of Education No. 4 of 2020 which contains the learning process carried out from home which means online learning/in distance learning. This is carried out to provide a meaningful learning experience for students without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. In order to get maximum results, the government issued guidelines for the implementation of online learning for students from elementary schools to universities. This is a form of government concern for the world of education. However, there are various obstacles from learning, including: (1) many teachers are not yet skilled in online learning implementation, (2) limited internet access, (3) lack of educators-students interaction, (4) differences in material understanding, (5) supervision during the learning process is lacking, (6) limited facilities for students and teachers, (7) students are less serious in learning, (8) lack of material understanding, (9) economic limitations, and others (Dwi and Sarjito, 2021; Asmuni ,2020; Dhawan, 2021). This situation is normal. The obstacles that arise are actually both an opportunity and a challenge for teachers and researchers to find effective solutions to this situation.

Teachers are required to be flexible and adaptable in dealing with unexpected situations and have multidisciplinary skills during the COVID-19 pandemic (Yang, 2020; Kalloo, Mitchell, and Kamaloedeen, 2020). Educators must be technology literate. They must be able and creative in providing media in order to achieve a successful learning. Supportive online learning media is very much needed at this situation. That is why professional teachers are required to be professional to deal with all current issues and be able to demonstrate their ability to overcome the existed problems (Nurgraha & Mauliada, 2021; Lokita, Utami, & Prestridge, 2018). However, technology cannot make online learning successful without the help of other aspects. So, here, digitally confident teachers are essential for successful learning (Hog, 2021).

This world disaster has made a lot of new and famous applications appear in supporting online learning. In fact, there are also many website providers, ranging from paid to free ones. For example Zoom meeting, Google meeting, Moodle, etmodo, scholoogy, and others. These website or application is indeed very helpful in achieving learning goals, especially in the pandemic era that has lasted almost two years. There are quite a number of studies examining the reliability of this learning technology, both before the pandemic and now. There have been many studies exploring how technology frames professional learning for students and teachers (Murray and Kidd, 2016). In more depth, various studies on language learning have also proven the superiority of learning technology. Such as the use of Moodle, YouTube, Website, Etmodo, and Multimedia in language skills learning (Oktarina, 2018; Fay & Matias, 2019; Ramadhan, S., Sukma, E., & Indriyani, 2019; Nispi, Subadiyono, & Oktarina, 2021) .

One of them is Indonesian learning which requires learning technology, especially writing skills, especially creative writing. In this study, writing skills in high school are needed. There are many types of creative writing that must be mastered by students, such as writing biographies, short stories, poetry, and so on. Moreover, in the 2013 curriculum, Indonesian language learning is text-based which directs students to be able to produce text-based writings. But in reality, the creative writing ability of students in high school is still weak. Several studies have stated that high school students have not been able to write creatively optimally and they are less motivated in the learning process.

If you review various previous studies, it is known that the application of learning technology in writing skills is developed or used in the form of separate components or not many use the latest learning technology (see Wicaksono, Roekhan, & Hasanah, 2018; Hudhana & Sulaeman, 2019; Afifah , 2021; Hadi & Eviyanti, 2021). Even though in the era of the COVID-19 pandemic which the learning is conducted online, complete learning media are still needed to help students with generation Z characters in learning.

This research is a continuation of the research in 2020. In previous research, a prototype of E-Learning Schoology content has been produced. To find out the practicality of this content, it is

necessary to do a user or small group test. This aims to see the practicality of the E-Learning Schoology content reviewed by students. This research is expected to be useful for teachers and students to improve their creative writing skills.

METHOD
This research is part of research and development using a mixed approach (qualitative and quantitative). The research subjects were 11 respondents consisting of 10 students and 1 teacher at SMU South Sumatra in Palembang. Data were collected through questionnaires and focus group discussions (FGD) and analyzed using qualitative and quantitative data analysis techniques.

RESULTS AND DISCUSSION
Results
E-Learning Schoology Content Creative Writing Learning is designed based on needs analysis (Ernalida, Oktarina, and Turama, 2021). The characteristics of the content of the E-Learning Schoology for creative writing learning developed are as follows.

First meeting. (1) Material content: learning video writing poetry part 1. (2) Sample content and learning resources: a teacher's blog containing examples of poetry. (3) Assignment content: multiple choice questions using the Kahoot application, so students are triggered by time to work on them. In addition to maintaining student integrity, students are like playing a game while working on these questions.

Second meeting. (1) Material content: video learning steps to write poetry. (2) Sample content and learning resources: examples of poetry on the teacher's blog, learning resources in the form of audio Podcasts made by the researcher, and provided learning resources for doing assignments in the form of Word Rima links, a blog to find rhyme words easily by simply typing the word to be searched the rhyme. (3) Assignment content: students are provided with the Coggle application to make mind mapping online, easy, and same in the term of variety so that each student does not differ in form or application.

Third meeting. (1) Material content: learning videos for writing and post-writing poetry. Learning videos were made using the Canva application for video background design, editing using the Kinemaster application, teaching videos were taken by the researchers themselves. (2) Sample content and learning resources: students are provided with learning resource facilities in the form of an electronic book of Diction which is made by the researcher himself using KBBI sources. This book serves to help students in finding dictions that are not commonly used and beautiful dictions for their poetry writing assignments. The e-book is created using the 3D Pageflip Professional application which can include book audio. The background of the book and cover were made by researchers using the Canva application to make it not monotonous and more interesting. (3) Assignment content: students write poetry and submit it in the Schoology space, this makes use of the application space. To find out the practicality of the content of E-Learning Schoology, a small-scale trial was conducted. This trial was conducted in one class consisting of 10 students. The results of this practicality test are as follows.

Material aspect
The material in the E-Learning Schoology content learning creative writing in high school is a very important thing. The material that is arranged optimally will become arranged learning objectives with satisfactory results. This content is developed with various sources and media. It aims to be able to transfer knowledge to students. After being tested in a small group test, the perceptions of students and teachers can be seen in the table below.

Table 1. *The* perceptions of students and teachers

No	Statement	Score Student	
		N	**K**
1	Suitability of the material with the objective	4.40	SL
2	Completeness of material content	4.30	SL
3	The truth of the substance of material	4.30	SL
4	Clarity of the described material	4.30	SS
5	Suitability of the material content with the norm	4.40	SL
6.	Fostering students' interaction	4.40	SL

Mean score	4.35	SL

Based on the table above, it is known that all students perceive that the material developed in the content of E-Learning Schoology creative writing is very feasible with the mean value of all items is 4.3 with a very decent category. In detail, the students in perceiving as follows. First, they argue that the material developed in this content is very suitable to be used because there is a match between the material and the objectives. They gave a score of 4.40 which is a very decent category. Second, the completeness of the material in this content is considered very decent with a mean value of 4.30. Third, in terms of the substance of the material, the mean score given by the students was 4.30 with a very decent category. Fourth, the clarity of the material described is considered very feasible with mean value of 4.30. Fifth, the students in the small group test agreed that there was a suitability of the content of the material with the values with mean value of 4.40, the category was very feasible. Sixth, the students thought that this content was able to foster student interaction with a mean score of 4.40, very feasible.

Language aspect

The language aspect also has an important role in the development of content for creative writing learning. With good and correct use of language, the information to be conveyed can be well received. In addition, the language used in this content must comply with the applicable Indonesian language rules. The following describes the results of student assessment on aspects of language use.

Table 2. *The results of students' assessment on aspects of language use*

No.	Statement	Score Student	
		S	**K**
1	Text readability in multimedia	4.40	SL
2	Clarity of information	4.40	SL
3	The completeness of information	4.10	L
4	Suitability with the Indonesian language rule	4.30	SL
5	The accuracy of using language effectively and efficiently	4.30	SL
	Mean	4.30	SL

Based on the table above, it is known that the students in the small group test assessed that the creative writing content in E-Learning Schoology was very feasible with the 4.30 category. For clarity, the following is described. First, the readability of the text in this multimedia content is considered very decent with a mean value of 4.40. Second, the clarity of information is also considered very decent with a mean value of 4.40. Third, the students considered that this content provided very appropriate information for learning creative writing. Fourth, the use of Indonesian language rules in this content is considered very feasible with a score of 4.30. Fifth, this content uses language effectively and efficiently with a mean value of 4.30, very decent categories.

Aspects of e-learning schoology content presentation

The aspect of presenting E-Learning Schoology content is very important in this research. This research develops this content for creative writing learning, which is writing poetry. After going through several stages in R & D research, this content prototype was tested in small groups to find out the practicality of its use for students. The report can be seen in the table below.

Table 3. *Report of statement*

No.	Statement	Score Student	
		S	**K**
1	Suitability of the order of presentation of the material in the e-learning content	4.40	SL
2	E-learning content is able to provide students' learning motivation	4.20	SL
3	E-learning content can improve students' understanding.	4.50	SL

4	E-learning content can increase students' atterativeness.	4.20	SL
5	The accuracy of of font size and its type.	4.10	L
6	Creativity and innovation of learning content.	4.20	SL
7	E-learning content documentation is clear	3.80	L
8	There is a continuity of display	4.20	SL
9	Suitability with students' characteristics.	4.20	SL
10	Ease of media operation.	4.40	SL
11	Text quality is clearly visible.	4.40	SL
12	Audio can be listened well.	4.40	SL
13	Video can run smoothly	4.30	SL
14	All navigation tools work fine	4.10	L
	Mean	4.24	SL

Based on the table above, students agreed that the presentation of E-Learning Schoology content is very feasible to use with the mean value for all items is 4.24. In detail each item is as follows. First, the suitability of the order of presentation of material in e-learning content is considered very high, 4.40. Second, e-learning content is able to provide very high learning motivation for students with a score of 4.20. Third, e-learning content is able to increase students' understanding very high with a score of 4.50. Fourth, e-learning content can increase student attractiveness very high. The students gave a score of 4.20. Fifth, the students rated the accuracy of using the type and size of the font in this content high with a score of 4.10. Sixth, creativity and innovation of e-learning content is rated very high, 4.20. Seventh, the documentation of e-learning content is clearly rated high with a score of 3.80. Eighth, display continuity is rated very high, 4.20. Eighth, this content has a very high suitability for student characteristics with a value of 4.20. Ninth, the ease of operation of the media is rated very high, 4.40. Tenth, the text quality is very high, 4.40. Eleventh, the audio can be listened well. This statement was rated very highly by the students, 4.40. Twelfth, videos run smoothly. This statement is rated very high, 4.30. Thirteenth, all navigation tools function properly. This statement was rated highly by the students, 4.10.

Aspects of e-learning schoology
The E-Learning Schoology aspect is the focus of the assessment in the small group test so that this prototype is practically used by students and teachers. The results can be seen from the table below.

Table 4. *The aspects of e-learning schoology*

No.	Statement	Score University students	
		N	K
1	The features used in Schoology motivate students to learn.	4.10	L
2	The material facilities and students' activities in e-learning schoology are easy to be used by the teacher and students.	4.40	SL
3	E-learning schoology has a guide that helps students and teachers to cary out the learning	4.30	SL
4	The navigation in this course is well organized.	4.30	SL
5	The accuracy of using language effectively and efficiently	4.20	SL
	Mean	4.26	SL

Based on the table above, the overall aspect of E-Learning Schoology is considered very feasible with a score of 4.26. First, the features used in Schoology motivate students to study highly. The students also gave a score of 4.0. Second, on the statement of material facilities and student activities in electronic learning (E-Learning) Schoology, which is easy for teachers and students to use, the students gave a very high score, namely 4.40. Third, Electronic Learning (E-Learning) This Schoology has a guide that helps students and teachers carry out learning. This statement is rated very high by students, 4.30. Fourth, the navigation statements in this course are well organized; the students rated it very high, 4.30. Finally, the accuracy of using language effectively and efficiently in this content was rated very high by the students, 4.20.

To get deeper data, a focus group discussion (FGD) was conducted with the students involved in the small group test. There are 10 questions to

discuss with the students. First, students were asked to argue about the attractiveness of this content and whether it is able to motivate students in learning. Some students expressed the following.

> "It is interesting and easy to absorb the learning material. Besides being interesting, it has also motivated the learning process to write poetry because there are links to RimaKata.com and the Diction Book makes it easier in writing poetry." (FGD: Student 1)
>
> "It is very interesting and easy to learn because of the attractive appearance, the collection of materials is covered in Schoology application, so when you want to repeat the material you can directly search in Schoology because it has been covered well in it." (FG: Student 2)

Second, students are invited to assess the material used in this E-Learning content. There are two students who express their opinion as follows.

> "The material is very good and sufficient for the level of high school students. The material provided is clear, concise, solid and clear. It's not long, so it's easy to understand."(FGD: Student 3)
>
> "The material has been presented very well and effectively. The learning videos have been made very creatively, interesting, fun to watch, and not boring, so the material is easy to understand." (FGD: Student 4)

Third, the researcher asked students to think whether the developed E-Learning content made students good at writing poetry or inspired students to write poetry. Based on the results of the FGD, there are two students expressing their opinions.

> "It's been very inspiring. While working on the task of writing poetry, I experienced a loss of style to continue my poetry. Then I opened the Book of Diction and RimaKata.com and continued the writing. So, I was inspired to continue the poetry that I have written." (FGD: Student 5)
>
> "It is very inspiring. After reading the poems in the teacher's blog, I was inspired to make even more poems from them." (FGD: Student 3)

To get input to make this content more perfect, the students were asked to give their opinion about the strengths and weaknesses of this content. Here it can be seen clearly.

Strength

> "The learning process with existing E-Learning content is simple, uncomplicated, easy to access (adequate internet network), features and language are easy to understand, the learning process is more exciting (because it is the first

time learning to use Schoology), the features are good and easy to understand." (FGD: Student 6)

> "The use of Schoology is very easy, because the learning process usually uses a WA group, so it is difficult to find the material given by the teacher due to the stacked chats. The content is easily accessible. It is easy to access the material; you do not have to search in the chat room."(FGD: Student 3)
>
> "The features are very good and complete, because in Schoology there are materials, assignments, we are able to search for materials while working on assignments, and also saving files. It is easy to find material files because they are categorized and you do not need to store them on your devices or laptops, so it does not take up storage memory space. The application file size is not large" (FGD: 10 students)

Weakness

> "In the initial view of the material list, you cannot return to the previous material, and it only return to the initial view" (FGD: Student 9)

Discussion

Based on the results of the research above, it is known that the E-Learning Schoology content prototype for creative writing is feasible to use. This is known from the average assessment given by almost all students rated very decent. The students agreed to give a score above 4.25 for the assessment in terms of material, language, content presentation aspects of E-Learning Schoology, and E-Learning Schoology. In addition, based on the results of the FGD with students, it is known that this content has many advantages and is very suitable for the character of the students. This is in accordance with the opinion of Ernida (2016), Hasanah (2011), and Mashudianti, Sutomo, and Suparno (2018) in their research that schoology has proven its success. However, there are drawbacks to this content. Students argued the lack of a system for navigating the material. Actually, it is already in this creative writing content. However, not all students know this because this media is new to them.

This E-Learning Schooology content creative writing can be used as a teacher's choice in teaching, even more so in this COVID-19 pandemic. With various advantages, it is able to motivate students and teachers in learning. In addition, this developed content positions students as student centers while teachers act as motivators and facilitators. Students are formed as students who are independent in learning, but remain under

the guidance of the teacher. This creative writing content is in accordance with the character of students who live in the era of technological progress. Therefore, it is necessary for teachers who are technology literate to be able to follow the flow of digital transformation in the world of education (Adedoyin and Soykan, 2021)

CONCLUSION
Based on the results of research and discussion, it can be concluded as follows. First, the E-Learning Schoology content for creative writing learning has been practically used based on the small group test which was participated by 10 students. This practicality can be seen from the assessments given by students on aspects of material, language, content presentation, and E-Learning which show a very decent value, mean rating was above 4.25. Second, the students stated that the content developed has advantages such as, interesting, motivating, complete material, easy to use, inspiring, provides many learning experiences, the language is easy to understand, the features used are interesting and make it easier to learn. Third, this content has weaknesses, but these weaknesses occur because of the lack of understanding of students in operating this E-Learning.

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