

ANALYSIS OF TEACHER NEEDS RELATED TO *E-LEARNING* *SCHOOLGY* CONTENT IN CREATIVE WRITING IN MIDDLE SCHOOLS THROUGHOUT PALEMBANG CITY

Ernalida

Faculty of Education and Teaching, Sriwijaya University, Indonesia
E-mail: ernalida@fkip.unsri.ac.id

Santi Oktarina

Faculty of Education and Teaching, Sriwijaya University, Indonesia
E-mail: santioktarina@fkip.unsri.ac.id

Rizki Turama

Faculty of Education and Teaching, Sriwijaya University, Indonesia
E-mail: a.rizqiturama@gmail.com

APA Citation: Ernalida., Oktarina, S., & Turama, R. (2021). Analysis of teacher needs related to e-learning schoology content in creative writing in middle schools throughout Palembang city. *English Review: Journal of English Education*, 9(2), pp. 277-284. <https://doi.org/10.25134/erjee.v9i2.4352>

Received: 24-02-2021

Accepted: 27-04-2021

Published: 15-06-2021

Abstract: Learning Indonesian in the text-based 2013 curriculum directs students to be able to produce text-based writings. However, the ability of students to write creatively in middle school found in the field is still in the weak category. Obstacles related to this are increasing considering that Indonesia is currently experiencing the Covid 19 pandemic which requires learning to be carried out from home so that supporting learning media is needed in accordance with existing conditions. Based on the above, a solution is needed to overcome this, one of which is the use of *E-Learning Schoology*, which is learning that is in accordance with the character of generation Z. This research aimed to determine the needs of teachers regarding *E-Learning Schoology* content in learning creative writing in secondary schools in Palembang city. This research is a type of research and development. The research object was Indonesian language teachers in SMA in Palembang city. The data collection method used is a survey method with a questionnaire. Data are analyzed quantitatively and qualitatively. The results of the study show that when viewed in terms of necessities, the content of *E-Learning Schoology* in learning creative writing in secondary schools in Palembang must be adjusted to the principles of learning to write, the principles of electronic / online learning, the Circular of the Minister of Education and Culture No.4 of 2020 concerning Implementation of Education Policies in an Emergency Period of the Spread of Corona Virus Disease (COVID 19) and distance learning guides for teachers during schools closed due to the Covid-19 pandemic. The next finding is that when viewed from the components that are needed, teachers really need *E-Learning Schoology* in learning creative writing at high schools in Palembang. The last finding is that there are still deficiencies in the implementation of learning creative writing and the media used in secondary schools in Palembang is not adequate yet.

Keywords: *Needs analysis; E-Learning Schoology; creative writing*

INTRODUCTION

The development of technology and information in the era of the industrial revolution 4.0 has influenced all aspects of life including the world of education. Students born in this era are referred to as generation Z where they are a generation that is closer to technology than previous generations. Generations included in this category are those born from 1995 to 2010 and are globally connected generations so that technology is the life and breath of generation Z children (Cilliers, 2017).

In this connection, students in this era want a

learning process that utilizes technology that is currently developing. In addition, the use of learning technology is a necessity for students at this time considering that they basically have a need to explore and understand the elements of technology, social media and social networks (Plessis, 2011). Therefore, current learning should have been carried out using learning technology adapted to generation Z. Iftode (2019) believes that Z generation is familiar with using new technologies in a natural manner. In addition, Rothman (2016) stated that gen-Zers have been affected more deeply due to the

easiness of their access to information by being born into a world that is globally connected via internet. People born in Gen-Z grow up with recent technology such as internet, smartphones and applications, and find it difficult to live without these facilities (Kingston, 2014). This is a challenge for teachers to provide learning that is tailored to the characteristics of students. As Popenici & Kerr (2017) stated that knowing students learning strategies/styles could be a method of improving their learning process and more important the learning results. However, in Gen-Z learning styles, Demir & Sönmez (2021) stated that teachers and materials are expected to be technology oriented to meet Gen-Zers personal and academic needs. Cook (2015) also confirmed that Gen-Z post-secondary students desire technology and visual media to be integrated in educational settings.

In Indonesia, writing skill are considered important for written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, project reports, theses, etc. (Toba, Noor, & Sanu, 2019). It is even needed in high school, including creative writing skills. Many types of creative writing must be mastered by students, including writing biographies, short stories, poetry, and so on. It also helps the students to develop their ability in expressing what they feel and think (Ismayanti & Kholiq, 2020). Widiastuti & Endahati (2020) also added that writing is functional communication, making students possible to create imagined worlds of their design. Moreover, the benefits of students having the ability to write are: sharper imagination, mastery of language increases, and increase confidence (Oppenheimer, Zaromb, Pomerantz, William, & Park, 2017; Yanti, Nafri, Suhartono, Hiasa, & Fina, 2018). As writing is important to be learnt, in the 2013 curriculum, text-based Indonesian language learning directs students to be able to produce text-based writings.

However, when viewed in the field, it is found that the students' ability to write creatively in secondary schools is still in the weak category. Many students discovered it difficult to write because they do not understand how to properly convey their concept (Kurniati, Wijaya, & Rohmatillah, 2020) and found it difficult to find the idea when they write (Yoandita, 2019). Furthermore, as Durga & Rao (2018) stated that, nowadays, students are lacking writing skills as they spend most of their time in using their equipped smart phones, and they depend on

electronic devices or gadgets which provide instant or readymade answers/results available in the internet. Several studies also stated that high school students have not been able to write creatively optimally where they are also less motivated in the learning process (Hudhana and Sulaeman, 2019; Amalia and Doyin, 2015; Dwinita, Yaqob, and Hidayat, 2019). This finding is reinforced by the results of the 2019 national examination data which states that students' writing skills are still far from expectations, only 63.55% of them have mastered writing skills (<https://hasilun.puspendik.kemdikbud.go.id/#2019>).

The spread of Covid-19 also has a major impact on the world of education today. WHO (Firman & Rahayu, 2020) recommends that activities that have the potential to cause crowds to be temporarily stopped. Referring to the advice from WHO, the Indonesian government has adopted a policy of temporarily closing schools throughout Indonesia, which is also explained in circular number 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of Coronavirus Disease (Covid-19). One of the contents of the circular is learning which is carried out online. Therefore, this caused the use of e-learning which has been seen as a complementary medium in the education process in Indonesia to be aroused (Hermawan, 2021). E-learning can be found from various existing learning media, starting from language apps, video conferencing tools, virtual tutoring, online learning software, moodle, and many more (Li & Lalani, 2020). It is hoped that through online interaction, the social distancing principle promoted by the Indonesian government can break the chain of the spread of the COVID-19 virus originating from droplets or saliva splashes (Putra, 2020). Seeing the phenomena that occur, e-learning has now become a rational choice in addressing the educational process in the COVID-19 pandemic (Gupta & Khairina, 2020).

Examining the description above, *E-Learning Schoology*-based learning can be used as an option for learning media in the Covid 19 pandemic era, especially learning creative writing in high schools in Palembang. *E-Learning Schoology* has many advantages that make many teachers use it. Its superiority is that it is cheap and easy to obtain, efficient, and fast in terms of updating, fun, can be used remotely, has full features, saves paper, can conduct discussions,

send files, videos, images, etc., can be submitted from anywhere, easy to control tasks with work results that can also be easily printed (Haryanto, 2018).

This article is part of the research and development research (Research and Development), namely the information gathering stage. The purpose of this article is to describe the needs of teachers for the content of *E-Learning Schoology* for creative writing in high schools in Palembang.

METHOD

The approach used in this research is qualitative and quantitative approaches (mixed methods) while in practice the research and development method is used (Research and Development). Data are collected using a survey method. The data from the results of the analysis in this study are quantitative data from questionnaires. Sources of data in this study are Indonesian language teachers in high schools throughout Palembang with a total sample of 32 people. Data are collected using a questionnaire. Data analysis is performed using quantitative and qualitative data analysis techniques.

FINDINGS AND DISCUSSION

Needs analysis is the most important part of development research. The collection of information in the needs analysis is very influential on the product to be produced. Morrison, Ross, and Kemp (2007) explained that needs analysis can be defined as a condition that shows a gap between what students receive and what they are expected to receive. L.S.P Nation and Macalister (2009) divided needs into three components consisting of necessities, lacks, and wants. These three components constitute a set of tools needed so that an analysis of student needs can be carried out in learning a target language. First, there are necessities or things related to what students must master. The focus of the necessities is on skills and usage situations. The second is lacks which refers to the student's current position (knowledge). The third component is wants which describes that students have their own opinion about whatever they feel is useful for them. Information about what the student wants (wants) will be very useful in determining whether there are similarities between the students' views and the analytical view.

Data collection was carried out through questionnaires and closed discussions to obtain

data on the needs in this study. The Covid-19 pandemic situation hampered data collection so that questionnaires were distributed to students and teachers in Palembang via *Google Form*. This is because the research team cannot meet directly with students or teachers so that the *Google Form* that is distributed to students is done through the teacher. Of the 1500 students surveyed, it turned out that only 737 students filled out the *Google Form*. On the other hand, the results obtained for the collection of teacher needs analysis data through *Google Form* are in accordance with the specified sample size.

The following describes in detail the results of the research on teacher and student needs analysis of the content of *E-Learning Schoology* for creative writing learning for students and teachers in high schools in Palembang.

To obtain information on teacher needs, data collection was carried out through a questionnaire using *Google Form*. The results of the needs analysis are as follows.

Necessities

Necessities are related to what students have to master. The imperative in this study is interpreted as the content of *E-Learning Schoology* which should be used in learning creative writing for students and teachers in secondary schools in Palembang. E-learning content that students and teachers must use is content that is in accordance with the principles of learning to write, the principles of e-learning, and the principles of learning in the Covid-19 era. writing approach (process and outcome approach), paying attention to the background of the reader, integrating all language skills, being authentic, related to the writing process, how to respond to and correct student writing, and writing conventions (Brown, 2011). The principles of electronic learning (e-learning) include interactivity, independence, accessibility and enrichment (Munir in Shofiyah, 2016). In addition, the content of *E-Learning Schoology* for learning creative writing in the current pandemic is required to be in accordance with (Directorate General of Teachers and Education Personnel, Ministry of Education and Culture, 2020).

Wants

The third component is wants. Students have their own opinion about anything they feel is useful to them. Information about what the student wants will be very useful in determining whether the students' views and analytical views

Ernalida, Santi Oktarina, & Rizki Turama

Analysis of teacher needs related to E-Learning Schoology content in creative writing in middle schools throughout Palembang city

have in common or not. The research results obtained are shown as the following.

The use of e-learning schoology

The use of *E-Learning Schoology* is the first component that teachers want to get their needs from. The research results are as follows.

Table 1. *Use of e-learning schoology*

No	Statement	Teacher's Assessment
1.	The usage of E-Learning Schoology in Creative Writing Learning (writing Biography Text and writing poem)	4. SB 25

Based on the table above, it is known that the use of *E-Learning Schoology* in creative writing learning (writing biographical texts and writing poetry) is very much needed (SB) by teachers with an average score of 4.25.

Indicators and competence

Indicators and competencies are the second component of this needs analysis where the results obtained are as follows.

Table 2. *Indicators and competence*

No	Statement	Teacher's Assessment
2	The content of E-Learning Schoology in creating writing (writing biography text and writing poem) containing indicator and competence	4,1 B 3
3.	Indicator and competence are presented in the form of animation video	4,1 B 6
4.	Indicator and competence are presented in the forl of word file or pdf	3,9 B 4

The table above explains that from the second statement, it is stated that teachers assess what they need is (B) *E-Learning Schoology* content in creative writing learning (writing biographical texts and writing poetry) contains indicators and competencies. Second, in the third statement, the results of the study show that the teacher needs (B) an animated video which contains indicators and competencies. Fourth, in the fourth statement it is known that the teacher needs (B) so that the indicators and competencies are made in the form of files with an average value of 3.94.

Presentation of material in E-Learning Schoology

The next component used to collect information on *E-Learning Schoology* content needs is the

presentation of material in *E-Learning Schoology*. The following results explain the research in details.

Table 3. *Presentation of material in E-Learning Schoology*

No	Statement	Teacher's Assessment
5.	Materials are presented in the form of (word/pdf) files	4,1 B 6
6.	Materials are presented in the form of tutorial video by using kine master/video scribe uploaded in youtube	4,3 SB 8
7.	Materials are presented in the form of electronic book	4,2 SB 8
8.	Materials are presented in the form of teacher's blog	3,8 B 8
9.	Materials are presented in the form of game	3,9 B 9
10.	Materials are presented in the form of link	4,3 SB 8
11.	Materials are presented in the form of video completed with animation	4,3 SB 1
12.	Materials are presented in the form of interactive power point	4,4 SB 4
13.	Materials are presented in the form of audio	3,7 B 8

Based on the table above, in general the subcomponents offered by the researcher are considered to be needed by teachers and students in learning content using this e-learning. First, the results of the study show that the teacher needs the material presented in the form of a file that must be in the content to be developed with an average score of 4.16. Second, the teacher assessed that the material presented in the form of video tutorials is needed (SB) with an average value of average 4.38. Third, the teacher assessed that the material presented in the form of an electronic book was needed (SB) with an average score of 4.28. Fourth, based on the *Google Form* filled in by the teacher, it is known that teachers needs a teacher's blog that contains creative writing material with an average score of 3.88. Fifth, for the ninth statement it is known that the teacher assessed that in learning creative writing, games are needed with an average score of 3.99. Sixth, for the 10th statement it is known that the teacher needs (B) creative writing learning materials in the form of links. The mean score for this need is 4.38 that of teachers. Seventh, the results showed that teachers really need material equipped with animated videos with an average value of 4.31. Eighth, from the research results it is known that teachers really need material made using interactive power points with an average

score of 4.44. Ninth, teachers need creative writing learning materials equipped with audio.

Learning activities

The next component used to collect information on the content needs of *E-Learning Schoology* is learning activities. The following results are explained for more details.

Table 4. *Learning activity*

No	Learning Activities	Teacher's Assessment	
14.	Creative writing learning is conducted through online presentation and discussion using <i>Zoom meeting</i> or <i>Google meet</i>	4,0 9	B
15.	Creative writing learning is conducted through discussion by using discussion forum feature existed in <i>E-Learning Schoology</i>	3,9 7	B
16.	Creative writing learning is conducted by grouping the students into some groups to discuss (collaborative learning)	3,9 7	B
17.	Students are assigned to do writing individually	4,4 1	SB
18.	Creative writing learning is conducted in accordance with the writing stages namely pre-writing, writing, and post-writing	4,3 1	SB
19.	The teacher does assessment on the students' writing in accordance with the assessment indicator	4,4 1	SB
20.	The students do assessment on peer-friends' writing in accordance with the assessment indicator	4,1 6	B
21.	The students do writing revision	4,0 9	B
22.	The creative writing learning uses online portfolio	4,0 6	B

Based on the table above, several conclusions can be drawn in the following points. First, learning creative writing carried out through online presentations and discussions using *Zoom* meetings or *Google meet* was found to be what teachers needed with an average score of 4.06. Second, the teacher assessed that learning creative writing is carried out by discussion using the discussion forum feature in *E-Learning Schoology* with an average score of 3.97. Third, learning creative writing was carried out by dividing students into several groups for discussion (collaborative learning) needed by teachers with an average score of 3.67 (teachers).

Fourth, the teacher assessed that students are assigned to write individually as needed with an average score of 4.41. Fifth, teachers really needed creative writing learning so that it is carried out in accordance with the stages in writing, namely pre-writing, writing, and post-writing with a high average of 4.31. Sixth, teachers really needed assessment activities carried out by teachers in accordance with the indicators with an average score of 4.41. Seventh, the teacher believed that peer assessments are needed in creative writing learning activities with an average value of 4.16. Eighth, the teacher assessed that the revision made by students is needed with an average score of 4.09. Ninth, the teacher assessed that learning creative writing using an online portfolio is also needed with an average score of 4.06.

Evaluation / exercise

The next component used to collect information on *E-Learning Schoology* content needs is evaluation / exercise. The following describes the results of the research obtained more clearly.

Table 5. *Evaluation / exercise*

No	Statement	Teacher's Assessment	
23	Evaluation/training is done individually	4,44	SB
24	Evaluation/training is done in group	4,13	B
25	Evaluation/training is given in the form of writing essay/task directly	4,05	B
26	Evaluation/training is given in the form of multiple choices	4,31	SB
27	Evaluation/training is given by using kahoot, hot potatoes, and other applications	4,03	B

Based on the table above, some information is known as follows. First, the average value related to teachers in dire need of evaluation / training carried out individually is 4.44. Second, teachers need evaluations / exercises that are carried out in groups with an average score of 4.13. Third, the teacher needs evaluation / exercises that are given in the form of essays / direct writing assignments marked with an average score of 4.05. Fourth, teachers really need evaluation / training given in the form of multiple choices as evidenced by an average value of 4.31. Fifth, teachers need evaluation / training given using the kahoot application, hot potatoes, and others with an average value of 4.03.

Completeness of learning

The next component used to collect information on *E-Learning Schoology* content needs is the completeness of learning. The following describes the results of the research in more detail.

Table 6. *Completeness of learning*

No	Statement	Teacher's Assessment
28	Creative writing learning is completed with learning guidance in the form of file	4,34 SB
29	Creative learning is completed with learning guidance in the form tutorial video	4,25 SB
30.	Creative writing learning is completed with online attendance list	4,25 SB

The information obtained based on the table above is first, teachers really need creative writing learning equipped with learning guides in the form of files as evidenced by an average value of 4.34. Second, teachers really need creative writing learning which is equipped with learning guides in the form of video tutorials which are shown with an average value of 4.25 Third, teachers truly need creative writing learning which is equipped with an online attendance list.

Lack

Components of a needs analysis other than necessities and wants are lack. Lacks are interpreted as what is still needed or what is lacking in learning creative writing at high schools in Palembang. The results showed that the lacks found were as follows. First, when viewed from the shortcomings of learning creative writing, it is known that most students are not motivated in their learning, it is difficult to make them understand the material being taught; material is too theory-oriented; learning is considered too time-consuming; students are not able to express and develop their writing ideas; students are less able to choose words in creative writing, find it difficult to foster interest in reading, and difficulty overcoming students' laziness. Second, in terms of the media used, several lacks were found, namely the monotonous media used; not varied; and the media do not provide direct examples.

Discussion

Based on the results of the research obtained, it was found that learning creative writing using *E-*

Leaning Schoology is really needed by teachers, which is evidenced by an average value of 4.25. The teacher's desire is based on the current pandemic situation which makes them have to carry out online learning. *E-Leaning Schoology* can be a teacher's choice to carry out learning better, especially for learning creative writing. This is in line with what Haryanto (2018) stated that *Schoology* is one of the alternative media used by teachers to improve and accelerate the teaching and learning process. The successful use of this media has been proven by Ernida (2016), Hasanah (2011), and Mashudianti, Sutomo, and Suparno (2018) in their research. However, the learning that is carried out must be in accordance with the Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year in the Corona Virus Disease (Covid-19) Pandemic Period based on the Joint Decree of 4 Ministers Number 01 / KB / 2020 dated 15 June 2020.

E-Learning Schoology can indeed be the choice of teachers in implementing learning in the pandemic era. This is because this method has many advantages, which are cheap and easy to obtain; efficient and fast in updating; more attractive to students in learning; can be used at long distance or long distance; has complete features; can save paper; easy to use as a medium for holding discussions; can send files, videos, images, and others; can submit from anywhere; easy to control tasks (Haryanto, 2018). The convenience offered makes it natural for teachers to answer that they really need e-learning in learning creative writing.

Referring to the description related to the research results, it can be concluded that teachers need *E-Leaning Schoology* content for learning creative writing in order to carry out creative writing learning better and efficiently. In implementing e-learning content, it must refer to the principles of learning to write, principles of electronic / online learning, and online learning guides.

The results also showed that the teacher wants the learning material to be made with a more diverse version. This aims to increase students' motivation to learn and make them able to engage directly with the media because various versions of media can attract their attention. This is in line with the opinion of Meisendi, Yemin, & Fiestawa (2016) which stated that the use of different media variations is carried out to achieve several goals, including (1) maintaining and increasing student attention to the relevance

of the teaching and learning process, (2) increasing student motivation, (3) forming positive attitudes towards both teachers and schools, (4) facilitating the possibility of individual learning choices, and (5) encouraging students to actively learn.

In the aspect of learning activities, the teacher wants creative writing learning that focuses more on or applies the principles of learning to write. This makes students' creativity and imagination play an important role in their learning. Creative writing requires the writer to think creatively and out of the box. However, the desired differences here are not necessarily different in the general context, but also think about and predict the function and purpose in the creativity, for example certain impressions or messages to be conveyed to readers. Opinion of Zulaeha (2017) supports this opinion where he reveals that imagination and creativity are needed in creative writing so that what is written has a clear meaning and gives the reader a distinct impression.

CONCLUSION

Conclusion points that can be drawn based on the results of research and discussion are as follows. First, the content of *E-Learning Schoology* in learning creative writing in high schools in Palembang which is developed when viewed in terms of necessities must comply with the principles of learning to write, the principles of electronic / online learning, the Circular of the Minister of Education and Culture No.4 of 2020 regarding the Implementation of Education Policies in an Emergency for the Spread of Corona Virus Disease (COVID 19) and distance learning guides for teachers while schools are closed due to the Covid-19 pandemic with the spirit of independent learning. Second, when viewed from the component of needs, it is found that teachers really need *E-Learning Schoology* in learning creative writing in high schools in Palembang with content that meets several requirements such as indicators and competencies that are presented either in the form of animated videos or files; There is material presented in various forms which aim to foster motivation and improve the creative writing skills of students; contains learning activities that are in accordance with the principles of learning to write, online learning principles, and distance learning guides in the midst of the COVID-19 pandemic; learning evaluation is carried out individually in the form of essays or multiple choice and with the help of

applications; there is a learning guide presented in the form of a file or video tutorial; there is a list of attendees online. Third, the research found that there were several deficiencies in learning creative writing and the media used. There are three components consisting of necessities, wants, and lacks which can then be used to design *E-Learning Schoology* content in learning creative writing in secondary schools in Palembang.

REFERENCES

- Amalia, A. & Doyin, M. (2015). Developing handbook of arranging short story text by using intrinsic element elaboration technique for students of grade VII at junior high school. *Journal of Indonesian Language and Literature*. 4(1), pp. 1-6.
- Brown, H. D. (2008). *Learning Principles and Language Teaching Fifth Edition*. Jakarta. United States Embassy in Jakarta.
- Cilliers, E. J. (2017). The challenge of teaching generation. *Social Science*, 3(1), pp.188—198.
- Cook, V. (2015). Engaging Generation Z Students. Center for Online Learning Research and Service, University of Illinois Springfield. Retrieved from https://sites.google.com/a/uis.edu/colrs_cook/home/engaging-generationz-students
- Demir, B., & Sönmez, G. (2021). Generation Z students' expectations from English language instruction. *Journal of Language and Linguistic Studies*, 17(1), 683-701.
- Durga, V. S. S., Rao, C. S. (2018). Developing students' writing skills in English - A process approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 6(2), pp.1-5.
- Dwinita, R., Yakob, M., and Hidayat, M. T. (2019). The ability of grade X students of state senior high school 4 Langsa in writing biography text. *Language Ocean Journal*. 2(2), pp.13—20.
- Ernida, D. (2016). *Pengembangan E-Learning dengan Schoology sebagai Suplemen Pembelajaran Fisika Materi Kinematika Gerak*. Pendidikan Fisika. Fakultas Keguruan dan Ilmu Pendidikan. Univeristas Lampung.
- Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year in the Corona Virus Disease (Covid-19) Pandemic Period based on the Joint Decree of 4 Ministers Number 01 / KB / 2020 dated 15 June 2020
- Gupta, D., & Khairina, N. N. (2020). COVID-19 dan ketidaksetaraan dalam proses belajar di Indonesia: Empat cara untuk menjembatani kesenjangan. Retrieved from World Bank: <https://blogs.worldbank.org/id/eastasiapacific/>

Ernalida, Santi Oktarina, & Rizki Turama

Analysis of teacher needs related to E-Learning Schoology content in creative writing in middle schools throughout Palembang city

- covid-19-dan-ketidaksetaraan-dalam-proses-belajar-di-indonesia-empat-cara-untuk-menjembatani-kesenjangan
- Haryanto, S. (2018). Kelebihan dan kekurangan e-learning berbasis schoology (studi ptk dalam pembelajaran mata kuliah academic listening). *Prosiding Seminar Nasional Geotik*, 106–110.
- Hasanah, N. (2011). E-learning dengan Schoology sebagai suplemen pembelajaran fisika materi elastisitas dan hukum hooke. *Jurnal Vokasi*, 4(1). Bandar Lampung: Universitas Lampung.
- Hermawan, D. (2021). The rise of e-learning in covid-19 pandemic in private university: challenges and opportunities. *IJORER : International Journal of Recent Educational Research*, 2(1), pp.86-95.
- Hudhana, W. D. & Sulaeman, A. (2019). Pengembangan media video scribe dalam meningkatkan keterampilan menulis cerpen berbasis pendidikan karakter pada siswa SMA. *Pena: Jurnal Pendidikan Bahasa dan Sastra*, 9(1): 31-46.
- Iftode, D. (2019). Generation Z and learning styles. *SEA - Practical Application of Science*, 7(21), pp.255-262.
- Ismayanti, E. & Kholiq, A. (2020). An analysis of students' difficulties in writing a descriptive text. *E-link Journal*, 7(1), pp.10-20
- Kingston, A. (2014). *Get ready for generation Z*. <https://www.macleans.ca/society/life/get-ready-for-generation-z/>
- Kurniati, W., Wijaya, M. S., & Rohmatillah. (2020). Fostering students' descriptive text writing ability: PLEASE strategy vs. idea details strategy. *Pedagogy Journal of English Language Teaching*, 8(1), pp.34-42.
- L.S.P Nation and John Macalister. (2009). *Language Curriculum Design*. New York and London: Routledge.
- Li, C., & Lalani, F. (2020). *The COVID-19 pandemic has changed education forever. This is how*. Retrieved from World Economic Forum: <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>
- Mashudianti, U. K., Sutomo, N., and Suparno, S. (2018). The effectiveness of schoology to teach writing viewed from student's creativity. *International Online Journal of Education and Teaching*. 5(4), pp. 943-955.
- Meisendi, Yemin, D., & Fiestawa, R. (2016). Pengaruh penggunaan variasi media pembelajaran IPS terhadap ketercapaian inti dalam kurikulum 2013 di Kota Bandung. *Learning Social Science Education*, 1(6), 210–219.
- Morrison, Garry R., Steven M. Ross, and Jerrold E. Kemp. (2007). *Designing Effective Instruction*. United State of America: Jonh Wiley & Sons, Inc.
- Oppenheimer, D., Zaromb, F., Pomerantz, J. R., Wiliams, J. C., & Park, Y. S. (2017). Improvement of writing skills during college: A multi year cross sectional and longitudinal study of undergraduate writing performance. *Assessing Writing*, 32, 12-27.
- Plessis, N. D. (2011). *Social Media in Higher Education: The case of Facebook*. Vaal University of Technology, North-West University: Vaal Campus.
- Popenici, S., & Kerr, S. (2017). Exploring the impact of artificial intelligence on teaching and learning in higher education. *Research and Practice in Technology Enhanced Learning*, 13.
- Putra, Y. M. (2020). Pahami social distancing, kenali cara kerja 'musuh'. Retrieved from Republika: <https://republika.co.id/berita/q7g990284/pahami-social-distancing-kenali-cara-kerja-musuh>
- Rothman, D. (2016). *A Tsunami of learners called Generation Z*. Retrieved from http://www.mdle.net/Journal/A_Tsunami_of_Learners_Called_Generation_Z.pdf
- Shofiyah, S. (2016). *Pengaruh Penggunaan Android dan E-Learning Terhadap Hasil Belajar Mata Pelajaran Siswva Kelas VIII SMPN 3 Kepanjen Malang*. Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang.
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 19(1), pp. 57-73.
- Widiastuti, R. & Endahati, N. (2020). The efforts to improve writing skill of secondary school students by using snake and ladder game. *ELTICS (English Language Teaching and English Linguistics) Journal*, 5(1).
- Yanti, Nafri., Suhartono., & Hiasa, Fina. (2018). Keterampilan Menulis Akademik Mahasiswa S-1 Program Studi Pendidikan Bahasa dan Sastra Indonesia FKIP Universitas Bengkulu [Academic Writing Skills of S-1 Students of the Indonesian Language and Literature Education in FKIP Bengkulu University]. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing*, 1(1), 1-16.
- Yoandita, P. E. (2019). An analysis of students' ability and difficulties in writing descriptive text, *Jurnal JOEPALLT*, 7(1).