

Design of Digital Teaching Materials of Persuasion Text for Distance Learning in Junior High School 2 Weru, Cirebon, Indonesia During the COVID-19 Pandemic

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Abstract: This study aims to obtain digital teaching materials of persuasion texts to reduce the occurrence of learning loss, as the impact of distance learning and physical distancing policies to prevent the spread of COVID-19 that implemented in Junior High School and other schools in Indonesia. Learning loss occurs because students do not get teaching materials that can be studied independently. This digital teaching material of Persuasion Text, designed as Autonomous Learning Materials (ALM) is suitable for distance learning. The design of teaching materials is carried out using Research and development (R&D). The stages of teaching material include three main steps; preliminary research phase; design or prototyping phase; and the assessment phase. The results of the development are; (1) obtain a design of digital teaching material of persuasive text that can be downloaded from google drive or youtube channel via quick response code (QR Code) on a smartphone; (2) the application of digital teaching materials for persuasion texts for online learning can help 82% of students achieve learning goals, namely achieving scores above the Minimum Completeness Criteria/Kriteria Ketuntasan Minimal (KKM); (3) the responses about the application of persuasive text digital teaching materials for online learning are 81% of students stated that these teaching materials can help students achieve learning goals, are very interesting, and could practice writing skills. These results indicate that the digital teaching materials of persuasion texts are effective and feasible to use for teaching and learning activity.

Keywords: Digital Teaching Materials, Persuasion Text, Online Learning

1. Introduction

The emergence and spread of COVID-19 requires teachers and students to adapt the emergency conditions with learning by physical distancing or Emergency Remote Teaching (ERT) with an online learning model. This condition will effect the level of academic achievement [9]. Research on internet-based ERT found that online learning that was applied during the COVID-19 pandemic faced any Obstacles, such us; weaknesses in mastering technology, increasing the cost of purchasing internet quotas, density and busyness of tasks so that communication and social relations between students, parents and teachers are reduced [13], teaching materials do

not encourage effective interaction and lack of organization [12], successful use of online media eliminates distance and time, but requires the readiness of teaching materials [11].

Although there many Obstacles in implementation of online learning during the COVID-19 pandemic, several studies found that students had high opinions regarding the use of social media and supported its use for educational purposes [14]. Internet technology and the development of social media have great potential to change various aspects of education. The internet is able to connect students with various learning resources that were not previously available, and will become the main medium for delivering information that will substantially change the form of disseminating

information, both text and visual. Better understanding and students' attitudes towards social media will help students find a better learning environment.

Indonesian Curriculum 2013 state that in learning Indonesian language is using text-based learning that not defined as a form of written language. Mahsun [7], from the theory of social semiotics, text is a social process oriented towards a social goal. The language that appears based on the context of the situation is what produces the register or language as text.

So the text is a complete expression of the human mind in which there is a description of the situation and context. Text-based learning in Indonesian subjects emphasizes students to understand various types of texts and requires students to be proficient in writing texts. The results of the researcher's discussion with colleagues about persuasion text learning in class VIII of Junior High School 2 Weru, Cirebon Regency, noted a decrease in learning concentration and a decrease in interaction with teaching materials for most students in distance learning using printed Student Worksheets/Lembar Kerja Peserta Didik (LKPD). The factors causing the decrease in concentration and interaction, which were identified were; (1) Persuasion Text teaching materials presented in distance learning are not interesting, less varied because it only contain assignments so that students feel bored; (2) teaching materials are not specifically designed for distance learning; (3) the design of the content of teaching materials does not trigger literacy and does not utilize Information and Communication Technology (ICT).

Persuasive Text Learning during the pandemic with the distance learning strategy has an impact on reducing the time on task, and the academic learning time of students. Most of the students are inactive, unmotivated to do assignments, and do not interact with the available teaching materials. Many students are found to do assignments but only to a minimum, or even do not do the tasks that have been given in the LKPD. The reasons are various, but the most common are feeling bored, and having difficulty doing assignments because the teaching materials distributed to students do not include reading materials that can help students complete assignments. Distance learning conditions that have such an impact cause learning loss for students.

Learning loss as a result of distance learning during the COVID-19 pandemic also occurred at Junior High School 2 Weru, Cirebon Regency, West Java, Indonesia, which is the school where researchers teach. Students have difficulty doing assignments in the Worksheet because there are no available sources/teaching materials to answer assignments so that students' learning motivation decreases. Teaching materials in the form of Worksheets do not guide student interaction activities with the teaching materials. Teaching materials do not present examples of the application of the concept of persuasion text. Students' self-study motivation tends to be low/weak. Teaching materials in the form of Worksheets currently available are still not in accordance with the needs of students, therefore persuasion text teaching materials are needed that can overcome student learning

difficulties during the pandemic, and for the new normal period afterward.

Persuasion Text teaching materials are prepared as digital teaching materials, the orientation is to support distance learning based on the use of digital and computer technology. If these persuasive text digital teaching materials are available, then distance learning in Junior High School can be done by using the internet. The teaching and learning process using digital teaching materials will be of higher quality, because it makes it easier for teachers and students to send, store, and display teaching materials consisting of text, images, and audio, as well as videos quickly with a very wide geographic reach, which is not possible. may be done with teaching materials printed on paper.

In the last two years during the COVID-19 pandemic, distance learning using online learning strategies has been widely used by various schools, including in Junior High School. Online learning, which is implemented simultaneously in schools during the COVID-19 pandemic, can be an operational solution for education and make the learning process continue. But on the other hand, online learning held during this pandemic has encountered many problems, one of the most important of which is the decline in discipline, and student academic involvement during the teaching and learning process.

Several studies have shown that the application of online learning during the COVID-19 pandemic was felt as a burden or additional work for both parents and teachers. Parents have the burden of accompanying their children in learning, while for teachers, working hours are very long because they must be ready to serve students, communicate with teachers and principals whenever needed (Setyorini, 2021; Lestari, 2020; Napitupulu, 2020; Putra and Irwansyah, 2020).

Based on the fact that there are weaknesses in distance learning caused by the factors of teaching materials as described above, the problems of compiling digital materials for persuasion text learning, to support the application of online distance learning during the COVID-19 pandemic, and the new normal afterward are; (1) how is the content design and presentation of Persuasion Text digital learning materials, which is able to overcome learning loss due to the decrease in students' academic involvement in distance learning? (2) how is the effectiveness of persuasive text digital teaching materials in the teaching and learning process using distance learning strategies in SMP/MTs? (3) how are students' responses to the application of Persuasion Text digital teaching materials in helping students achieve learning goals, both in cognitive aspects and in practicing writing skills?

2. Literature Reviews

2.1. Development of Teaching Materials

Teaching materials are everything that is around us that can be used to facilitate learning, for example textbooks, videos, games, websites, and so on. Teaching materials

should be informative (providing information to students), instructional (guiding students in practicing a concept), experiential (providing students experience applying a concept), eliciting (encouraging students to use the concept) and exploratory (helping students to make discoveries about a concept). concept) [15]. Meanwhile, according to Arip, Suherli, and Dede, teaching materials are all sources of knowledge, both written and unwritten, which can be used as teaching materials by facilitators/teachers in classroom learning activities, which consist of knowledge, skills, and attitudes that must be learned to achieve student competency standards. Teaching materials should be prepared based on the principles of learning and teaching, not just following the flow of material found in well-known textbooks. The selection of teaching materials must consider aspects of students' psychological development [1].

2.2. Digital Teaching Materials

Digital teaching materials are teaching materials whose use relies on digital devices or facilities from the smallest to very large levels. Learning with digital teaching materials is intended to improve learning, not just using digital means [16]. Digital teaching materials are designed for individualized learning or personalized teaching materials. The function of digital teaching materials in learning is classified into several types, including; drill and practice, tutorials, multimedia, simulations, educational games, and collaborative and communication environments. Expectations of digital teaching materials for educational innovation are very high, belief is growing, digital teaching materials will gain significance for learning in school and non-school environments.

Digital teaching materials are the basis of online learning strategies, namely the teaching and learning process using digital sources or teaching materials whose delivery to students uses the internet and digital media. The online learning strategy is a strategy that is more in line with the characteristics of today's students whose daily lives are very closely related to technological products. The online learning strategy is one form of digitalization in the world of education that has many benefits and is starting to be widely used in the digital era because it can be used as an alternative to learning in many situations. Online learning has many benefits, including: (1) practical and flexible; (2) an approach that is more in line with the development of science and technology; (3) a pleasant learning experience; (4) more personal; (5) save time and cost; (6) easy to document; (7) environmentally friendly; (8) be an alternative learning strategy during physical distancing.

In general, online learning is "asynchronous", that is, the teacher and the learner do not meet at the same time. Ranganathan, Negash, and Wilcox, (2007) divide e-Learning into four classifications, namely: 1. e-Learning without presence and without communication, 2. e-Learning without presence but with communication, 3. e-Learning combined with presence occasionally, 4. e-Learning is used as a teaching tool in the classroom.

Asynchronous learning is carried out without the presence of a teacher but is carried out with asynchronous electronic communication. It is said to be out of sync because electronic communication between the teacher and the learner is not carried out at the same time and place. In this format, the teacher and the learner do not meet together in the same room. However, teachers and students communicate that can be done via email and students do not need to be physically present in class. An example of this type is e-Learning learning using traditional classrooms where teachers and students use e-mail at the same time.

2.3. Persuasion Text

Persuasion text is a text about a statement that contains an invitation or inducement to encourage the reader to follow the wishes of the author of the text [6]. The characteristics that distinguish persuasive texts from other texts include (1) the use of emotional language, (2) the choice of words in the form of invitations. A persuasive text is a statement or idea accompanied by evidence, reasons, or examples to convince the reader [4].

According to the Big Indonesian Dictionary (KBBI) [5], a persuasive text is "an essay aimed at proving an opinion." Furthermore, persuasion text is a text or paragraph that contains words of invitation, appeal, persuasion, or seduction to the reader so that later the reader will follow what is desired by the author. As a paragraph whose content is in the form of words of invitation and appeal, the writing requires some strong facts and evidence so that the reader is influenced by the invitation, then does or follows what is desired in the article.

Persuasion text contains an invitation or persuasion (Rahma & Pristiwati, 2019; Yasa et al., 2021). Writing persuasive texts is one of the materials taught in the eighth grade of junior high school in the 2013 revised 2017 curriculum which includes two things, 3.14 examining the structure and language of persuasion texts in the form of suggestions, invitations, and considerations about various actual problems (environmental, social condition/or cultural diversity, etc.) from various sources that are heard and read and 4.14 presenting persuasive texts (suggestions, invitations, directions, and considerations) in writing and orally by paying attention to structure, language, or oral aspects [3].

The persuasion text is built with the following structure; (1) the introduction of the issue, namely a paragraph containing an introduction to convey the problem to be discussed; (2) a series of arguments, the author conveys his opinion on the problems that exist in the issue introduction section accompanied by strong evidence/facts to support his argument; (3) a statement of invitation, which is the essence of a persuasive text, contains words of invitation or persuasion to the reader to do something that is expected by the author in his writing; (4) reaffirmation, the author reiterates or reaffirms the opinions and facts as well as the sentence of invitation. At the beginning of the sentence it is marked with phrases such as: thus, therefore, thus, and so on.

3. Research Methods

The development of digital teaching materials for persuasion text uses the research and development (R&D) design of the Plomp model [10] the stages are: (1) preliminary research phase, including; identify student and teacher problems in persuasion text learning; analyze the need for teaching materials based on the syllabus or curriculum; (2) development/prototyping phase, including; (a) designing the order, layout, appearance and composition of text, images or videos; (b) upload the design of teaching materials in the form of text, images, and videos to Google Drive and/or Youtube, then the link to access the teaching materials, converted to a QR Code form so that students are more practical to access it. The mastery test of teaching materials is uploaded to the Google Form, and the link to access it is also converted to a QR Code form; (b) compiling expert validation instruments, questionnaires to collect user opinions, and small scale test observation sheets; (3) the assessment phase, the steps are (a) validation, carried out by two experts, an Indonesian language lecturer, and an Indonesian teacher in junior high school, (b) the first revision of the initial product so that prototype 1 is produced, (c) a small scale test, (d) second revision to obtain

persuasive text digital teaching materials, (e) operational field testing to test the effectiveness of teaching materials, and distributing questionnaires to collect student responses about the product developed, (f) final product revision, (g) dissemination and implementation. This research was conducted in March-June 2021, with the research subjects being eighth grade students of Junior High School, Cirebon Regency, Indonesia. Research data were collected using observation sheets, questionnaires, and multiple choice tests and performance tests.

4. Research Results and Discussion

4.1. Research Result

4.1.1. Preliminary Research

The results of the preliminary research are the results of the analysis related to student and teacher difficulties, competencies that must be mastered by students, and the need for teaching materials to achieve predetermined competencies. A complete and detailed description of the results of each analysis in the preliminary research phase is described in Table 1.

Table 1. Results of the Preliminary Research Stage.

No	Analysis	Analysis Results
1	Student difficulties	Students have difficulty doing assignments in distance learning with teaching materials distributed through Worksheets, because the Worksheets do not include a description of the material explanation, and examples of its application.
2	Teacher difficulties	The teacher's working hours are very long, he must be ready to serve students' questions at any time, because the teaching materials presented to students are not self-study materials.
3	Competence	Competencies that must be achieved by students include competencies in cognitive aspects, and performance competencies in writing texts
4	Teaching Material Needs	Teaching materials to assist students in achieving learning objectives in the cognitive aspect Teaching materials to assist students in achieving learning objectives on aspects of text writing performance

4.1.2. Development or Prototyping

Table 2. Results of the Development or prototyping stage.

No	Analysis	Analysis Results
1	Content design	Persuasion Text digital teaching materials were obtained in the form of Autonomous Learning Materials (ALM), which contained; a. Text and images to introduce and explain concepts b. Examples of concept application c. Quiz to check understanding d. Multiple choice test to measure mastery of teaching materials e. Practice writing text.
2	Display design	The contents of teaching materials are displayed on computer screens/smart-phone /other digital devices Examples of concept application are displayed via web-links Multiple choice test is done on Google Form
3	Delivery design	Teaching materials are distributed to students via a web-link to Drive, and the Youtube channel, by scanning a QR-Code image using the QR-Code Scanner application on a smartphone.

4.1.3. Assessment Phase

Expert Validation

Table 3. Expert Validation Results.

Validated Aspect	Score	Category
The suitability of the materials with the objectives	4,6	Very good
The suitability of the example with the topic	3,8	Well
Number and types of persuasive text examples	3,9	Well
Consistent presentation of contents	4.4	Very good
Compositional balance between text and images	3,8	Well

In addition to giving a score, the validator also provides final conclusions related to the validation results in the form of recommendations for use and suggestions for product improvement. Suggestions for improvement from validators are summarized in Table 4.

Table 4. Validator Suggestions.

Validator	Suggestion
Validator-1	Every video, before broadcasting, should be preceded by an introduction about the purpose of showing the video
Validator-2	The use of the term "you" should be replaced with all of you

4.1.4. Operational Field Testing

Table 5. Student Test Scores on Learning using Digital Teaching Materials of Persuasion Text.

Cognitive Test Score (Multiple Choice)		Performance Test Score (Writing Text)		Information
Score Range	Total students	Score Range	Total students	
86 - 100	8	86 - 100	7	≥ KKM
81 - 85	9	81 - 85	12	≥ KKM
76 - 80	10	76 - 80	7	≥ KKM
≤ 75	5	≤ 75	6	≤ KKM
Σ	32	Σ	32	

4.2. Discussion

4.2.1. Preliminary Research Phase

The purpose of developing these teaching materials is to improve the previous teaching materials in the form of printed worksheets. The analysis of the difficulties of students and teachers in distance learning begins with teaching materials in the form of LKPD which only contains tasks related to persuasion texts but does not include descriptive texts that explain the concept of persuasion texts and examples. With such teaching materials students have difficulty and tend to often ask questions to the teacher so that the teacher's working time becomes very long because he has to serve student questions every time students have difficulty completing assignments.

Digital teaching materials of persuasion texts are designed to help overcome difficulties and make it easier for students to learn, namely by facilitating the characteristics of students' learning tendencies that are auditive, visual, verbal, and kinesthetic. This is in accordance with Mayer's opinion in a book Multi Media Learning [8]. Students who use more than one sense channel for receiving messages will be able to store more messages in memory when compared to students who only receive messages from only one sense or receiving channel. From the preliminary study, teaching materials developed during the COVID-19 pandemic, require adjustments to the content and format of their presentation with the 2013 curriculum.

Teaching materials are presented as distance learning and face-to-face. Teaching materials for distance learning are structured as Autonomous Learning Materials (ALM). The structure of the content of teaching materials consists of a description of the material of persuasion text, sample text based on the description of the material as the application of the concept. Distance teaching materials that are prepared as independent teaching materials are delivered to students in two modes of presentation, presented in print and digital media. Digital mode can be accessed via google drive,

google form, and youtube to open access with QR code & Reader QR & Scanner application. Teaching materials are richer with examples as the application of concepts. The hope is that by adjusting the content of the teaching materials to the verbal, visual and auditive students' learning tendencies, the teaching materials will become interesting and easier to understand by students with verbal, visual, and auditive learning tendencies.

4.2.2. Development or Prototyping Phase

The initial product (prototype) of persuasion text digital teaching materials consists of; (a) the cover of the teaching material, containing information about the title of the teaching material, the designation or use at what level and class the teaching material is, the name of the author of the teaching material; (b) The content of teaching materials consists of seven subjects, including; understanding of persuasion text; types of persuasive texts; characteristics of persuasive text; persuasion text structure; linguistic rules; conclude the content of the persuasion text; and write persuasive texts. The description of each subject consists of an explanation of the concept, giving examples of the application of the concept, guided practice of the practice of applying the concept and ending with independent practice of the practice of applying the concept. The pattern of description of the contents of teaching materials with examples of application, is expected to make learning more concrete, and by including many examples related to the environment of students' daily lives, will make learning more contextual. The content of teaching materials consists of teaching materials that aim to assist students in achieving learning objectives or achieving basic competencies in cognitive aspects and teaching materials to achieve basic competencies in performance aspects.

Evaluation in teaching materials is arranged to determine the level of mastery of teaching materials by students, both in cognitive aspects and in performance aspects in compiling persuasive texts. Evaluation of the mastery of teaching materials by students in the cognitive aspect was carried out

using multiple choice tests through the google form application. The link address is a QR Code. To open or access the Multiple Choice Test, it is done by scanning using the QR Code Reader application. After students finish working on the test questions, the results or test answers are directly sent to the multiple-choice test link address. And the test scores can be known immediately.

4.2.3. Assessment

(i). Expert Validation and Revision

Validation and revision of the initial product of teaching materials. Validation is an assessment activity of teaching materials carried out by material experts in this case carried out by Indonesian language lecturers, and by practitioners, namely Indonesian language teachers at the junior high school level who have a minimum educational qualification of S-2. Product validation is an evaluation process to assess the initial product design of teaching materials whether the content is rationally in accordance with the learning objectives, whether teaching materials can help students achieve learning objectives, whether teaching materials will make it easier for students to learn persuasive texts.

The suitability of teaching materials is indicated by their compatibility with basic competencies (KD), in this case with KD 3.13 and KD 3.14, namely competencies or goals that lead to cognitive aspects, especially mastery of knowledge about persuasive texts. In addition, the suitability of teaching materials was also validated for their suitability with KD 4.13 and KD 4.14, namely basic competencies related to aspects of performance or mastery of skills, such as concluding skills and writing persuasive texts.

Broadly speaking, validation of the initial product of persuasion text teaching materials, apart from assessing the suitability of teaching materials with the objectives or Basic Competencies (KD), teaching materials are also assessed from three main aspects, namely aspects of ease of use, aspects of the coherence of content preparation, and accuracy of evaluations or tests for measure the achievement of learning objectives. The results of expert validation on the ease of use aspect, the average score given by the two validators was 4.6; while in the aspect of coherence the content of teaching materials reached a score of 4.8; and in the aspect of conformity the evaluation reached a score of 4.5. Recommendations from the two validators are; "Persuasion Text teaching materials for distance and face-to-face learning can be used in learning Indonesian in junior high schools with improvements according to suggestions from the validator."

Based on the results of expert assessments and learning practitioners, it can be concluded that the initial product of the Persuasion Text digital teaching materials developed is in the good category and is suitable for use. The input given by the learning experts and practitioners is used as a guideline for revising the initial product of persuasion text teaching materials for the sake of perfection of the development results. The revision of the initial product of persuasion text teaching materials as shown in Table 5, is a minor revision so

that the results of expert and practitioner validation provide recommendations that the persuasion text digital teaching material product is suitable for use for learning.

This is in line with several studies which show that digital teaching materials support the teaching and learning process, active participation of students will be possible; student motivation will increase; effective communication will be possible; technology will be involved in the process; student success will increase [2].

(ii). Implementation Field Testing

The next stage of product testing is to test the effectiveness of the product of persuasion text teaching materials in learning. The test is carried out by applying teaching materials in the online teaching and learning process about Persuasion Text. Testing of teaching materials aims to test whether the product of teaching materials developed is effective in helping students achieve the learning objectives that have been set. The trial was carried out by applying persuasive text teaching materials to Indonesian class VIII students. The government set a policy that during the COVID-19 pandemic, learning in schools was carried out with limited distance and face-to-face learning.

In connection with this policy, distance learning is also used as a place to test the effectiveness of persuasive text teaching materials whose content and preparation are designed for distance learning. Teaching materials for distance learning are structured to meet learning outcomes in the cognitive domain (KD 3.13 and KD 3.14). The contents of the teaching materials for distance learning consist of text and images, packaged in a printed format on paper (books), and in digital format. Teaching materials in digital format can be opened via the google form link. To open the link, it is done by scanning the QR-Code printed on the book page using the QR-Code Scanner application which must first be installed on the smart-phone. The combination of formats for presenting the contents of these teaching materials will allow teaching materials to be studied anytime and anywhere.

In the final phase of learning, an evaluation is held to measure the mastery of Persuasion Text teaching materials in the cognitive domain. The measuring instrument used is a multiple-choice cognitive test with four alternative answers. There are 30 multiple choice test questions in total. Persuasion text teaching materials for face-to-face learning are tested by applying these teaching materials to limited face-to-face learning. Persuasion Text teaching materials for limited face-to-face are teaching materials that are structured to meet learning outcomes in terms of performance (KD 4.13 and KD 4.14). The content of these face-to-face teaching materials is mostly an exercise task of writing elements of persuasion text. Assignments are packaged in a printed format on paper (books), and in digital format. Students are asked to open an image or video via a link whose link address code is converted to a QR-Code which is printed on the book page. From the picture or video and some examples of persuasive text, students are asked to compose an issue introduction paragraph; data description and argument set;

paragraphs of invitation, inducement, appeal, prohibition; and reaffirmation paragraphs must be arranged with good and correct linguistic rules.

During the practice of compiling paragraphs in this limited face-to-face learning, the teacher provides assistance and guidance to each student so that all students are expected to be able to write paragraphs of each element of persuasion text well, using linguistic rules correctly. Through direct mentoring and mentoring activities in writing the elements of this persuasive text, students who encounter problems in the practice of writing persuasive texts will be able to directly consult and discuss the problems they are experiencing.

The test scores of students' mastery of teaching materials after participating in distance learning using Persuasion Text teaching materials are compiled as independent study materials and delivered to students in a printed format in the form of books, and in digital format are as follows. The lowest score was 67, and the highest score was 97. In addition to distance learning, in accordance with the policy of the Cirebon Regency Government during the COVID-19 pandemic, schools also held limited face-to-face meetings. In limited face-to-face learning in this junior high school, the author applies persuasion text teaching materials specially prepared for face-to-face learning. The main orientation in this face-to-face learning is to help and train students to have performance in writing persuasive texts in accordance with the structure and linguistic rules of persuasion texts through a process of direct guidance and mentoring in face-to-face learning. The test scores for mastering the skills (performance) of students in writing texts after participating in face-to-face learning using Persuasion Text teaching materials are arranged as face-to-face learning materials and delivered to students in a printed format in the form of books, and in digital format are as follows.

The lowest score is 55, and the highest score is 95. The final score of persuasion text achieved by students in distance learning and face-to-face is limited by applying persuasive text teaching materials for distance and face-to-face learning is a combination of test scores on cognitive aspects, and performance scores in compiling persuasion text. The proportion or weight of the two persuasion text test scores is; Cognitive test scores are 40% weighted, while the performance test scores for compiling persuasive texts are 60%. The final score is the cognitive test score multiplied by 40% plus the performance score multiplied by 60% then divided by 10. The final score for the persuasion text achieved by the students was the highest score of 96, while the lowest score obtained by the students was 65. Of the 32 students who had a score range of 65 to 96, using the Minimum Completeness Criteria (KKM score) of 74, then there are 5 students (12.5%) whose scores have not been able to reach the KKM, while the remaining 27 students (87.5%) get scores above the KKM.

Based on the results of the assessment of expert validation and practitioners of persuasive text teaching materials in distance learning and limited face-to-face learning, the average score of 4.6. The score shows that the development

results of teaching materials are in the very good category, but there are still revisions according to the validator's suggestions. The mention of the word "you" is replaced with all of you. Inclusion of citations and typing errors. Teaching materials are seen in terms of learning objectives in accordance with KD and achievement indicators. The material in this teaching material is presented in a systematic and coherent manner. This is evidenced by the presentation of the concept of persuasion text equipped with sample texts to help facilitate students' understanding of the material they are studying. Digital teaching materials of persuasion text are interesting, because they are equipped with pictures, videos so that students' learning motivation also increases. The language used in this teaching material is in accordance with the level of understanding of the class VIII junior high school students. So, the teaching materials for persuasion texts in distance learning and face-to-face are limited to be suitable for use in teaching persuasion texts in SMP/MTs.

(iii). Students' Opinions About Persuasion Text Digital Teaching Materials

The results of the questionnaire analysis show that persuasion text teaching materials can help students understand the material they have learned. Viewed from the point of view of the use of language in the development of teaching materials, it is easy for students to understand. Uploaded material is easily accessible by using the QR-Code application. Illustrations clarify the material. Students feel happy using digital teaching materials of persuasion text both in distance learning and face-to-face. The material to achieve KD in the cognitive aspect is presented with distance learning using an online strategy so that it can be accessed anywhere and anytime, while to achieve KD the performance aspect is presented with limited face-to-face using a strategy of writing text exercises and mentoring by the teacher. Most of the students can achieve the learning objectives of the cognitive aspect after using the teaching materials resulting from this development. Testing the effectiveness of digital persuasion text teaching materials showed that 87.5% of students were able to achieve cognitive test scores above the KKM.

This is in line with student responses, that these teaching materials can help students understand the concept of persuasion texts, and achieve Basic Competence (KD 3.13 and KD 3.14), namely identifying types of suggestions, invitations, directions and considerations about various positive things on actual problems from the text. persuasion (environment, social conditions and/or cultural diversity) that is heard and read. In an effort to achieve this basic competence, the product of persuasion text teaching materials provides activities, in which students are asked to identify the meaning and characteristics of persuasive texts. The indicators for achieving competence are (1) explaining the meaning and content of persuasion texts, (2) identifying invitations in persuasion texts, and (3) analyzing the steps for drawing conclusions. In the activity of identifying persuasive texts, there are tasks that must be done by students. In the

first activity, students read types of persuasive texts, then the next student's task is to explore persuasion texts from various sources, then students are given the task of determining the type of persuasion text.

Likewise, the learning objectives in the performance aspect, as many as 81% of students were able to write persuasive texts well in accordance with the structure and linguistic rules of persuasion texts. Digital teaching materials of persuasion text also help students apply concepts in the form of student performance in writing persuasion texts as formulated in KD 4.13 and KD 4.14, namely presenting persuasive texts (suggestions, invitations, directions) in writing and orally by paying attention to structure, language, and oral aspects. In the product of teaching materials, the effort to achieve this basic competency is to present a persuasive text both in writing and orally according to the structure and linguistic rules of the persuasion text.

The indicators of achievement in writing persuasive texts are writing texts by paying attention to the structure and linguistic rules of persuasion texts. Through mentoring during face-to-face learning activities, 82.5% of students were able to write elements of persuasion text in order, and with linguistic rules well. Based on students' test scores in cognitive aspects and students' practice scores for writing persuasive texts, it can be concluded that the digital teaching materials of persuasion texts for distance learning and limited face-to-face learning are effectively used in learning Indonesian subjects for Class VIII students, SMP Negeri 2 Weru, Cirebon Regency. This is in accordance with student responses, that digital teaching materials of persuasion text can help students do the task of writing persuasion texts.

5. Conclusion

After discussing the results of the development, several things can be concluded, including;

1. Obtained the design of persuasive text digital teaching materials according to the analysis of student needs, namely Autonomous Learning Materials (ALM) whose structure consists of; text, images, and audio to explain concepts; examples of concept application, concept application tasks/practices, quizzes, and mastery tests. The distribution of teaching materials/materials to students is done by scanning the QR Code as a link address to Google Drive and the Youtube channel. The material is designed so that it can be perceived through the two receivers that humans have, namely verbal and visual.
2. Persuasion Text digital teaching materials are effectively used in the teaching and learning process, as evidenced by the evaluation results, as many as 28 students (87.5%) were able to achieve goals in the cognitive aspect. Meanwhile, to achieve the goals in the performance aspect, these teaching materials were able to help 26 students (81%) become skilled at writing persuasive texts in accordance with the structure and linguistic rules of persuasion texts.
3. Student responses to the application of persuasive text digital teaching materials as online teaching materials in distance learning and limited face-to-face in Junior High School are; content that combines text, images, and videos is very attractive; can help students understand the material so that they can achieve their goals, the language used is easy to understand, in accordance with junior high school age children; teaching materials are easy to use, but require adequate quota and internet.

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