ICT Utilization in Indonesian Language Learning at the Junior High School Level in Buleleng Regency, Bali, Indonesia

I Made Sutama, I Nyoman Yasa, I Putu Mas Dewantara, and Kundharu Saddhono

***Abstract*—The Covid-19 pandemic has made face-to-face learning unable to take place in class. Therefore, ICT from various platforms is the main choice that must be used, especially in Indonesian language learning for junior high schools. However, the efforts to improve the professionalism of Indonesian language teachers in utilizing ICT for online learning have not been carried out. This study aims to describe 1) the learning tools that utilize ICT, 2) the use of ICT in learning, and 3) the obstacles to the using of ICT in Indonesian language learning at the junior high school level in Buleleng Regency, Bali. This research method is descriptive qualitative. Data collection techniques were carried out using observation, interview, and documentation study techniques. The data were analyzed with the principle of TPACK used in learning. The results show that 1) learning tools that utilize ICT contain components that are integrated with internet technology, 2) ICT in Indonesian language learning at the junior high school level is used to deliver assignments, explain concepts, discuss, and evaluate learning, 3) the obstacles in utilizing ICT by Indonesian language teachers, among others, students lack enthusiasm for learning, poor internet network, and some students are not skilled yet in using applications/technology. Theoretically, this study has an implication to second language learning, especially on Indonesian language using TPACK principle, both in school and higher study level.**

***Index Terms*—ICT utilization, Bahasa Indonesia, junior high school, buleleng, TPACK.**

I. Introduction

The COVID-19 pandemic as a global disaster was announced by WHO in January 2020 and since then, the Covid-19 pandemic has widely become a concern for countries in the world, including Indonesia. The Covid-19 pandemic has changed all aspects of life and this virus is expected to end until 2030 as stated by the United Nations in the UN Sustainable Development Goals (SDGs). One of the impacts is that many countries have decided to eliminate face-to-face learning in the field of education (teaching) to prevent the virus from spreading more widely.

Similar to the policies of other countries, Indonesia has also made emergence remote teaching (ERT) decisions since March 2020. ERT is a newly emerging sub-paradigm that possesses characteristics and challenges differs from traditional online learning [1] Based on this decision, teachers, and students, especially in learning the Indonesian language and literature are directed to use information and communication technology (ICT), either synchronous or asynchronous. Synchronous learning environments provide real time interaction, which can be collaborative in nature incorporating e-activities. Asynchronous environment are not time bound and students can work on e-activities on their own pace [2].

The Covid-19 pandemic has forced teachers and students to study online. This rapid and sudden change has caused teachers, especially Indonesian language teachers in Buleleng Regency, Bali, Indonesia, to be worried about their technological professional competence and effectiveness in learning [3]. This is inseparable from the condition that teachers in the field of Indonesian language studies do not have professional technological competence yet. In that context, the utilization of technology has not been maximized and evenly distributed in the country [4]. The facts in the field show that the skills of Indonesian language teachers in applying ICT in writing learning are still low [5].

Online language learning by utilizing ICT has different characteristics compared to offline language learning. Online learning (TPACK) will run well if teachers can use technology, pedagogy, and well-balanced content knowledge in learning [6]. In this context, there are basic linguistic skills (content), pedagogical, and technology aspects that should not be lost in the process of organizing learning. In this context, the TPACK aspect must be the main concern of teachers in the field of Indonesian language studies in teaching when using ICT. The use of TPACK (Technological Pedagogical Content Knowledge) maximally is able to support and make the learning process more comprehensive [6]. In addition, language learning by utilizing ICT will increase cognitive load, (2) student engagement, increase student active learning, add new vocabulary, and save time [7]. In connection with this concept, an important question that arises is "what is the teacher's competence and the tendency of teachers to teach themselves of digital competencies that are able to make themselves professional (masters) and how effective are they in learning?" [8]. This statement becomes important to be explained and studied scientifically.

The fact that shows the limited (low) ability of Indonesian language teachers in using ICT in learning with the urgency of using ICT in distance learning as described above is an

Manuscript received March 22, 2022, revised April 26, 2022. This work was supported by a Universitas Pendidikan Ganesha grant through DIPA BLU. Nomor: SP DIPA – 023.17.2.677530/2021 Revision 2 dated 10 Maret 2021. And in line with the Contract Number: 647/UN48.16/LT/2021.

I Made Sutama, I Nyoman Yasa, and I Putu Mas Dewantara are with Universitas Pendidikan Ganesh, Singaraja,, Bali, Indonesia (e-mail: made.sutama@undiksha.ac.id, nyoman.yasa@undiksha.ac.id, mas.dewantara@undiksha.ac.id).

Kundharu Saddhono is with Universitas Sebelas Maret, Surakarta, Indonesia (e-mail: kundharu_s@staff.uns.ac.id).

doi: 10.18178/ijiet.2022.12.9.1705

important problem that must be solved. Therefore, it is very important to know the efforts made by the teachers of Indonesian language subject at junior high school in Buleleng Regency in teaching by utilizing ICT as well as their preparations in preparing learning tools, the process of applying the TPACK, evaluation or feedback and at the same time the interaction that teachers do in learning.

ICT creates a learning environment that is highly supportive to learners in the classroom. Many countries have integrated ICT as an effective tool in education administration in many fields of science. Information and Communication Technology (ICT) is an important part of education. Several meta-analyses have shown that ICT can improve learning [8]. There are three principles that can be taken into account in using ICT in learning, namely Cognitive Load, Student Engagement, and Active Learning [9].

In teaching online, ICT is essential. It is not only as a background but also as a context for instruction in teaching [10], [11]. ICT is believed to be able to guarantee the sustainability of education. [5] The supporting factors are caused by the role of ICT which is able to give accesibility, flexibility, and innovation in learning. ICT is used to collect, store, download, process, analyze, and disseminate information. Moreover, ICT has been able to change the method, content storage, content packaging, and content delivery as a new paradigm in learning [5].

Lie *et al.* [6] stated that during Covid-19 pandemic era, many teachers do online learning or emergence remote teaching (ERT) by using various learning management system (LMS). Emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered primarily face-to-face and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis [12].

Indonesian teachers have used learning management system (LMS) for teaching during Covid-19 pandemic era. Some LMS used in ERT among others are Google Classroom, Zoom, Skype, WhatsApp, Moodle, Google Meet, etc.

There are two perspectives from students during their engagement in online learning, they are positive and negative perspectives. Loh *et al.* [13] found that it is very convenient that by the flexibility in learning, students achieve progress at their own pace. However, there are also some students who view online learning negatively, as in the low usage of teamwork, no humanist interaction, self motivation problem, low internet signal [13], [14], limitation in material presentation, and difficulty in creating interaction [15].

Lestiyanawati [16] studied the strategies and problems experienced by teachers in *e-learning* during Covid-19 pandemic era. The result of the research showed that teachers have used the *online chat* and *video conference* strategies and combined them. Furthermore, the result also showed that teachers have 6 problems in online learning, such as (1) the inability in accessing technology, school facility in supporting *e-learning*, difficulty in explaining lesson high material, limited access of students' internet, unsupported students' parents economy to the learning, and support system from students' parents. Other previous relevant researches [5] indicated that school level teachers use ICT in writing learning according to their needs, such as 1) providing writing learning materials, 2) looking for text models, 3) asking students to find writing material, 4) finding a text model, 5) finding writing material, and 6) conducting an assessment of students' writing.

II. Research Method

A. Research Design

This research is qualitative research using a descriptive approach. The researcher describes the result of the research using words/phrases/sentences, without statistic data.

B. Subject and Object

The subjects of this study were Indonesian language teachers who teach at the junior high school level in 8 sub-districts of Buleleng district, Bali, Indonesia. The number of teachers is 25 people. The object of this study was ICT Utilization in Indonesian Language Learning at the Junior High School Level in Buleleng Regency, Bali.

C. Data Sources

The research data source is the documentation study result of learning tools used by the teachers. The learning tools studied were lesson plans, teaching materials, learning media, student activity sheets, and assessment instruments. In addition, other data sources are the observations results of the ICT use in online learning. The results of the interviews were used to clarify the teacher's comments on the learning tools and the process of using ICT in online learning.

D. Data Collection Technique

1) Documentation study method

This documentation study method is used to examine the components of learning tools that contain the use of ICT, such as lesson plans, teaching materials, learning media, student worksheets, and assessment instruments.

2) Interview method

The interview method in this study is an semi-structured interview method. A semi-structure interview is open, allowing new ideas to be brought up during the interview as a result of what the interview says. Semi-structure interview employs a blend of closed-and open-ended question [17] Interviews were conducted with teachers regarding online learning tools, the process of using ICT for online learning, and obstacles in using ICT for online learning during the Covid-19 pandemic.

In collecting data, the researchers applied the ethics, such as delivered the research aim openly to the participants, did not force the participants to give the data, did not reveal the participants private data, and the data were presented in accordance with the participants information.

3) Observation method

The observation method is used to observe directly the process of using ICT by Indonesian language teachers in online learning. Researchers joined online classes organized by teachers, such as Google Meet, Google Classroom, and WhatsApp Groups used by teachers.

E. Data Collection Instrument

The research instruments are Documentation Study, interview, and observation guidelines. The documentation study guide was used to collect data on whether or not there was a written statement on the use of ICT in lesson plans, teaching materials, learning media, student worksheets, and assessment instruments. Observation guidelines were used to collect data related to the process of using ICT in online learning, including 1) is ICT used as a tool to deliver learning materials online?, 2) is ICT used as a tool to conduct online assessments?, 3) is ICT used to find learning materials online?, 4) is ICT used to find text models? The interview guide contains key questions regarding the use of ICT in online learning.

F. Data Analysis Technique

The data analysis technique of this research follows the flow of data analysis techniques: 1) Data Collection Techniques, 2) Data Reduction Techniques, 3) Data Presentation Techniques, and 4) Conclusion Drawing and Verification Techniques [18].

The data of this research include data on learning tools that utilize ICT in online learning, learning processes that utilize ICT, and the obstacles experienced by teachers in utilizing ICT in online learning. After the data are collected, the data are reduced based on the problem. After that, the data is described in accordance with the principles of preparing learning tools presented by the 2016 Minister of Education and Culture Regulation, covering SKL (Graduate Competency Standards), Content Standards, Process Standards, Assessment Standards, Core Competencies and Basic Competencies. Meanwhile, the learning process data on the use of ICT is described according to the TPACK principle.

G. Checking the Validity of the Findings

The validity test of the data in this study uses data source techniques and triangulation methods. The source of triangulation data comes from the results of interviews with teachers, document study data, and the process of using ICT in online learning, and the TPACK principle presented by Koehler, Mishra, & Cain [19].

In analyzing data, the researchers used triangulation technique based on the data results of observation and interview, references, and the researchers' interpretation.

III. Result and Discussion

A. Result

This study involved 25 Indonesian language teachers at the junior high school level in Buleleng Regency, Bali. Indonesian teachers use the 2013 curriculum. In the 2013 curriculum, Indonesian language teachers teach various genres of texts, such as negotiating texts [20]. This article describes (1) the characteristics of learning tools that utilize ICT, the use of ICT in Indonesian language learning, and the obstacles faced by Indonesian language teachers in utilizing ICT in online learning.

1) The characteristics of learning tools utilizing ICT in language learning

Learning tools have a very important role in learning. Learning tools as directions regarding the ongoing learning process, including the outcomes targeted by the curriculum. Since learning tools are very important, the state of the Covid-19 pandemic does not prevent teachers from planning before teaching. The planning or learning tools are lesson plans, teaching materials, learning media, *LKPD* (students worksheets), and assessment instruments.

Learning devices that use ICT during the pandemic have been made by Indonesian language teachers. Based on a review of the document, learning tools that utilize ICT in learning can be described as follows.

First, Lesson Plans that utilize ICT in learning generally have several characteristics. The characteristics in question can be grouped into two parts, namely 1) the *Structure Section* and 2) *the Content Statement Section.*

The Lesson Plans using ICT has a structure: 1) Delivering Core Competencies and Basic Competencies, 2) Learning Indicators, 3) Learning Objectives, 4) Learning Methods, 5) Learning Steps, 6) Learning Tools and Media, 7) Learning Resources, and 8) Learning Assessment. The structure of the lesson plans arranged by teachers of Indonesian language subjects in Buleleng Regency is guided by the 2016 Minister of Education and Culture Regulation which includes *SKL* (Graduate Competency Standards), Content Standards, Process Standards, Assessment Standards, Core Competencies, and Basic Competencies.

In the content/ subject matter section, lesson plans that utilize ICT in learning contain various platforms, such as a gamified learning platform (Quizizz), Social Media Platform (WhatsApp, Youtube, Instagram, Tiktok), a free blended learning platform (Google Classroom), Google video communications service (Google Meet), and Google web apps (Google Forms).

The various names of the platforms were written in the structure of the lesson plans, such as learning objectives, tools and media, learning steps, and assessments. The lesson plans made by the teachers displayed a link of Google Form Student Attendance. The Google application was used by teachers to check/record student attendance. Other than the Google Form at the beginning of the meeting, the teacher also wrote a YouTube link. The YouTube link contained Personal Letter teaching materials. In addition, the Lesson Plans also displayed the use of Google Classroom as an online learning medium as described in the syntax.

Besides the learning syntax, the statement of the use of ICT in the lesson plan structure was also read in the assessment component. In this learning tool, the teacher used the Google Form application to measure students' knowledge.

Second, Indonesian language teaching materials at the junior high school level include a variety of text-genres. Genre-text materials for class VII include descriptive text, procedure text, fantasy text, observation report text, personal

letter, fable text, and folk poetry. Meanwhile, the text materials for class VIII include news texts (motivating), advertisement texts, slogans, posters, exposition texts, explanatory texts, review texts, drama texts, and persuasion texts. The last, genre-text materials for class IX, include report text (experiment), speech text, short story text, response text, discussion text, and inspirational text. The various genres of these texts have been determined by the Ministry of Education and Culture, Indonesia [20].

The development of teaching materials arranged by Indonesian language teachers came from various sources. In developing these teaching materials, teachers also took advantage of technology and the internet (ICT). Various materials source taken from the internet were chosen by Indonesian language teachers in developing their teaching materials. The teaching material sources were taken from various platforms, such as blogs, YouTube, and *Ruang guru*.

Third, in addition to lesson plans and teaching materials, learning media created by Indonesian language teachers also utilized ICT (platforms/applications). Learning media that utilized ICT created by teachers can be grouped into two categories, namely 1) learning content media that supports teaching materials and 2) learning media as a channel or mediator to deliver content.

The characteristics of learning media content utilizing ICT arranged by Indonesian language teachers are 1) contains basic competencies and learning objectives, 2) provides instructions for students in using learning media, 3) conveys material descriptions supported by online links accessible by students, such as flipbooks, YouTube links, etc., 4) uses animated pictures taken from the internet, 5) inserts videos and sound recordings, either by submitting a link or pasting the video and sound on the learning media and 6) delivers learning resources from the internet.

Meanwhile, the content is mediated by online media from various platforms by utilizing maximally media features, such as 1) Social Media Platforms like WhatApps, Instagram, YouTube, 2) a free blended learning platform (Google Classroom), and 3) Google video (Google Meet).

Fourth, The Student Worksheets (*LKPD*) learning tool of Indonesian language teachers in Buleleng Regency during the Covid-19 pandemic also integrated ICT. As the function of the *LKPD* as a student training or activity tool in learning, the *LKPD* made by the teacher that integrates ICT has several characteristics. *LKPD* contains *KD* (Basic Competence) and learning objectives. The material descriptions and exercises are supported by pictures and illustrations from the internet. The questions on the *LKPD* are equipped with material links to answer questions. The practice questions in *LKPD* have HOTs characteristics. Fourth, *LKPD* contains links for collecting assignments, such as Google Drive.

Fifth, The last learning tool arranged by Indonesian language teachers is an assessment instrument. Assessment instruments are very important to be created by teachers. In connection with emergent remote teaching (ERT) due to the Covid-19 pandemic, teachers also made online assessment instruments. Based on the document review of the teachers' assessment instruments, they have several characteristics. Some characteristics of the teachers' assessment instruments are the questions were made conventionally, but distributed through online media. Assessment questions were photographed or made into PDF format. In this case, the assessment instrument was a sheet of paper uploaded through a platform, such as WhatsApp or Google Classroom. Second, the questions were integrated with a question maker application link, such as Google Form and Quizizz. Question links in the application were distributed through media platforms, such as WA and Google Forms.

2) Utilization of ICT in Indonesian language learning

Indonesian language learning at junior high school level uses the 2013 curriculum. In the 2013 curriculum, students study various genres of texts, such as Procedure Text, Persuasion Text, Advertisement Text, Observation Report Text, etc. The basic competencies of each text always go hand in hand between Knowledge and Skills Basic Competence. Hence, the learning of each text is always inserted in the Structure and Language Knowledge Basic Competence and Skills Basic Competence, such as presenting or producing certain texts. In the context of achieving Basic Competence and the Covid-19 pandemic situation, teachers have utilized technology and the internet in their learning process.

Based on the study of learning tools documents, interviews, and online learning observations, the use of ICT by teachers can be made into two categories. The first category is the use of ICT with various platforms in Indonesian language learning, and second, the use of ICT with few platforms to support Indonesian language learning.

a) Utilization of ICT with various platforms

Utilization of ICT with various platforms means the use of various platforms used by Indonesian language teachers in one or more online meetings.

In one online learning meeting, Indonesian language teachers used various platforms, such as WA, Google Classroom, Google Meet, YouTube, and Google Form. The use of these various platforms was adjusted to the characteristics of online media. In starting the lesson, the teachers delivered information through WhatsApp media in connection with the activities agenda that would be carried out in the lesson. The information conveyed includes uploading material in Google Classroom or learning implementation through Google Meet. Based on the observations, the teachers explained that the sequence of learning carried out included providing information through WA, followed by reading material in Google Classroom, and continued with confirming activities in Google Meet. Utilization of the three platforms was carried out in one meeting in a period time of 3 lesson hours (3 x 40 minutes). In connection with the use of ICT, the teachers had previously carried out lesson plans as regulated in the lesson plans. In this category, teachers set the expiration time of Google Classroom and the time to enter Google Meet. In this online meeting, the teachers stimulated students with questions for students to answer and the students also asked questions regarding the misconceptions of the material in Google Classroom.

The various uses of ICT in learning were also carried out by teachers in two meetings. At the first meeting, the teachers uploaded the material and questions to Google Classroom,

then the students read and answered the questions. At the second meeting, the teachers and students met online through the Google Meet Platform. In this meeting, the teacher and students conducted discussions regarding the previous material. Researchers observed that in Google Meet, the teacher's teaching skills were visible, such as recognizing student names, asking questions in turns, controlling students if they were not focused/concentrated, and also understanding students who joined in and out of the virtual class because of the bad internet network.

The use of Google Classroom and Google Meet by teachers when teaching was also integrated with learning content selected by teachers from social media platforms, such as YouTube. In Google Classroom, the teachers uploaded a YouTube link and students accessed the link. The material was then read by the students to strengthen their understanding related to the reading text.

b) Utilization of ICT with unvaried platform

The use of ICT with unvaried platforms means the use of ICT by teachers in learning only utilizing one platform, such as WhatsApp (WA). Based on the observation and interview data, teachers who used WA as an online medium in teaching were characterized by certain traits, such as the students being constrained by internet signal/network so the WA application was the media chosen to be used in teaching. In addition, the use of WA was caused by the limited skills of using other online media by students, especially grade VII students. Their experiences using Google Classroom or Google Meet were limited. The use of WhatsApp in learning included three functions, namely 1) conveying learning time information, 2) delivering material and assignments, 3) giving input or feedback.

Even though using WA, the teachers said that the learning could run effectively. It was due to the good use of WA by the teachers. First, the teachers made groups or WA Groups per class so that communication between students and teachers could run well. Second, provided the opportunity to ask questions individually or in groups via WhatsApp video calls for students who have not understood the material. Third, distributed written material, followed by sending voice messages (voice notes) to emphasize important parts of the material or important parts of activities that students must do. Fourth, delivered learning media in the form of videos that can strengthen students' understanding. Fifth, always gave feedback in the WA group so that students knew their learning outcomes.

3) Obstacles in utilizing ICT in Indonesian language learning

Online Indonesian language learning in Buleleng Regency, Bali, Indonesia has run well. However, there are several obstacles faced by the Indonesian language teachers. The obstacles are closely related to 1) students' enthusiasm/motivation in online learning, 2) network constraints, and 3) students' fluency in using applications/platforms. These constraints are described as follows.

a) Some students' learning enthusiasm was low

In general, the students had an enthusiasm for learning. They were present in online learning. They also listened to or read the material presented by the teacher. However, there were some students who had low enthusiasm for learning. The low enthusiasm of some students was caused by their environment, such as in a conducive family environment. They did not get attention from their parents because their parents were busy working.

b) Network constraint

The students who joined the online learning during the Covid-19 pandemic era in Buleleng Regency, Bali, came from various areas or villages.

The smoothness of the internet network was still a problem for the continuity of online learning, especially on the synchronous learning. This condition caused the teacher to held the asynchronous learning more frequently.

c) Student skills in using online learning media

Based on the interviews with teachers, some seventh-grade junior high school students still had problems in operating Google Classroom, Google Meet, and YouTube. Their parents as companions also did not understand the use of online media. Due to these obstacles, teachers used WA media in learning because it was easier (user-friendly) for students to use. However, the researchers found that this problem was only found in a few (3-4 people) students in one school.

B. Discussion

ICT is believed to be able to guarantee the continuity of education. [5] The supporting factors are caused by the role of ICT which is able to give accesibilty, flexibility, and innovation in learning. ICT is used to collect, store, download, process, analyze, and disseminate information. Moreover, ICT has been capable to change method, content storage, content packaging, and content delivery as a new paradigm in learning [21]. Technology and the internet are very important in today's education, especially in language learning. ICT can improve the quality of language learning because it provides access to collect materials, interact widely, and conduct assessments [21].

The use of ICT in learning in schools has a good influence on teachers in the future. Some of these good influences can be seen in the teacher's role, learning methods, or teacher assessment methods. The role of the teacher has shifted from the teacher as a knowledge center to the role of moderator and facilitator; the mentors to support the success of student development.

The success of the implementation of online language learning is largely determined by careful planning from the teachers. This is supported by the results of Hung's research [22]. He stated that when a teacher is very good at preparing lesson plans and displaying them will support the implementation of learning.

Learning planning by Indonesian language teachers in Buleleng Regency, Bali, Indonesia is in the form of learning tools. These learning tools are a number of materials, tools, media, instructions, and guidelines that will be used in the learning process [23]. Learning tools are very important for teachers because 1) they serve as guidelines in teaching and learning activities in the classroom, 2) serve as administrative equipment for increasing professionalism, and 3) make it easier for teachers to teach [24] and are able to improve their

learning practices in the classroom[25]. The learning tools made by Indonesian language teachers in Buleleng Regency have shown the characteristics of 21st century learning planning. The learning tools made by Indonesian language teachers have shown the ability to choose and apply ICT. The characteristics of 21st century teachers are needed to have the skills of learning content mastery that is integrated with technology [26], [27]. In addition, 21st century teachers are able to carry out learning with the TPACK principle. Characteristics of learning tools that reflect TPACK are in the learning tools teachers have prepared technology that is integrated with learning content and pedagogy in an effort to achieve learning goals (instructional goals) [28].

Guided by the learning tools that had been made, Indonesian language teachers carried out emergent remote teaching. Emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered primarily face-to-face and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis. Emergent remote teaching is a learning activity in which students and teachers are not present at school. The students can join the learning through online platforms, such as Websites, Moodles, or virtual classes [29]. In addition to technological developments that were urging for the educational aspect, emergent remote teaching was carried out as a result of the Covid-19 pandemic [30]. In emergent remote teaching, teachers had been able to integrate genre-text learning content through ICT. Information and Communication Technology (ICT) had been used/utilized by Indonesian language teachers for several things, namely 1) developing teaching materials, 2) delivering material to students, 3) giving assignments to students, 4) evaluating students assignments/work, 5) providing other information to strengthen students' understanding, and 6) evaluating students' understanding of the material. The results of this study are in line with Sutama & Utama [5] that high school level teachers use ICT in writing learning according to their needs, such as 1) providing writing learning materials, 2) looking for text models, 3) asking students to find writing material, 4) finding a text model, and 5) finding writing material, and 6) conducting an assessment of students' writing.

Teachers used ICT to develop teaching materials. Teachers used material from blogs, YouTube or websites to create and develop teaching materials. This happens because ICT plays a role in providing information [22] and can activate students' learning acquisition [31]. YouTube is seen as one of the vital online teaching materials in language learning because YouTube has multimodal text that can direct students to understand the lesson[32].

Besides using ICT to develop teaching materials, Indonesian language teachers also used it to deliver materials directly to students. Teachers used ICT synchronously, such as using Google Meet. Google Meet is very effectively used in distance learning as well as effectively used to motivate students during online learning [33] .

The use of technology and internet during the Covid-19 pandemic by teachers was also used to give assignments to students. This assignment was carried out using the Google Classroom and WhatsApp platforms. In Google Classroom, the teachers submitted assignments along with the deadline for submitting the assignments. On the platform, teachers created assignments, distributed assignments, and assessed the assignments made by the students [34]. Through this media, Indonesian language learning can run effectively. Google Classroom can make the learning effective, improve students' skills, discipline, as well as maintain the continuity of the teaching and learning process recommended by the Indonesian government [34]. In addition to Google Classroom, the WhatsApp application is very often used by teachers in online teaching. WhatsApp as a social media platform is widely used as a medium for teaching languages [35]. WhatsApp as a media for joint learning between teachers and students, especially improves reading and listening skills, as well as new vocabulary acquisition [36].

Besides utilizing ICT to deliver assignments, Indonesian language teachers used technology and internet (ICT) to conduct assessments. Some of the platforms used were Google Form, Quizziz, and Google Classroom. Internet technology has been able to provide benefits for assessing, correcting, and providing input/feedback on student assignments [22]

The use of ICT by Indonesian language teachers in genre-text learning has been carried out according to the TPACK (Technological Pedagogical and Content Knowledge) principle. TPACK can be used as a point of view (frame) to describe and analyze the implementation of integrating technology, pedagogy, and content mastery in learning [29]. The use of ICT by Indonesian language teachers at the junior high school level in Buleleng Regency, Bali, Indonesia had paid attention to the platform chosen to deliver material with the appropriate pedagogical skills. Synchronous platforms, such as Google Meet, were chosen by teachers to train students to speak, discuss, as well as emphasize teaching materials. Google meet is seen as an interactive application media that is able to connect student-teacher communication [37]. Google meet is like a classroom at school which can be used as an alternative medium to interact in learning activities to increase knowledge [38]. The teachers also applied pedagogical aspects, such as motivating all students, taking turns asking questions, and keeping the class democratic. The implementation of learning by utilizing ICT in a synchronous manner had integrated aspects of technology, pedagogy, and content. Effective learning that integrates TPACK has some characteristics, such as being conducted dynamically, well organized, and integrating knowledge from various domains, such as understanding student thinking, student learning, content knowledge and technological knowledge [19].

Besides (Apart from)synchronously, Indonesian language teachers had also used ICT asynchronously in genre-text learning. This asynchronous use of ICT was used to deliver (upload) assignments, materials in pdf/word format, videos, and others. In addition, asynchronous ICT was also used to

conduct assessments. Some of the platforms used by teachers were Google Classroom, WhatsApp, and Youtube. Google classroom could help teachers deliver assignments, homework, and texts for their students [39]. In Indonesian language learning, teachers used Google Classroom to deliver assignments and evaluate student activities. Teachers also provided feedback on assignments that students had submitted in Google Classroom. In addition to Google Classroom, WhatsApp was also effectively used as a medium in online learning [34]. Likewise, Youtube [32] Youtube is seen as an online technology that is very often used in learning [40]. Youtube is also very interesting as a social media that contributes to global education [41] The teaching-learning process that uses the application is very effective because it can help students develop various student abilities in the fields of psychology, communication, critical thinking, social skills, and students' ability in decisions making, and others [39]. Through YouTube, Indonesian teachers downloaded existing materials, such as vlogs. In addition, teachers used YouTube as a medium for delivering text-genre learning materials. The teachers uploaded the video and shared the link with the students. Students accessed the link and then listened to the material presented by the teacher. Other than that, teachers also used YouTube as a place to upload student assignments. The use of YouTube in learning cannot be separated from the role of YouTube as an effective platform for sharing, uploading, and commenting on teaching materials [42].

Regarding the obstacles or constraints in emergent remote teaching, Indonesian language teachers stated that there were 10 students who had low enthusiasm or motivation in online learning. The low enthusiasm or motivation of these students was caused by the very low parental control over them to study at home. The students'parents were busy working. Learning control for junior high school students is still very important because they are still unstable. Gustiani's research [9] showed that the passion to study successfully and the urge to get new experience in study are the intrinsic motivation that students have. The low intrinsic motivation possessed by some students becomes the supporting factor to the obstacles in the operating of emergent remote teaching.

Furthermore, internet signal disturbance also lowered their motivation in learning. The students were discouraged after experiencing the disturbance of their internet signal. In this context, students' external motivation was much influenced by the online learning supporting facility [43]. The result of the research can be seen in detail in Table I.

TABLE I: SUMMARY OF EMPIRICAL RESULT

Problems	Empirical Finding
Problem 1: Learning tools	The learning tools made by Indonesian language teachers in Buleleng Regency have shown the characteristics of 21st century learning planning. The learning tools made by Indonesian language teachers have shown the ability to choose and apply ICT. The characteristics of 21st century teachers are needed to have the skills of learning content mastery that is integrated with technology. In addition, 21st century teachers are able to carry out learning with the TPACK principle. Characteristics of learning tools that reflect TPACK are in the learning tools teachers have prepared technology that is integrated with learning content and pedagogy in an effort to achieve learning goals (instructional goals).
Problems 2 : The Utilizing ICT	Indonesian language teachers carried out emergent remote teaching guided by the learning tools that had been made. The use of ICT by Indonesian language teachers in genre-text learning has been carried out according to the TPACK (Technological Pedagogical and Content Knowledge) principle. TPACK can be used as a point of view (frame) to describe and analyze the implementation of integrating technology, pedagogy, and content mastery in learning. Synchronous platforms, such as Google Meet, were chosen by teachers to train students to speak, discuss, as well as emphasize teaching materials. The implementation of learning by utilizing ICT in a synchronous manner had integrated aspects of technology, pedagogy, and content.
Problems 3: Obstacle/Constrains	Intrinsic and extrinsic motivation influence the online learning during Covid-19 pandemic era. Low self-motivation and supporting facilities triggered the emergence of obstacles in online learning / emergent remote teaching.

Based on the explanation above, the use of ICT in learning Indonesian language during the Covid-19 pandemic can be considered run well. Good implementation was supported by the skills of the teachers in arranging learning tools and applying them in emergence remote teaching.

IV. CONCLUSION

The focus of this research is on the use of ICT in Indonesian language learning during the Covid-19 pandemic era at junior high school level in Buleleng, Bali, Indonesia**.** Based on the description above, there are several main points that can be concluded. Learning tools that utilize ICT in Indonesian language learning during the Covid-19 pandemic provided links to learning materials, assignments, and evaluations. The use of ICT in Indonesian language learning by teachers during the Covid-19 pandemic was as an effort to 1) develop teaching materials, 2) deliver material to students, 3) give assignments to students, 4) evaluate students assignments / works, and 5) evaluate students' understanding of the material. There are several obstacles in utilizing ICT for Indonesian language learning at the junior high school level in Buleleng Regency, namely the decreasing enthusiasm of some students in learning, the low skill of some students in operating the learning platform features, and the poor internet network.

In connection with these obstacles, teachers should reflect on developing teaching materials, such as the level of difficulty or the contextuality of teaching materials so that the students will regain their enthusiasm. In addition, it is also important for teachers to optimize students' readiness for online learning.

Related parties who provide internet (network) services should always control and improve internet network services to the public so that they have no problems in online learning.

This research has an implication to the second language learning, especially Indonesian language, which is learned in school as well as in higher level education by using the principle of TPACK. Relevant future research is highly recommended on how ICT is used in the operation of Indonesian language learning evaluation during Covid-19 pandemic era. Furthermore, it is highly suggested on how

online learning media is created by teacher by using ICT.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest whatsoever.

AUTHOR CONTRIBUTIONS

IMS developed the idea of research, designed the research instrument. INY descriptively analyzed the data. IPMD prepared the theoretical base of research. KS drafted and critically revised the manuscript.

REFERENCES

[1] K. Fuchs and S. Karrila, "The perceived satisfaction with emergency remote teaching (ERT) amidst COVID-19: An exploratory case study in higher education," *Obraz. i Nauk.*, vol. 23, no. 5, pp. 116–130, 2021.

[2] A. Perveen, "Synchronous and asynchronous e-language learning: A case study of virtual University of Pakistan," *Open Prax.*, vol. 8, no. 1, pp. 21–39, 2016.

[3] A. S. Azar and N. H. I. Tan, "The application of ICT techs (mobile-assisted language learning, gamification, and virtual reality) in teaching english for secondary school students in malaysia during covid-19 pandemic," *Univers. J. Educ. Res.*, vol. 8, no. 11 C, pp. 55–63, 2020.

[4] A. Adisel and A. G. Prananosa, "Penggunaan Teknologi Informasi dan Komunikasi dalam Sistem Manajemen Pembelajaran pada Masa Pandemi Covid 19," *J. Adm. Educ. Manag.*, vol. 3, no. 1, pp. 1–10, 2020.

[5] I. M. Sutama and I. Utama, "Pemanfaatan Teknologi Informasi dan Komunikasi (TIK) Dalam Pembelajaran di Sekolah," *Prosiding Seminar Nasional Riset Inovatif*, vol. 3, no. 1, pp. 61–69, 2017.

[6] N. A. Drajati, L. Tan, S. Haryati, D. Rochsantiningsih, and H. Zainnuri, "Investigating English language teachers in developing TPACK and multimodal literacy," *Indones. J. Appl. Linguist.*, vol. 7, no. 3, pp. 575–582, 2018.

[7] L. M. Cakrawati, "Students' perceptions on the use of online learning platforms in Efl classroom," *English Lang. Teach. Technol. J. (ELT-Tech J.*, vol. 1, no. 1, pp. 22–30, 2017.

[8] J. König, D. J. Jäger-Biela, and N. Glutsch, "Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany," *Eur. J. Teach. Educ.*, vol. 43, no. 4, pp. 608–622, 2020.

[9] C. J. Brame, "Effective educational videos: Principles and guidelines for maximizing student learning from video content," *CBE Life Sci. Educ.*, vol. 15, no. 4, p. es6.1-es6.6, 2016.

[10] T. N. Fitria, "Teaching English through online learning system during Covid-19 pandemic," *Pedagog. J. English Lang. Teach.*, vol. 8, no. 2, p. 138, 2020.

[11] N. Shahin and H. Al Arfaj, "Learning technologies among academics in the United Arab Emirates: One academic year since COVID-19," *Int. J. Inf. Educ. Technol.*, vol. 12, no. 2, pp. 141–149, 2022.

[12] M. K. Barbour, R. LaBonte, C. Hodges, and S. Moore, "Understanding pandemic pedagogy: Differences between emergency remote, remote, and online teaching," *State Nation K-12 e-Learning Canada*, no. December, pp. 1–24, 2020.

[13] C. Loh *et al.*, "Re-examining students' perception of e-learning: An Australian perspective," *Int. J. Educ. Manag.*, vol. 30, no. 129–239, 2016.

[14] I. G. Nurjaya and I. N. Yasa, "Pembelajaran Bahasa Indonesia secara Daring pada Masa Pandemi Covid-19 online Indonesia language learning during the Covid-19 pandemic outbreak Pendahuluan Universitas Pendidikan Ganesha adalah salah satu perguruan tinggi di Indonesia yang mengambil kebij," *Diglosia J. Kaji. Bahasa, Sastra, dan Pengajarannya*, vol. 5, no. 2, pp. 301–316, 2022.

[15] I. K. Suartama, L. P. P. Mahadewi, D. G. H. Divayana, and M. Yunus, "ICARE approach for designing online learning module based on LMS," *Int. J. Inf. Educ. Technol.*, vol. 12, no. 4, pp. 305–312, 2022.

[16] R. Lestiyanawati, "The strategies and problems faced by indonesian teachers in conducting e-learning during COVID-19 outbreak," *CLLiENT (Culture, Lit. Linguist. English Teaching)*, vol. 2, no. 1, pp. 71–82, 2020.

[17] B. K. E. Newcomer *et al.*, *Conducting SEMI-Structured*, no. 1970, pp. 492–505, 2015.

[18] M. B. Miles and A. M. Huberman, *Qualitative Data Analysis*, Sage, 1994.

[19] M. J. Koehler, P. Mishra, and W. Cain, "What is technological pedagogical content knowledge (TPACK)?" *J. Educ.*, vol. 193, no. 3, pp. 13–19, 2013.

[20] C. Hasanudin, A. Fitrianingsih, and K. Saddhono, "How is the student's negotiation text in collaborative learning of flipped classroom and a cyberlink power director media apps," *Ing. des Syst. d'Information*, vol. 24, no. 6, pp. 559–567, 2019.

[21] P. Thakral, "Role of ICT in professional development of teachers," *Learn. Community-An Int. J. Educ. Soc. Dev.*, vol. 6, no. 1, p. 127, 2015.

[22] M. M. Hassan and T. Mirza, "Impact of ICT in changing the role of a teacher: An overview," *Gedrag Organ. Rev.*, vol. 33, no. 03, pp. 440–449, 2020.

[23] C. R. Wigham, "Review of The handbook of technology and second language teaching and learning," *Alsic*, vol. 23, no. 1, pp. 293–294, 2020.

[24] L. T. Hung, "How does online formative feedback impact student's motivation and self-directed learning skills during the COVID-19 pandemic?" *J. Educ. Soc. Res.*, vol. 11, no. 5, pp. 11–20, 2021.

[25] R. F. Siregar, "Pengembangan Perangkat Pembelajaran Berbasis Pendekatan Realistic Mathematics Education untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa MTs. Swasta Ira Meda," *J. Warta.*, vol. 61, pp. 146–161, 2019.

[26] J. Shen, S. Poppink, Y. Cui, and G. Fan, "Lesson planning: A practice of professional responsibility and development," *Educ. Horizons*, vol. 85, no. 2000, pp. 248–258, 2007.

[27] H. Jan and N. Jrf, "Teacher of 21 st Century: Characteristics and development," *Research on Humanities and Social Sciences*, vol. 7, no. 9, pp. 2225–0484, 2017.

[28] S. G. Orojaa, S. Kotoua, and M. Ilkanc, "Online education in north cyprus universities: Case study eastern mediterranean university," *Procedia — Soc. Behav. Sci.*, vol. 28, pp. 536–541, 2011.

[29] D. A. Schmidt, A. D. Thompson, M. J. Koehler, and T. S. Shin, in *Proc. 44th International Conference on Computers and Industrial Engineering and 9th International Symposium on Intelligent Manufacturing and Service Systems*, vol. 42, no. 2, p. 2531p, 2014.

[30] O. F. Ipek and Z. Ustunbas, "Applications used in distance education in English language classrooms," *JET (Journal English Teaching)*, vol. 7, no. 3, pp. 260–272, 2021.

[31] T. Korbuakaew, I. Robroo, and S. Korbuakaew, "The development of online active learning management with application for pre-service teachers," *Int. J. Inf. Educ. Technol.*, vol. 12, no. 1, pp. 77–81, 2022.

[32] W. Abdulrahman Almurashi, "The Effective use of youtube videos for teaching english," *Int. J. English Lang. Linguist. Res.*, vol. 4, no. 3, pp. 32–47, 2016.

[33] C. S. Ironsi, "Google meet as a synchronous language learning tool for emergency online distant learning during the COVID-19 pandemic: Perceptions of language instructors and preservice teachers," *J. Appl. Res. High. Educ.*, vol. 14, no. 2, pp. 640–659, 2022.

[34] M. Okmawati, "The use of Google classroom during pandemic," *J. English Lang. Teach.*, vol. 9, no. 2, p. 438, 2020.

[35] M. Salem M. Alqahtani, C. V. Bhaskar, K. V. Elumalai, and M. Abumelha, "WhatsApp: An online platform for university-level English language education," *Arab World English J.*, vol. 9, no. 4, pp. 108–121, 2018.

[36] S. A. Shahrokni, "Second language incidental vocabulary learning: The Effect of online textual, pictorial, and textual pictorial glosses," *Electron. J. English as a Second Lang.*, vol. 13, no. 3, pp. 1–19, 2009.

[37] A. Setyawan, N. Aznam, Paidi, T. Citrawati, and Kusdianto, "Effects of the Google meet assisted method of learning on building student knowledge and learning outcomes," *Univers. J. Educ. Res.*, vol. 8, no. 9, pp. 3924–3936, 2020.

[38] R. D. Roscoe, "Self-monitoring and knowledge-building in learning by teaching," *Instr. Sci.*, vol. 42, no. 3, pp. 327–351, 2014.

[39] S. A. O. Basher, "The impact of google classroom application on the teaching efficiency of pre-teachers," *Int. J. Soc. Sci. Educ.*, vol. 2, no. 2, pp. 45–54, 2017.

[40] M. Alhamami, "Observation of {Youtube} {Language} {Learning} {Videos}," *Teach. English with Technol. A J. Teach. English*, vol. 13, no. 3, pp. 3–17, 2013.

[41] C. J. Bonk, *The world is Open: How Web Technology Is Revolutionizing Education*, San Francisco: Jossey-Bass, vol. 12, no. 3–4, p. 181, 2009.

[42] S. H. H. Pratama, R. A. Arifin, and A. W. S. Widianingsih, "The use of Youtube as a learning tool in teaching listening skill," *Int. J. Glob. Oper. Res.*, vol. 1, no. 3, pp. 123–129, 2020.

[43] S. Gustiani, "Students' motivation in online learning during COVID-19 Pandemic era : A case study," *Holistics J.*, vol. 12, no. 2, pp. 23–40, 2020.

Copyright © 2022 by the authors. This is an open access article distributed under the Creative Commons Attribution License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited (CC BY 4.0).

I Made Sutama is a professor in Indonesia language educational. He currently teaches at Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia. His research interests are in Indonesian teching and learning, learning media including e-learning, multimedia learning.

I Nyoman Yasa is a doctor in the field of Indonesia language education. He currently teaches at Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia. His research interests are in material teaching, learning strategies and media.

I Putu Mas Dewantara is a doctor in the field of Indonesian language. He currently teaches at Universitas Pendidikan Genesha, Singaraja, Bali, Indoensia. His research interests are in the communication technology-based learning and mobile learning.

Kundharu Saddhono is a doctor in the field of sociolinguistics. He currently teaches at Universitas Sebelas Maret, Surakarta, Indonesia. His research interests are linguistics, media, and Javanese culture.