Research article

Development of a Design for Implementation Learning of Oriented on CTL Model to News Writing During the COVID-19 Pandemic

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Abstract.
News writing – a crucial part of journalism – is a necessity for students, especially those at PBSI (Indonesian Language and Literature Education). Students must be able to produce writings containing news or events that are observed and experienced directly in society. In achieving these output targets, lecturers must be able to motivate students for learning by making it interesting and using the right combination of learning media, learning strategies, and learning models. In this article, the authors discuss how to develop an RPS for news writing using the CTL learning model. The research type is an R&D with development steps according to Sugiyono and Pengembangan. However, the current article describes only the product design process. The study data were collected through discussions of concepts based on various related theories.

Keywords: development, model, learning, contextual, COVID-19

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1. Introduction

The COVID-19 pandemic is the world's first health crisis. Many countries have decided to close public facilities, schools, and higher education institutions. The United Nations International Organization in New York, USA, caught that education is one of the things that is most affected by the Covid-19 pandemic, because the learning process should be able to achieve the learning objectives. It was very disturbed by the presence of the Covid-19 pandemic as it is currently happening. The pandemic that spreads widely has become something that must be faced and must be solved, so that all activities can run normally as before. The closure of schools and universities is almost all over the country, due to the presence of the Covid-19 outbreak. Based on data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), it is estimated that there are 290.5 million students worldwide whose learning activities are disrupted due to schools being closed[1]. The unpreparedness of education in Indonesia to face a

pandemic situation as it is currently happening, makes these problems immediately to be overcome.

In order to maintain the education system in order to stay good, and to support the Government in supporting social restrictions in the midst of the Covid-19 Pandemic, according to the instructions of the President of the Republic of Indonesia to continue to study at home, work at home, worship at home. The Minister of Education and Culture of the Republic of Indonesia responded to this policy through Circular Letter (SE) Number, 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19[2]. Utilization of technology and information in learning, which was developed with various models and learning strategies. To be the main step in overcoming these problems. This is an effort to still be able to achieve learning objectives even though learning is done online.

One of the learning models, which can be developed and applied in learning, especially during the Covid-19 pandemic, is the Contextual Teaching and Learning (CTL) model. Contextual learning is learning that seeks to connect the elements in the learning material with conditions in the real world of[3] CTL learning with what is in students' daily lives[4]. Contextual learning model is a learning model that provides facilities for students to seek, find, and process student learning experiences with real life Rusman[5] in a contextual strategy, assessment of students is carried out during the learning process.[4] revealed that activities in contextual-based learning can be collaborated with various other learning activities such as; (a) authentic learning, namely learning by linking in everyday life, (b) inquiry learning, namely learning to solve a problem, through a systematic thinking process, (c) problem-based learning a process of training students' critical thinking power in solving problems. relating to the real world, (d) service-based learning, namely learning that is carried out by collaborating community service services with learning in schools, (e) work-based learning, namely learning that collaborates between workplace concepts and subjects.

Suhardiyanto[6] States that a learning can be said to use a conceptual approach if it applies seven main components in learning, namely: (1) Constructivism is that students work independently with the surrounding environmental resources. In this stage, students become the center of activity. The problems that arise must refer to the daily lives of students. (2) Finding, namely students collecting information, finding activities is the most core activity in a contextual approach, this can be done by inviting students to complete the LKPD provided. (3) Asking, developing students' curiosity by asking questions, designed questions can raise and stimulate students to think (4) Learning communities are developing and forming study groups to bring

up collaborative processes among students (5) Modeling is preparing models to help students in In learning, the modeling prepared can be in the form of demonstrations and so on, (6) Reflection, which is a way of thinking about what has just been learned, reflection should be done at the end of learning at each meeting (7) Assessment, which is conducting an assessment of learning in various ways, assessment can be in the form of performance, observation, open-ended questions, and portfolios.

Learning to write has a very important role not only for fostering communication skills but also for the benefit of mastery of science. It is through language that humans learn various kinds of knowledge that exist in the world. Quality learning is a learning condition that is oriented towards learning objectives. That is, learning is carried out really directed to achieve the formation of competence in students. This learning is reflected by the activities of lecturers and students who are shaded by appropriate learning principles, inspired by relevant learning approaches, and facilitated by learning methods and techniques that are in accordance with the objectives, student characteristics, and social context.

However, in practice, various old traditions in carrying out learning are often still found in the school world. The real evidence of this condition is that there are still many lecturers who carry out learning only oriented to conveying knowledge to students. and exercises in conveying material to students. As a result, learning becomes monotonous, does not stimulate the development of children's potential, does not motivate children to excel, so that it has an impact on the low competence of students.

In language skills, there are four components, namely listening, speaking, reading, and writing skills. Among the four skills, writing is the most recently mastered skill. Zulaiha[7] states that among other language skills, writing is one of the most important skills. skills that are not mastered by everyone, especially writing in an academic context (academic writing), such as writing essays, scientific papers, and research reports. Learning to write at the PBSI Study Program, University of PGRI Semarang, is still facing problems, including students still having difficulty in writing skills, especially writing news texts.

Learning to news writing for students of the PBSI Study Program at PGRI Semarang University which researchers have observed in its implementation so far is only a theory. Lecturers generally explain things related to writing material only. In this context, lecturers should not only understand the material to be taught, but should understand all the characteristics contained in it so that they can easily apply the new paradigm in the learning process. In this condition, lecturers do not provide opportunities for

students to develop their own creativity. With such a learning model, many students are increasingly passive and tend to feel bored.

Based on the results of these observations, researchers are interested in developing a learning model to improve the skills of writing news texts. There are various kinds of learning models that can be applied in news text writing activities learning models through a contextual approach.

In line with this statement, research on the application of the Contextual Teaching and Learning learning model, which is relevant and first carried out by entitled "Development of Contextual Learning Models to Improve Literature Appreciation Ability of Junior High School Students in the Framework of Implementing KTSP in International Standard School Pilot Junior High Schools." The research resulted in a development product in the form of learning tools for writing literature, especially short stories. The similarity between research and this research lies in the type of writing learning model development using a contextual approach. The difference between research and this research lies in the problem being studied. The problem studied in research is writing literature (short story text), while this study examines writing news.

Second, a relevant and earlier research conducted by Nuryatin[8] entitled "Development of Learning Tools for Writing Short Stories Based on Experience Using a Contextual Approach". The research resulted in an accumulation of short story writing learning tools based on experience with a contextual approach. The similarity between[8] research and this research lies in the type of writing learning model development with a contextual approach. The difference between the research studied by[8] and this research lies in the problem being studied. The problem studied in Nuryatin's research is writing short stories based on experience, while this study examines news writing.

Third, the relevant research previously conducted by Hasruddin[9] entitled "Maximizing Critical Thinking Ability Through Contextual Approach." In this research, it is found that students will have a deep understanding if the learning process emphasizes critical thinking skills. Through critical thinking skills, students are given the opportunity to use thinking at a higher level. Students' critical thinking skills can be explored through contextual learning. The similarity between research and this research is the use of a contextual approach. The difference between research and this research lies in the problem of research objectives. The purpose of research is to gain an understanding of the learning process by emphasizing critical thinking skills using a contextual approach, while this study aims to develop a news writing learning model with a contextual approach.

Based on the description above, this study aims to (1) develop learning tools oriented to the CTL model in learning to news writing during the Covid-19 pandemic, (2) describe the implementation of the CTL approach in learning to news writing during the Covid-19 pandemic, (3) provides an alternative way of implementing the CTL model in learning to news writing, through the online Semester Lesson Plan (RPS), 1 sheet. (4) provide alternative solutions, to apply the learning model and become a reference for carrying out learning and further research on the application, or implementation of the CTL approach in classroom learning.

2. Method

This type of research is research and development (R&D). The development was carried out by developing a Learning Device Plan (RPP) with the CTL learning model during the Covid-19 pandemic. The method used in this study has the aim of developing and testing the effectiveness of a particular product[**10**]. This study uses research steps developed by Sugiyono[**10**]. The development steps are as follows: (1) potential problems, (2) data collection, (3) product design, (4) design validation, (5) product testing, (6) revision, (7) usage trial, (8) product revision, (9) mass product. However, in this study, the researcher limited the research to product design. In this article, we will discuss the development of Semester Learning Plans (RPS) with a CTL approach in learning Indonesian, news text material. As well as product design descriptions, which were developed with the CTL approach research. This research uses a discussion in the form of conceptual, conceptual obtained based on the theory of various kinds of references used. This research does not only stop at the analysis process, but the results of the research will also be concluded.

3. Results and Discussion

The application of the Contextual Teaching and Learning (CTL) model in learning to write news can be explained through the Semester Lesson Plan (RPS), as follows:

SEMESTER LEARNING PLAN (RPS)

Subject : News Writing

Class/Semester : Even

Subject matter : News Text

Time Allocation : Three Meetings (Four Activities)

A. Learning Objectives

TABLE 1: Learning Objectives.

No	Learning Objectives
	The purpose of learning (instructional goal) is to facilitate students to be able to write news based on social, cultural, and educational realities. The writing ability in question is that students are able to produce writings containing news or events that are observed and experienced directly in social reality.

B. Basic Competencies and Competency Achievement Indicators

TABLE 2: Basic competence and competency achievement indicators.

No	Basic Competence	Competency Achievement Indicator
1	Identify the elements of the news text (boasting and motivating) that are heard and read. Examining the structure and language of the news text (boasting and motivating) that the news hears and reads..	Explain the meaning of news text Identify news components. Analyzing summary and conclusion of news. Analyze the steps to conclude the main points of the news. Identifying Responses to news content. Analyzing the elements of news texts (boasting and motivating) that are heard and read. Analyzing the structure of the news text which includes the title and date line of the news. Analyzing the structure of the news text which includes the core/leads of the news. Analyzing the structure of the news text which includes the body of the news. Analyzing the linguistic rules of the news text. Analyzing standard and non-standard language (enrichment)
2	Summarizing the content of the news (boasting and motivating) that is read and heard Presenting data, information in the form of news orally and in writing by paying attention to structure, language, or oral aspects (pronunciation, intonation, expression, kinesics)	Make a summary and conclusion of the news. Presenting the content of the news (boasting and motivating) that is read and heard

C. Media and learning tools:

Media : WhatsApp groups, learning videos, YouTube, Google meet

Tools : Device and laptop

D. Learning Activities

1. Opening Activities

1. The lecturer informs the students through the WhatsApp group, and informs them that learning will start soon.

2. Lecturers say greetings, ask students how they are and make sure students are in good health, lecturers allow students to go on wheels.

3. Lecturers present the presence of students by asking students to send voice messages, related to what activities they have done that day.

4. Lecturers and students together repeat the previous material learning, conduct questions and answers, then the lecturer relates the material to be discussed in the meeting with students' experiences while studying at home.

2. Core Activities

1. The lecturer invites students to watch the video about "Labor Day Demo" which has been uploaded to YouTube.

2. After listening, the lecturer divided the students into several groups to conduct discussions related to the video they watched. The division of groups is carried out in WhatsApp study groups that have been created and prepared. The lecturer asked the students to discuss, regarding the selection of themes, related to the news text that will be presented by each student. Lecturers provide theme options related to student experiences.

3. After that, students were asked to present what theme would be created and presented in the news text. Via Google-Meet.

4. Lecturers provide evaluations and directions related to the themes that have been chosen by students.

5. The lecturer asks students to present the text accompanied by performance practices, which are proven through videos, and the video is used as an evaluation tool for measuring material achievement in this competency.

3. Closing Activities

1. Students together conclude what the results of the learning they have obtained at the meeting are related to the material to identify the structure and linguistic rules in personal letters.

2. Lecturers invite students to ask questions, if there is information related to the material that is not clear and has not been understood by students.

3. Lecturers invite students, to convey what they got in today's learning meeting.

4. The lecturer delivered the material to be delivered at the next meeting, students were reminded again related to the task of making videos and news texts based on the themes that had been presented earlier.

5. Students with the guidance of lecturers together close the online learning by reading the closing prayer and greetings.

E. Rating

1. Attitude: The use of clothing in learning and student activity in participating in learning, turning on videos during presentations as a form of participation in learning and so on.

2. Knowledge: Able to mention the "theme" that will be raised in the news text that is presented, based on daily experience.

3. Skills: Ability to convey the results of discussions, through presentations via google meet.

4. Performance, the practice of practicing news texts based on themes, through videos.

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