



Evaluation of Input and Process in the Implementation of Online Poetry Appreciation Learning

Cintya Nurika Irma^{1,*}, Cerianing Putri Pratiwi²

¹Indonesian Language Education Study Program, Universitas Peradaban, Jawa Tengah, Indonesia

²Master of Elementary Education Study Program, Universitas PGRI Madiun, Jawa Timur, Indonesia

Article Info

Article history:

Received Mar 23, 2025

Revised Jun 21, 2025

Accepted Jul 24, 2025

OnlineFirst Jul 31, 2025

Keywords:

Evaluation

Poetry

Student

Senior High School

ABSTRACT

Purpose of the study: This study aimed to describe and analyze the evaluation of input and process in online poetry appreciation learning at senior high schools in Purworejo Regency. Evaluation is an essential part of the learning process, serving as a reflection on the achievement of learning objectives.

Methodology: This study employed a program evaluation research approach using the Stufflebeam evaluation model, focusing on input and process evaluation. Data collection techniques included both interactive and non-interactive methods. The interactive analysis components involved data reduction, data display, and conclusion drawing.

Main Findings: The input evaluation revealed that: a) some students did not own personal technological devices, experienced internet quota limitations, lacked deep media and digital literacy learning, and had limited access to translated poetry e-books, b) there was a need to improve teachers' pedagogical and professional competence standards, and c) The school had implemented several relevant programs, including tablet loan programs, internet quota aid, school domain email creation, IT team formation, periodic training on the use of learning devices and social media, counseling support by guidance and counseling teachers, and the establishment of a digital library.

Novelty/Originality of this study: This study contributes valuable insights into the alignment between input and process in poetry appreciation learning, tailored to the characteristics of the schools involved.

This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license



Corresponding Author:

Cintya Nurika Irma,

Indonesian Language Education Study Program, Faculty of Teacher Training and Education,

Universitas Peradaban, Jalan Raya Pagojengan Km 3, Paguyangan, Brebes, Jawa Tengah, 52276, Indonesia

Email: cintyanurikairma@gmail.com

1. INTRODUCTION

The integration of technology and education aims to strengthen the actualization of learning, as the use of internet-based technology, rich in information, facilitates the fast and comprehensive processing of information [1]. Learning processes and communication should help students focus on core understanding, foster independent learning, develop language skills, and enhance critical thinking abilities [2]. Government policies and roles, in the form of effective design, delivery, and support, are capable of realizing the development of online learning [3]. Online learning is expected not to reduce students' self-development per the achievement of learning competencies, with teachers maintaining control over the use of technology [4].

The use of technology in learning is not only about having the technical ability to operate it but also about facilitating and assisting students in realizing independent and collaborative online learning [5]. Concerning the implementation of online learning, teachers must design effective and high-quality online

learning by collaborating with the potential of technology and information in its implementation. The realization of online learning experiences several obstacles, including (a) high levels of boredom, (b) eye health issues, (c) teachers' less active teaching methods, (d) the importance of collaborative use of written social media and lack of integration with virtual platforms, (e) limitations of personally-owned devices, (f) internet data costs, and (g) poor network signals [6].

There are shortcomings when the use of technology in online learning is not actualized by teachers due to a lack of understanding and preparation, leading to ineffective implementation. This situation results in teachers being replaced in their role, as students become bored and learning objectives are not achieved [7]. Challenges or obstacles in online learning can be turned into opportunities for teachers and schools to overcome these problems to improve the quality and quantity of learning. Important aspects to consider in online learning include the meaning of learning, format, strategies, the role of educators, technology, and support [8]. During the COVID-19 pandemic, the education environment had the opportunity to implement online learning more intensively than face-to-face learning, according to the regulations of the Indonesian Ministry of Education and Culture, to address the spread of the pandemic.

The key factors determining the success of online learning are perceived satisfaction, the quality of technical systems, information quality, service quality, support system quality, student quality, instructor quality, and perceived benefits [9]. In addition, aligning perceptions and learning objectives impacts the achievement of collaboration in online learning [10]. The integration of technology into the teaching and learning process not only makes students comfortable using it but also enables them to adapt to technological developments, including cultivating independent learning habits [11]. Independent online learning must consider task strategies, mood adjustment, self-evaluation, environmental structure, time management, and problem-solving approaches faced by students in learning [12].

Adaptation to online learning can be done by utilizing social media such as WhatsApp, Facebook, Twitter, Instagram, Zoom, Cisco WebEx, and Google as forms of virtual learning. One example of learning at the high school level is poetry appreciation. It focuses on improving self-confidence, communication skills, poetry writing abilities, and creative thinking [13]. A long-term impact for students who study poetry appreciation is the instilling of creative economy values, although, in reality, this aspect has not received much attention in teaching. Technology for students is designed to support their needs and goals, such as digital media production tools, word processors, presentation software, blogs, and video editing tools [14].

Some evaluations of poetry learning that have been conducted are still limited to evaluating the learning process and student work. Input evaluation of the implementation of poetry appreciation learning in high schools has not been carried out. Evaluation targets are related to gathering various information about the planned and implemented learning program, with findings that identify validity, reliability, and credibility. The evaluation aims to show how well the program achieves its goals to decide whether it should be continued, terminated, improved, or disseminated [15]. Input evaluation relates to the materials and facilities needed to implement the learning program [16]. Online learning was also carried out at Senior High School 1 and Senior High School 7 in the context of poetry appreciation learning. Interviews with teachers revealed that asynchronous poetry appreciation learning began during the pandemic.

Baed on the interview results, three out of six teachers indicated that they are still hesitant with technology, but during the Covid-19 pandemic from 2020 to the present year 2021, it requires teachers to increasingly familiarize themselves with learning and applying it in the implementation of more intensive online learning. The uniformity of understanding regarding online learning implementation is a key factor that should be a foundation for the success in achieving the learning objectives between teachers and students. The situation of online learning implementation first occurred during the pandemic, the requiring adaptation and periodic improvements. An evaluation of BDR (learning from home) in 2020 by the Directorate of High Schools concluded that the challenges in the implementation of online learning showed that 77% faced issues related to the availability of technological devices and network signals, 14.23% indicated a lack of enthusiasm among students in learning, making it difficult for teachers to continue with the material, and 7.91% reported that the distance from students homes to school or available internet facilities was quite far, causing some students to occasionally not participate in learning. Nevertheless, online learning will be a necessary combination with face to face learning in the future.

According to the background outlined above the problem in this research includes 1) what is the input for the implementation of poetry appreciation learning online in high schools in Purworejo regency? and 2) what is the process of implementing online poetry appreciation learning online in high schools in Purworejo regency? Previously, learning was conducted in a blended, synchronous, and asynchronous format. Therefore, the implemented learning must be evaluated, including input and process evaluation, to understand achievement and necessary follow-up actions. Furthermore, this research aimed to describe and analyze (1) input evaluation in the implementation of online poetry appreciation learning in high schools and (2) process evaluation in the implementation of online poetry appreciation learning in senior high schools in Purworejo Regency. Input refers

to the characteristics of students, teachers, the school, materials, and facilities needed for the implementation of the online poetry appreciation out the online poetry appreciation learning program.

2. RESEARCH METHOD

This study employed a program evaluation research design. Program evaluation is an effective evaluation of the implementation of a program that produces critical feedback related to the program implemented to help encourage program improvement by fostering an understanding of the factors affecting variability in implementation of short-term outcomes [17]. Program evaluation is an assessment of the effectiveness of program implementation that provides critical feedback regarding the program being carried out. It helps foster program improvement by understanding the factors influencing variability in the implementation of short-term outcomes [18]. The components evaluated in this study included input evaluation and process evaluation. Research data were collected through document analysis, questionnaires, and interviews. The researcher selected several schools in Purworejo Regency, Central Java Province, Indonesia, using a purposive sampling technique for the research, specifically Senior High School 1 Purworejo, hereafter referred to by the code Senior High School 1, and Senior High School 7 Purworejo, referred to as Senior High School 7. Data collection was conducted through observation, listening, note-taking, and evaluation of the implementation of poetry appreciation learning.

Next, the step for evaluating the program are carried out by identifying and analyzing six step. First, identifying and analyzing the objectives of the online poetry appreciation learning program for high school students. The data is obtained from documentation records and interview notes with the principal, teachers, and students. Second, government regulations and the principal policies regarding online poetry appreciation learning are obtained from documentation records and interview results with the principal and teachers. Third, the implementation of online poetry appreciation learning is carried out based on observations, documents, interview results, and survey results. Fourth, the collection of data related to the syllabus, RPP (lesson plan), Indonesian language textbooks, questionnaires, student poetry anthologies, recordings of poetry readings by students and teachers, and student learning outcomes. Fifth, conducting data analysis that has been collected. Sixth, following up on the program decisions that have been implemented to either stop, revise the program or continue the program.

Input data concerned the characteristics of teachers, students, school management, and supporting facilities for an appreciative poetry appreciation learning program. The characteristics of students, teachers, and schools included (a) students' attitudes and interests, (b) teachers' educational backgrounds, experience, and competencies in teaching the Indonesian language, and (c) the school facilities and environment's condition in supporting online poetry appreciation learning. Process data focused on the implementation of online poetry appreciation learning, examined from (a) the teacher's role and (b) student activities in the learning process. These aspects were observed during poetry appreciation classes conducted by the teachers with the students. Learning activities in Senior High School 1 and Senior High School 7 were carried out through the school's e-learning platform as well as social media such as Google Classroom, Instagram, Facebook, WhatsApp groups, and YouTube.

The data validity was ensured using triangulation by utilizing other sources beyond the data for verification or comparison purposes [19]. The triangulation techniques used in this study were source triangulation, theory triangulation, and method triangulation. The data sources included observation, documents, interviews, and questionnaires. The analytical model used in this study was interactive analysis [20]. Components of interactive analysis include data reduction, data display, and conclusion drawing. These three components were carried out concurrently with data collection in an interactive manner. After the data was collected, interaction occurred among these components, and analysis was conducted in a cyclical process using interactive patterns and techniques.

3. RESULTS AND DISCUSSION

Input Evaluation of Online Poetry Appreciation Learning Implementation

Input evaluation was conducted on (1) teacher characteristics, (2) student characteristics, (3) school-related characteristics, and (4) the availability of facilities at Senior High School 1 and Senior High School 7.

Teacher Characteristics in Online Poetry Appreciation Learning

There are four aspects of teacher characteristics: (1) teacher competency standards, (2) preparation for online poetry appreciation learning, (3) implementation of online poetry appreciation learning, and (4) teacher perceptions regarding the delivery of poetry appreciation material online. The first component is the aspect of teacher competency standards. According to Law Number 14 of 2005 on Teachers and Lecturers, there are four standard competencies: pedagogical, professional, personal, and social, which are acquired through professional

education [21]. Pedagogical competence relates to the teacher's ability to plan, manage, implement, and evaluate learning. Teachers at Senior High School 1 and Senior High School 7 possess pedagogical competence, as evidenced by all teachers holding undergraduate degrees in Indonesian Language and Literature Education, with two having completed master's degrees in the same field. The alignment of teachers' educational backgrounds correlates with their mastery of theory and competence as Indonesian language subject teachers.

The professional competence of teachers involves educating, teaching, guiding, training, and evaluating students, particularly at the secondary education level. Teachers also serve as role models for students, embodying positive character values under personal competence. According to the Indonesian Ministry of Education and Culture, personal competence includes eighteen character values, namely: (1) religious, (2) honest, (3) tolerant, (4) disciplined, (5) hardworking, (6) creative, (7) independent, (8) democratic, (9) inquisitive, (10) patriotic, (11) nationalistic, (12) appreciative of achievement, (13) communicative, (14) peace-loving, (15) fond of reading, (16) environmentally aware, (17) socially aware, and (18) responsible. Meanwhile, social competence involves teachers' ability to socialize, interact, and communicate with school principals, students, fellow teachers, educational staff, parents/guardians, and the surrounding community. In online learning, teacher communication patterns changed.

Professional competence also includes the ability to manage the implementation of learning, from preparation to execution and post-implementation. In this competence, teachers are expected to master both theoretical and practical teaching skills. In poetry appreciation learning, teachers must be capable of understanding poets and their works, composing poetry, and performing poetry readings. Supporting this competence, teachers can provide direct examples, such as anthologies or published poems in social media or newspapers. Teachers also improve their quality through workshops, training sessions, or joining communities such as poetry writing or online teaching media training.

The preparation aspect identifies actions taken by teachers before conducting lessons. All teachers stated that they read and understood the syllabus before creating the Lesson Plan. The syllabus includes components of the teaching materials and core content for a subject, which is then actualized into implementation procedures for teachers. The first step teachers must take is understanding and creating a syllabus containing core competencies, basic competencies, learning indicators, main materials, teaching methods, assessment, time allocation, and learning resources.

Online teaching implementation demands that teachers improve their technological skills. All teachers independently operated technology such as laptops, computers, and smartphones to support teaching. All teachers owned such devices, and regular use made them familiar, minimizing issues related to technology ownership and keeping them updated with technological developments in education. One teacher admitted lacking knowledge of technology and the internet, two were unsure, and three claimed to have good knowledge in this area. The variety of social media platforms students use could also be utilized by teachers in poetry appreciation learning, including WhatsApp groups, Google Classroom, Facebook, Instagram, Twitter, YouTube, and Telegram.

One teacher utilized YouTube to upload students' poetry readings. Besides archiving and appreciating students' work, this was expected to boost students' motivation. Teachers also instilled character values through such platforms, especially when students received unexpected feedback, helping them understand it as part of evaluation and improvement. Teachers' social media use varied: three teachers did not use social media for more than eight hours daily, two used it for more than eight hours, and one's usage varied based on need. The primary learning platform used at Senior High School 1 and Senior High School 7 was Google Classroom, which had student and teacher emails using the school's domain (@sch.id).

Five teachers developed teaching materials for poetry appreciation, while one did not. Material development aimed to complement textbook content. Online learning altered student attendance recording via Google Forms, screenshots of virtual learning, or student responses submitted via WhatsApp or Google Classroom. Teachers also identified student readiness and challenges like internet access, data quota, and device ownership. Four teachers delivered materials systematically, while two did not, due to the nature of online learning, which sometimes required more time than face-to-face classes, and issues with students not being on time.

Teachers perceived online poetry appreciation lessons not as a replacement for in-person learning but as a supplement and a means for independent learning. The COVID-19 pandemic made online learning the main method due to the avoidance of face-to-face interaction. Since online learning had already been implemented before the pandemic, significant challenges were minimal; only the intensity of implementation increased. Therefore, using multiple social media platforms is crucial to avoid student boredom with a single medium. The actualization of online learning also requires digital literacy support for students. This helps them develop the ability to understand, search for, create, use, and evaluate technology and information on social media wisely and intelligently. As a result, when students achieve digital literacy, they are better prepared and more capable of engaging in independent learning.

Student Characteristics in Online Poetry Appreciation Learning

Based on the pre-learning questionnaire completed by students, three main characteristics of students in online poetry appreciation learning were identified. These characteristics provide insight into students' prior knowledge and experiences in poetry appreciation learning, which included (1) experience in acquiring poetry appreciation learning, (2) use of social media, and (3) online learning facilities. The aspect of social media usage was identified to understand students' awareness, ownership, and use of social media in the poetry appreciation learning process. 10 students stated that they only had one social media account, while 276 reported having more than one social media account besides WhatsApp, including Facebook, Instagram, Twitter, Line, and YouTube.

Varied and creative use of social media can alleviate boredom and enhance student engagement in learning activities. However, this condition contrasted with students' perceptions: only 249 students agreed that teachers should use various social media platforms, while 31 disagreed, and 6 chose not to respond. The reluctance toward varied social media use in learning was due to internet connectivity issues and limited data quota. Moreover, if a platform was never used by the student, they would be required to register for a new account, which could be inconvenient. Therefore, while media variation could pose a challenge, teachers agreed on what learning media would be used, ensuring that the learning process could proceed smoothly.

The aspect of online learning facilities was assessed to determine the availability of supporting resources for online learning, both personal and school-provided. These included (1) the school providing access to a digital library, (2) the availability of internet facilities at school that could be used by both students and teachers during online learning on school premises, (3) the creation of school-branded email domains for students and teachers, allowing the online learning process to run smoothly and be monitored by the principal, homeroom teachers, and school counselors using the main platforms—Google Classroom and Google Meet, (4) provision of tablets/Android devices for loan, and (5) additional internet data support provided by the school, supplementing the quota given by the Indonesian Ministry of Education and Culture.

Characteristics of School Stakeholders in Online Poetry Appreciation Learning

The school principals of Senior High School 1 and Senior High School 7 shared similar policies in supporting the implementation of online learning for poetry appreciation. These included (1) enhancing communication and coordination with teachers, (2) conducting training on the use of online learning technology and media, (3) collecting students' phone numbers to facilitate internet data assistance, (4) realizing the development of a digital library, and (5) providing internet facilities at school.

First, communication and coordination with teachers were enhanced to monitor the effectiveness of online learning. The principals actively inquired about the challenges or achievements of Indonesian language teachers to ensure necessary follow-up actions could be taken. *Second*, training was conducted to improve teachers' skills in using online learning technologies and media. Some subject teachers were still unfamiliar with technological advancements, especially the variety of social media platforms that could be used for teaching. The principal of Senior High School 7 implemented a policy to create a school-domain email address for teachers and students. This was aimed at collecting valid school-associated email data, allowing for routine monitoring of learning activities. At Senior High School 7, WhatsApp groups and Google Classroom were the primary applications, while virtual media such as Zoom or Google Meet was left to the teachers' discretion, provided all students could access the platform. *Third*, students' mobile numbers were collected to facilitate internet data aid. This initiative took place in 2020 during the COVID-19 pandemic, with both schools providing 6 GB or more of data sourced from donations by teachers, staff, and parents. Additionally, both students and teachers received 35 GB of monthly internet data assistance from the Indonesian Ministry of Education and Culture. Furthermore, Senior High School 7 provided 105 tablets that could be borrowed by students lacking learning devices. The borrowing procedure required students and parents to visit the school and sign a loan agreement. The school also collaborated with village governments where students resided to use available public Wi-Fi for those facing connectivity or data issues.

The principal of Senior High School 1 initiated a "Share and Care" program. Through this initiative, the principal became a finalist in the 2020 Dedicated, Innovative, and Inspirational Principal Awards held by the Directorate General of Teachers and Education Personnel for Secondary and Special Education, Ministry of Education and Culture of the Republic of Indonesia. The program aimed to foster empathy and social awareness among all teachers, educational staff, and students, particularly during the pandemic. One activity under this program was a literacy initiative where teachers wrote poems compiled into an anthology reflecting pandemic experiences to enhance literary skills. To create a learning environment that encouraged student creativity, the school regularly provided examples of such works created by teachers. Acts of care also included collecting and sharing financial donations placed in designated boxes throughout the school to support teachers, students, or staff in need.

Characteristics of Facilities in Online Poetry Appreciation Learning

The facilities available at Senior High School 1 and Senior High School 7 Purworejo to support the achievement of online poetry appreciation learning included multimedia laboratories, digital libraries, and internet/Wi-Fi access. The multimedia laboratory served as a space equipped with information and communication technology. Some teachers utilized the multimedia laboratory for recording poetry readings—these recordings were then shared or presented during online learning sessions. Additionally, the lab was used for online training with the school's multimedia team, accessing audiobooks, processing student poetry reading videos, and delivering online instruction for teachers who required specific technological tools, especially in virtual formats.

High school libraries functioned as spaces providing resources like books, magazines, and audio or audiovisual materials to support students' learning information needs. Both schools established digital libraries to make it easier for teachers and students to access the necessary ebooks. The digital library of Senior High School 7 Purworejo can be accessed at <http://digilib.sman7purworejo.sch.id/>, while the digital library of Senior High School 1 Purworejo is available at <https://perpustakaan.sman1purworejo.sch.id/perpus-smansa/>. Although the collection of ebooks in these digital libraries was limited, their existence represented a preparatory step by both schools toward the implementation of online learning.

Evaluation of the Implementation Process of Online Poetry Appreciation Learning

The social media platforms used by teachers included WhatsApp groups, Google Classroom, Google Meet, websites, blogs, YouTube, Facebook, and Instagram. Both schools implemented the use of email addresses for teachers and students using the school's domain to integrate with the main platforms—Google Classroom and Google Meet. These groups included not only teachers and students but also homeroom teachers, guidance and counseling (GC) teachers, and the vice principal in charge of curriculum. The involvement of homeroom teachers aimed to monitor, guide, handle administrative tasks, evaluate, and take necessary actions based on evaluations of classroom learning conditions. GC teachers were involved in providing motivation, giving regular guidance, and identifying learning achievement levels. Furthermore, the vice principal for curriculum assisted the principal in ensuring the learning plan was implemented, and goals were met as expected.

Online learning requires digital literacy support, not merely as a form of learning integrated with technology and social media in a virtual format. Ethics in acquiring and using information online are also taught. Therefore, besides the student handbook for Indonesian language lessons, some teachers also introduced and shared information on helpful online accounts and resources such as websites, Facebook, Instagram, YouTube, and the official Indonesian dictionary (*KBBI*). One teacher even had a personal blog containing Indonesian language materials, including poetry appreciation. This initiative aimed to support development and practical literacy implementation by the teacher. Teachers evaluated students through assessments of knowledge, skills, written tests, and performance tasks.

The evaluation followed criteria predetermined by the teacher, using a score scale: excellent (5), good (4), fair (3), poor (2), and very poor (1). If a student's evaluation score did not meet the passing grade (*KKM*), the teacher followed up with remediation. It involved diagnosing learning difficulties and improving learning processes and outcomes that fell short of the passing grade. This remedial learning occurred after assessments and included reviewing student work and assigning the same or similar tasks. The remediation principle involved being interactive and flexible, offering timely feedback, and providing continuous support for students.

Research by Myhill and Wilson [39] adds that to improve learning quality, the following steps are necessary: (a) developing systems that reflect student feedback, satisfaction, and perspectives; (b) enhancing learning objectives; (c) allocating funds to improve classroom and library quality; and (d) participating in continuous seminars, conferences, or training. There are three online learning approaches that can be chosen or combined: (1) synchronous, (2) asynchronous, and (3) blended learning strategies [22], [23]. The poetry appreciation learning at Senior High School 1 and Senior High School 7 was conducted asynchronously due to pandemic-related conditions that did not allow synchronous or blended learning. Asynchronous learning can support collaborative learning among students when discussing selected topics [24]. It fosters a collaborative learning environment where students interact with one another and, as a result, build, validate, or modify their knowledge [25]. Collaborative learning encourages students to learn together, share, and mutually develop a sense of community and goal achievement [26], [27]. Challenges in asynchronous implementation include (a) discussions turning into individual essay-style posts without interaction, (b) focus shifting away from content to unrelated topics, and (c) a lack of reference to textbooks [28].

Online learning is closely tied to the use of social media and information media to enhance material comprehension. Prior research revealed that most students were not yet adept at evaluating the accuracy and credibility of online information, which is crucial for delivering clear instructions [29]. Learning through social platforms emphasizes self-regulated learning. In most cases, individuals initiate, manage, and actively construct knowledge by acquiring, generating, and gathering information [30]. The teacher's role as a facilitator is crucial

in reinforcing students' learning consistency through discussions, quizzes, communication, and problem-solving support [31]. Digital literacy plays an important role in utilizing technology in online learning. Digital literacy, parental involvement, and self-control influence online risks, including selecting appropriate and safe media [32]. Mastery of digital literacy is essential for teachers and should be taught to students as a current and future necessity for obtaining information [33]. Other objectives of digital instruction include informing, learning, problem-solving, and communicating in various interaction scenarios [34].

Higher information literacy directly correlates with stronger intentions to use digital technology for learning [35]. Information and digital literacy are critical factors and competencies dependent on access, usage frequency, and the ability to use digital technology [36]. Students who are already proficient in technology use tend to be more confident than those still struggling with it including teachers [37]. These challenges require teachers to actively learn, practice, and implement online learning effectively, ensuring readiness for information and communication technology (ICT) development [38]. Differences in teachers' attitudes towards ICT in learning and disparities in equipment availability at schools also affect the development of students' digital skills [39].

Smartphones can be acquired at a more affordable price than laptops or computers. However, many smartphones are incompatible with long-duration interactive video classes due to limited features that often correlate with their price range [40]. Parents' purchasing power to provide technological devices like smartphones or laptops poses a challenge to smooth online learning. Students from families with higher education and middle-to-upper economic backgrounds are more frequently involved in structured academic activities such as online school resources and other educational materials during the pandemic [41]. In contrast, parents with demanding work schedules may lack the time and financial capacity to support their children's academic engagement and device availability [42].

Technological advancements have influenced changes in processes and interactions within education, requiring continuous familiarity with computers and the internet and the ability to use them effectively [43]. Online learning has become a long-term necessity, with different implementations between face-to-face classes, online classes, and blended formats that combine both [44]. Ensuring the continuity of online learning requires. Schools must prepare a Learning Management System (LMS) as a future necessity [45]. There is still a lack of understanding regarding the pedagogical differences between face-to-face and online learning and a lack of clarity in balancing the strengths and weaknesses of LMS platforms [46]. Teachers need to be enhanced in preparing media, ensuring connectivity, and managing learning by participating in various training programs. It is necessary to continuously expand support for technological platforms [47]. Blended learning, which integrates face-to-face and online modes, is generally preferred by students [48]. The availability of electricity and sufficient mobile data is equally important as device compatibility when attending online classes [49]. The pedagogical capabilities of teachers must be improved, particularly in effectively utilizing both internal and external resources, preparing instructional materials, applying both formative and summative assessments, and using appropriate compensatory communication strategies for students [50].

Classroom management through student grouping based on ability or in mixed groups can result in differences in expectations, interaction, learning processes, and learning outcomes [51]. Another important initiative is the establishment of digital libraries, including e-books, images, audio, or videos accessible anytime and anywhere online [52]. A related issue is the lack of teacher knowledge regarding search applications, which limits their ability to support reading activities using online sources. Traditional practices that foster students' familiarity with printed texts are still common. However, there is a lack of focus on digital reading because teachers are often out of reach during distance learning, and many parents are not accustomed to digital reading either [53].

Similar to printed books, reading e-books requires integration into the curriculum with designated time and programming to accustom students to using technology for reading. When purchasing devices or evaluating platforms for download or subscription, schools should consider whether these will support easy student access to reading materials, and they should train teachers to use these tools to assist student reading. Interactive features not designed to support student comprehension may distract students from reading tasks and hinder understanding and engagement with digital reading materials [54]. Another important concern in online learning during the pandemic is the need for collaboration and shared responsibility among policymakers, schools, teachers, and parents to mitigate negative impacts on mental health and psychological well-being [55]. Monotonous learning actions can lead to fatigue, boredom, and misalignment with students' needs.

Achieving effective online learning requires strategic improvements and the promotion of motivation, collaboration, and team teaching. Challenges faced by teachers in implementing online learning include punctuality, student participation, internet data availability, device capability, comprehension level, assessment techniques, and the use of appropriate media and online teaching models. Teacher presence in online learning comprises three types: cognitive presence, social presence, and teaching presence. Cognitive presence significantly influences the relationship between support presence and social presence. Teacher presence can directly increase students' social presence to a certain extent. Insufficient teacher presence is common in online

learning environments [56]. Meanwhile, student participation tends to increase when online discussions are made mandatory and linked to grades.

Educator presence remains a critical element in online learning. A further challenge for teachers is fostering a sense of community in the virtual classroom. This sense arises from shared goals, not merely the transmission of information or assignment distribution without collaborative elements. School involvement in providing necessary tools and conducting training for teachers and students is essential to overcoming online learning obstacles without compromising education quality [57]. Dissatisfaction with online teaching methods can be addressed through government platforms that provide ICT training for teachers and student groups, making the online learning process more effective.

Unlike synchronous learning, asynchronous can support collaborative learning among students when engaging in discussions on specified topics with flexible timing. Asynchronous can be formed as a collaborative learning environment, where students interact with each other and consequently build, validate or modify student knowledge. Digital teaching is a multidimensional competency that includes the ability to integrate various skills in utilizing ICT to search for critically sort, obtain, and process relevant information into knowledge. Furthermore, the recommendations suggested that the implementation of learning can continue with improvements 1) schools are recommended to document the implementation of online learning in the lesson plans, 2) schools are recommended to establish a learning management system (LMS), 3) schools are recommended to implement a writers program in schools, 4) schools are recommended to enhance teachers skills in technology mastery, 5) addition of digital books for the school library.

4. CONCLUSION

Information on learning achievement could be obtained through evaluation. Input evaluation related to the characteristics of students, teachers, school staff, learning materials, and the facilities available and used in online learning. Student characteristics encountered obstacles such as the lack of personal technological devices, limited internet data, underdeveloped literacy learning particularly media and digital literacy and the limited availability of example poetry e-books, including translated poems. Teachers served as role models, learning designers, facilitators, and motivators, continuously improving pedagogical, personal, social, and professional competencies in implementing online poetry appreciation learning. The school supported the program by providing materials and facilities, including tablet loans, internet data aid, creation of school domain email addresses for accessing school-used social media, formation of an IT team, periodic training on using learning devices and social media, online counseling support by guidance counselors, and the development of a digital library. Evaluation of input related to the characteristics of students, teachers, school parties, materials, and facilities that are available and used in online learning. Some students still do not have personal technology devices, limitations in ownership of internet quotas, and do not yet understand digital literacy. The characteristics of teachers have shown pedagogy, personality, social, and professional aspects. The school parties realize programs with the availability of materials and facilities including lending tablets, internet quota assistance, creating email with the school domain name used to access social media used by the school, forming an IT team, training in the use of learning devices and social media on a regular basis, online counseling support by guidance teachers, and the realization of digital libraries.

The evaluation of online poetry appreciation learning at SMANP-1 and SMANP-7 indicated that the implementation stages aligned with the syllabus and lesson plans. Every teacher and student had an email address with the school domain, allowing access to social media groups used in learning, such as WhatsApp, Google Classroom, and Google Meet. Each class involved the vice principal for student affairs, homeroom teachers, and guidance and counseling teachers. The challenges encountered included a) teachers merely sharing slides and providing explanations from textbooks or distributed materials, b) limited supplementary materials obtained through social media, such as only from YouTube, Instagram, or websites, c) lack of instructional material in the form of recorded videos, d) the need for stronger literacy understanding, e) internet data limitations, f) students' active participation, and g) assignment or quiz delivery techniques and their assessment. Recommendations for the implementation of poetry appreciation learning should be continued with follow up improvements recommended for schools including a) content of online learning implementation in the lesson plan, b) availability of LMS, c) bringing writers to schools, d) enhancing teachers skills in technology mastery, e) increasing the role of the school IT team, and f) improving the availability of school facilities for online learning.

ACKNOWLEDGEMENTS

The author expresses heartfelt gratitude to the Principals, Indonesian Language Subject Teachers, and Grade X students at Senior High School 1 and Senior High School 7 Purworejo.

REFERENCES

- [1] M. L. Wilson, A. D. Ritzhaupt, and L. Cheng, "The impact of teacher education courses for technology integration on pre-service teacher knowledge: A meta-analysis study," *Computers & Education*, vol. 156, pp. 103941, 2020, doi: 10.1016/j.compedu.2020.103941.
- [2] A. Selvaraj, V. Radhin, N. Benson, and A. J. Mathew, "Effect of pandemic based online education on teaching and learning system," *International journal of educational development*, vol. 85, pp. 102444, 2021, doi: 10.1016/j.ijedudev.2021.102444.
- [3] A. G. Picciano, "Beyond student perceptions: Issues of interaction, presence, and performance in an online course," *Journal of Asynchronous learning networks*, vol. 6, no. 1, pp. 21-40, 2002, doi: 10.24059/olj.v6i1.1870.
- [4] A. Alghamdi, A. C. Karpinski, A. Lepp, and J. Barkley, "Online and face-to-face classroom multitasking and academic performance: Moderated mediation with self-efficacy for self-regulated learning and gender," *Computers in Human Behavior*, vol. 102, pp. 214-222, 2020, doi: 10.1016/j.chb.2019.08.018.
- [5] A. Rahman, "Using students' experience to derive effectiveness of COVID-19-lockdown-induced emergency online learning at undergraduate level: Evidence from Assam, India," *Higher Education for the Future*, vol. 8, no. 1, pp. 71-89, 2021, doi: 10.1177/2347631120980549.
- [6] N. Kapasia, P. Paul, A. Roy, J. Saha, A. Zaveri, R. Mallick, ... and P. Chouhan, "Impact of lockdown on learning status of undergraduate and postgraduate students during COVID-19 pandemic in West Bengal, India," *Children and youth services review*, 116, 105194, 2020, doi: 10.1016/j.childyouth.2020.105194.
- [7] T. Haydn, and R. Barton, "'First Do No Harm': Factors influencing teachers' ability and willingness to use ICT in their subject teaching," *Computers and Education*, vol. 51, no. 1, pp. 439-447, 2008, doi: 10.1016/j.compedu.2007.06.001.
- [8] R. M. Lehman, and S. C. Conceição, *Creating a sense of presence in online teaching: How to "be there" for distance learners*. John Wiley & Sons, 2010.
- [9] D. Al-Fraihat, M. Joy, R. E. Masa'deh, and J. Sinclair, "Evaluating E-learning systems success: An empirical study," *Computers in human behavior*, vol. 102, pp. 67-86, 2020, doi: 10.1016/j.chb.2019.08.004.
- [10] P. Shea, C. S. Li, and A. Pickett, "A study of teaching presence and student sense of learning community in fully online and web-enhanced college courses," *The Internet and higher education*, vol. 9, no. 3, pp. 175-190, 2006.
- [11] A. Elzainy, A. El Sadik, and W. Al Abdulmonem, "Experience of e-learning and online assessment during the COVID-19 pandemic at the College of Medicine, Qassim University," *Journal of Taibah University Medical Sciences*, vol. 15, no. 6, pp. 456-462, 2020.
- [12] J. C. Hong, Y. F. Lee, and J. H. Ye, "Procrastination predicts online self-regulated learning and online learning ineffectiveness during the coronavirus lockdown," *Personality and individual differences*, vol. 174, pp. 110673, 2021.
- [13] K. Jack, "The use of poetry writing in nurse education: An evaluation," *Nurse Education Today*, vol. 35, no. 9, pp. e7-e10, 2015.
- [14] A. Bourelle, T. Bourelle, A. V. Knutson, and S. Spong, "Sites of multimodal literacy: Comparing student learning in online and face-to-face environments," *Computers and Composition*, vol. 39, pp. 55-70, 2016.
- [15] M. N. Lamy, and R. Hampel, *Online Communication in Language Learning and Teaching*. London: In Palgrave Macmillan, 2007.
- [16] H. Staker, and M. B. Horn, *Classifying K-12 Blended Learning*. Mountain View: Innosight Institute, 2012.
- [17] D. L. Stufflebeam, and C. L. Coryn, *Evaluation theory, models, and applications*. John Wiley & Sons, 2014.
- [18] P. Sreehari, "Online learning during the COVID-19 lockdown: Learners' perceptions," *Journal of critical reviews*, vol. 7, no. 19, pp. 300-307, 2020.
- [19] L. Mishra, T. Gupta, and A. Shree, "Online teaching-learning in higher education during lockdown period of COVID-19 pandemic," *International journal of educational research open*, vol. 1, pp. 100012, 2020.
- [20] B. M. Miles, and M. Huberman, *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru [Qualitative Data Analysis A Sourcebook About New Methods]*. Jakarta: UIP, 1992.
- [21] T. L. Thompson, and C. J. MacDonald, "Community building, emergent design and expecting the unexpected: Creating a quality eLearning experience," *The Internet and Higher Education*, vol. 8, no. 3, pp. 233-249, 2005.
- [22] L. D. Lapitan Jr, C. E. Tiangco, D. A. G. Sumalinog, N. S. Sabarillo, and J. M. Diaz, "An effective blended online teaching and learning strategy during the COVID-19 pandemic," *Education for chemical engineers*, vol. 35, pp. 116-131, 2021.
- [23] U. A. Chaeruman, B. Wibawa, and Z. Syahrizal, "Determining the appropriate blend of blended learning: A formative research in the context of Spada-Indonesia," *American Journal of Educational Research*, vol. 6, no. 3, pp. 188-195, 2018.
- [24] I. Oliveira, L. Tinoca, and A. Pereira, "Online group work patterns: How to promote a successful collaboration," *Computers & Education*, vol. 57, no. 1, pp. 1348-1357, 2011.
- [25] M. Hammond, L. Reynolds, and J. Ingram, "How and why do student teachers use ICT?," *Journal of Computer assisted learning*, vol. 27, no. 3, pp. 191-203, 2011.
- [26] T. A. Koszalka, Y. Pavlov, and Y. Wu, "The informed use of pre-work activities in collaborative asynchronous online discussions: The exploration of idea exchange, content focus, and deep learning," *Computers & Education*, vol. 161, pp. 104067, 2021.
- [27] G. K. Nithyanandam, "A framework to improve the quality of teaching-learning process-A case study," *Procedia computer science*, vol. 172, pp. 92-97, 2020.
- [28] M. Aloni, and C. Harrington, "Research based practices for improving the effectiveness of asynchronous online discussion boards," *Scholarship of Teaching and Learning in Psychology*, vol. 4, no. 4, pp. 271, 2018.
- [29] C. Kiili, E. Forzani, E. W. Brante, E. Rääkkönen, and M. Marttunen, "Sourcing on the internet: Examining the relations among different phases of online inquiry," *Computers and Education Open*, vol. 2, pp. 100037, 2021.

- [30] K. U. I. Xie, T. K. Debacker, and C. Ferguson, "Extending the traditional classroom through online discussion: The role of student motivation," *Journal of educational computing research*, vol. 34, no. 1, pp. 67-89, 2006.
- [31] A. Wilson, C. Watson, T. L. Thompson, V. Drew, and S. Doyle, "Learning analytics: Challenges and limitations," *Teaching in Higher Education*, vol. 22, no. 8, pp. 991-1007, 2017.
- [32] C. G. Powell, and Y. Bodur, "Teachers' perceptions of an online professional development experience: Implications for a design and implementation framework," *Teaching and teacher education*, vol. 77, pp. 19-30, 2019.
- [33] J. From, "Pedagogical digital Competence--Between values, knowledge and skills," *Higher Education Studies*, vol. 7, no. 2, pp. 43-50, 2017.
- [34] E. Garzón-Artacho, T. Sola-Martínez, J. M. Romero-Rodríguez, and G. Gómez-García, "Teachers' perceptions of digital competence at the lifelong learning stage," *Heliyon*, vol. 7, no. 7, 2021.
- [35] M. Jang, M. Aavakare, S. Nikou, and S. Kim, "The impact of literacy on intention to use digital technology for learning: A comparative study of Korea and Finland," *Telecommunications Policy*, vol. 45, no. 7, pp. 102154, 2021.
- [36] M. Aavakare, and S. Nikou, (2020, August), "Challenging the concept of digital Nativeness--through the assessment of information literacy and digital literacy," In *International Conference on Well-Being in the Information Society* (pp. 211-225). Cham: Springer International Publishing, 2020
- [37] A. M. Rafi, P. R. Varghese, and P. Kuttichira, "The pedagogical shift during COVID 19 pandemic: online medical education, barriers and perceptions in central Kerala," *Journal of medical education and curricular development*, vol. 7, no. 1, pp. 1-4, 2020.
- [38] W. W. Lau, and A. H. Yuen, "Developing and validating of a perceived ICT literacy scale for junior secondary school students: Pedagogical and educational contributions," *Computers & Education*, vol. 78, pp. 1-9, 2014.
- [39] R. Lorenz, M. Endberg, and W. Bos, "Predictors of fostering students' computer and information literacy--analysis based on a representative sample of secondary school teachers in Germany," *Education and Information Technologies*, vol. 24, no. 1, pp. 911-928, 2019.
- [40] E. Radwan, A. Radwan, and W. Radwan, "The role of social media in spreading panic among primary and secondary school students during the COVID-19 pandemic: An online questionnaire study from the Gaza Strip, Palestine," *Heliyon*, vol. 6, no. 12, 2020.
- [41] E. Greenline, and A. Reid. (2020). Parents Supporting Learning At Home During The Covid-19 Pandemic. Statistic Canada, <https://www150.statcan.gc.ca/n1/pub/45-28-0001/2020001/article/00040-eng.htm>, diakses pada tanggal 24 Juli 2021.
- [42] L. Lase, D. Delipiter, S. Sonny, Z. Zaluchu, D. Dorkas, O. Daeli and A. Ndraha, "Parents' Perceptions Of Distance Learning During Covid-19 Pandemic in Rural Indonesia," *EdArXiv Preprints*, 1 Desember 2020.
- [43] A. J. Van Deursen, J. A. Van Dijk, and O. Peters, "Rethinking Internet skills: The contribution of gender, age, education, Internet experience, and hours online to medium-and content-related Internet skills," *Poetics*, vol. 39, no. 2, pp. 125-144, 2011.
- [44] L. E. Salisbury, "Just a tool: Instructors' attitudes and use of course management systems for online writing instruction," *Computers and Composition*, vol. 48, pp. 1-17, 2018.
- [45] A. H. Duin, and J. Tham, "The current state of analytics: Implications for learning management system (LMS) use in writing pedagogy," *Computers and Composition*, vol. 55, pp. 102544, 2020.
- [46] A. Saha, A. Dutta, and R. I. Sifat, "The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City," *Journal of Affective Disorders*, vol. 294, pp. 170-179, 2021.
- [47] A. M. Basar, "Problematika pembelajaran jarak jauh pada masa pandemi Covid-19:(Studi kasus di SMPIT Nurul Fajri-Cikarang Barat-Bekasi)," *Edunesia: Jurnal Ilmiah Pendidikan*, vol. 2, no. 1, pp. 208-218, 2021.
- [48] M. E. Sheppard, and R. Wieman, "What do teachers need? Math and special education teacher educators' perceptions of essential teacher knowledge and experience," *The Journal of Mathematical Behavior*, vol. 59, pp. 100798, 2020.
- [49] G. M. Rafique, K. Mahmood, N. F. Warraich, and S. U. Rehman, "Readiness for online learning during COVID-19 pandemic: A survey of Pakistani LIS students," *The Journal of Academic Librarianship*, vol. 47, no. 3, pp. 102346, 2021.
- [50] T. N. R. T. M. Maasum, N. Maarof, H. Yamat, and E. Zakaria, "An investigation of teachers' pedagogical skills and content knowledge in a content-based instruction context," *Indonesian Journal of Applied Linguistics*, vol. 1, no. 2, pp. 75-90, 2012.
- [51] S. Hallam, and J. Ireson, "Secondary school teachers' pedagogic practices when teaching mixed and structured ability classes," *Research Papers in Education*, vol. 20, no. 1, pp. 3-24, 2005.
- [52] M. D. Akviansah, and S. Sariyatun, "Perpustakaan maya sebagai sumber belajar dan penunjang pembelajaran IPS secara daring di era pandemi COVID-19 [Virtual libraries as a learning resource and support for online social studies learning in the COVID-19 pandemic era.]," *Jurnal Teori Dan Praksis Pembelajaran IPS*, vol. 5, no. 2, pp. 92-102, 2020.
- [53] C. E. Loh, and B. Sun, "Cultural capital, habitus and reading futures: Middle-class adolescent students' cultivation of reading dispositions in Singapore," *British Journal of Sociology of Education*, vol. 41, no. 2, pp. 234-252, 2020.
- [54] J. Lim, G. E. Whitehead, and Y. Choi, "Interactive e-book reading vs. paper-based reading: Comparing the effects of different mediums on middle school students' reading comprehension," *System*, vol. 97, pp. 102434, 2021.
- [55] S. Purnama, M. Ulfah, I. Machali, A. Wibowo, and B. S. Narmaditya, "Does digital literacy influence students' online risk? Evidence from Covid-19," *Heliyon*, vol. 7, no. 6, 2021.
- [56] D. R. Garrison, "Online community of inquiry review: Social, cognitive, and teaching presence issues," *Journal of Asynchronous Learning Networks*, vol. 11, no. 1, pp. 61-72, 2007.

-
- [57] N. Neyazi, M. Arab, F. Farzianpour, and M. M. Majdabadi, "Evaluation of selected faculties at Tehran University of Medical Sciences using CIPP model in students and graduates point of view," *Evaluation and program planning*, vol. 59, pp. 88-93, 2016.