PROCEDURE TEXT WEBSITE (WETROSE) AS A MEDIUM TO IMPLEMENT *MERDEKA BELAJAR* PROGRAM FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract: *This study aimed to (1) describe and explain the process of using WETROSE (Procedural Text Website) as a medium to implement the Merdeka Belajar Program for junior high school students and (2) describe the results of using the procedure text website (WETROSE) to implement the Merdeka Belajar Program for junior high school students. This study employed a qualitative descriptive method. The findings of this study are as follows: (1) the use of WETROSE has several stages, i.e., pre-test, inviting students to learn through WETROSE level 1, inviting students to learn through WETROSE level 2, and post-test; (2) after learning through WETROSE, it was discovered that there was a pleasant atmosphere in the learning process, there was flexibility for students to carry out the procedure text learning process according to their level of ability, and students felt satisfaction. Based on the research, it is concluded that the Procedure Text Website (WETROSE) can make learning more enjoyable and is capable of assisting in the implementation of Merdeka Belajar Program in junior high schools.*

Keywords: *Procedure text; Medium; Merdeka Belajar*

Introduction

The Society Era 5.0 is a condition that demands the development of a potential relationship between individuals and technology to stimulate the improvement of the quality of life of all people through the establishment of a super smart society (Serpa, Ferreira, 2018). As we move into society 5.0, internet technology is utilized by people and has also developed into a fundamental requirement, making humans extremely reliant on internet technology (Dey, Roy, Das, 2016). The fifth stage of the Revolution has penetrated all aspects of humanexistence. The activities of human life have been transformed to include the incorporation of digitalization of technologies such as artificial intelligence, robotics, automation, big data, and cyber (Faruqi, 2019).

The technological era 5.0 also significantly impacts the speed of information and communication in everyday life, especially in the field of education. This condition necessitates that the world of education is constantly updated in knowledge, information, instructional approaches, technology, and learning communication facilities. *Merdeka Belajar* is one of the learning programs advocated by the Minister of Education to prepare students for the 5.0 age. *Merdeka Belajar* is a learning process in which students create goals, choose how to learn, and collectively reflect on the learning process and outcomes (Makariem, 2020). The *Merdeka Belajar* policy is a step toward transforming education to

achieve superior and competitive Human Resources (HR). *Merdeka Belajar* is used for various reasons (Syahniar, 2018), including being adaptable to change, building student learning independence, withstanding challenges, and building the habit of self-reflection. In Indonesia, adopting the *Merdeka Belajar* curriculum is applied to the entire education spectrum, beginning with primary, intermediate, upper, and higher education. Therefore, there is no exception to Indonesian education.

One of the subjects taught in the 8th grade of junior high school is *Bahasa Indonesia* (Indonesian Language). There is a material in this lesson, which is the procedure text. A procedure text is a type of text that comprises steps or stages that must be completed in order to complete the work (Kosasih, 2013). Learning procedure texts is critical for students to learn since it can boost students' knowledge and understanding of the procedures or stages that must be followed before performing anything. Students will be taught what to do before doing something by knowing the procedure text to build a confident attitude in completing something work. Delivering text content frequently encounters saturation restrictions and learning that occurs just one way. Effective learning media are required to make learning the procedure's text material more fun so that students may learn independently, one of which is learning through the media Website Text Procedure (WETROSE).

A website is a collection of pages that display information that runs on a computer network in the form of text data, conventional images or animations, sound, video, and or a combination of all of them is static or dynamic, which forms a series of buildings that are interrelated and connected between pages (hyperlinks). The information displayed on a website can be in the form of text data, conventional images or animations, sound, video, or a combination of all of them (Nurmi, 2015). Learning procedure texts through WETROSE is a form of learning that uses internet technology and is not constrained by time limitations or location. As a result, students have greater access to learning opportunities, enhanced opportunities to construct understanding in conjunction with the idea of *Merdeka Belajar* curriculum, and a level of involvement that is maximized because of the utilization of WETROSE.

Method

The qualitative descriptive research method was employed in this study. Researchers use the qualitative descriptive research method to discover knowledge or theories of research at a specific point in time (Mukhtar, 2013). The process of learning the procedure text using the Procedure Text Website (WETROSE) is revealed through this qualitative descriptive method, as well as the level of student satisfaction when learning procedure text materials using the Website Text Procedure (WETROSE). The students in the eighth grade at Maulana Malik Ibrahim Junior High School were the subjects of this study. This study's instruments included tests, observations, interviews, and questionnaires. Data were gathered in several stages, including observation, interviews, and the distribution of

questionnaires to students. Data analysis included data reduction, presentation, and conclusion drawing (Huberman, 2014).

Results and Discussion

The results achieved in this study are procedures text website (WETROSE) to implement the *Merdeka Belajar* program for junior high school students. *First,* the Procedure Text Website (WETROSE) has several menus, including: (1) home, which displays all the information on the website; (2) profiles, which contain information, vision, mission, and purposes for the creation of WETROSE; (3) pre-test, which contains practice questions to test students' initial ability to the material to be discussed; (4) Material, containing about the text materials of the procedure text for level 1; (5) material, containing material and exercises for level 2 procedure text questions; and (6) post-tests, containing practice questions that serve to measure students' ability after learning the procedure text material through procedures text website (WETROSE). Learning about the procedure text material is carried out by referring to all the stages on the Procedure Text Website (WETROSE). An example of a Website Text Procedure (WETROSE) page can be seen in figure 1 as follows.
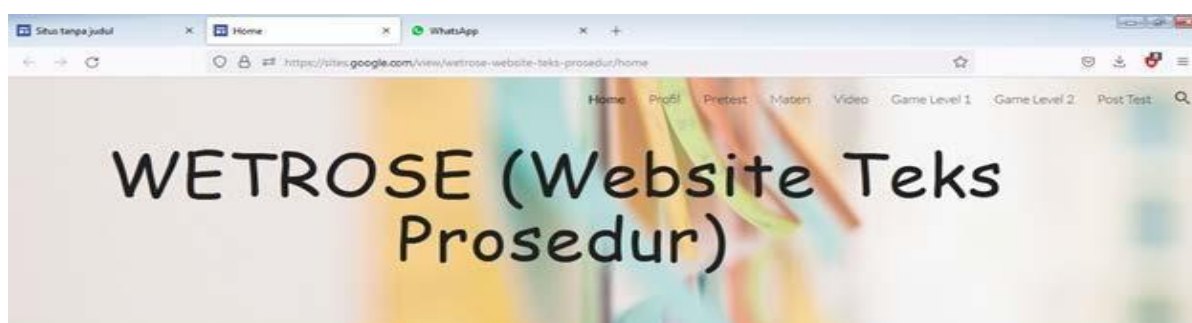

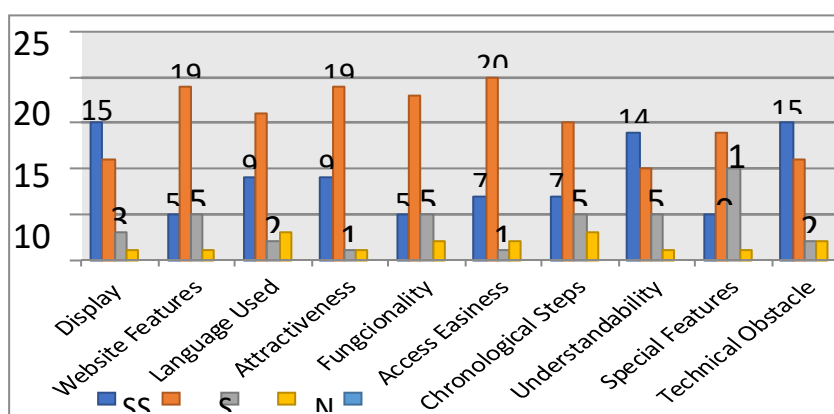
Figure 1. Procedure Text Website (WETROSE) Menu

Second, after the procedure text material was learned through the Procedure Text Website (WETROSE), an analysis stage was performed on the questionnaire, distributed to 30 junior high school students. The study focused on student satisfaction with the Procedure Text Website (WETROSE) for learning procedure text material. Several questions were presented in the questionnaire, each with five indicators: (1) strongly agree (SA); (2) agree (A); (3) neutral (N); (4) disagree (D); and (5) strongly disagree (SD). Table 1. shows the questionnaire results for student satisfaction with learning text procedures using the Procedure Text Website (WETROSE).

Table 1. Results of the Student Satisfaction Survey Questionnaire on Learning Procedure Texts with Procedure Text Website (WETROSE)

	Question Indikators	SS	S	N	TS	STS	Total
				Answer			
1	Display	15	11	3	1	0	30
2	Website Features	5	19	5	1	0	30
3	Languae Used	9	16	2	3	0	30
4	Attractiveness	9	19	1	1	0	30
5	Functionality	5	18	5	2	0	30
6	Acces Easiness	7	20	1	2	0	30
7	Chronologycal Steps	7	15	5	3	0	30
8	Understandability	14	10	5	1	0	30
9	Special Features	5	14	10	1	0	30
10	Technical Obstacle	15	11	2	2	0	30
	Total	91	153	39	17	0	300
	Percentage	30%	51%	13%	6%	0%	100%

According to the questionnaire results, the student satisfaction survey on learning the procedure text through the Procedure Text website (WETROSE), based on ten questions, the average student answered strongly agree and agree. However, some students answer neutrally, others disagree, and none strongly disagree. Table 2. depicts the percentage of each answer to the question about the survey results of student satisfaction with learning procedure texts using the Procedure Text Website (WETROSE).

Table 2. Percentage of Student Satisfaction Results Towards the Application of Procedure Text Website (WETROSE)

Discussion

Learning to use procedures text website, also known as WETROSE, is completed in several stages. Before the learning procedure text, (1) students take a pre-test, a form of initial test that measures the student's initial ability and serves as a formative assessment. Then, students are instructed to read the material about the procedure text that has already been provided in the WETROSE menu. (2) The students open the video menu, and a video about the procedure text is shown in this menu. (3) The students open the pre-test menu,

which contains ten questions that contain fundamental questions about the procedure text. (4) Game-Level 1, wherein students will be given evaluation questions in the form of games at this stage. (5) Game-Level 2, wherein students who have passed and obtained sufficient scores in level 1 can continue to level 2. (6) Posttest, wherein students will be given ten questions at the final stage of learning. The purpose of this post-test question is to gauge the degree to which students were able to successfully follow the learning of procedure texts through the Procedure Text Website (WETROSE).

Student satisfaction questionnaires in learning procedure text materials using WETROSE are used to assess the success of learning procedure texts using the Procedure Text Website (WETROSE). According to the questionnaire, students who agreed with the effectiveness of learning using WETROSE are 51%, while students who disagreed are 30%. This data shows that using WETROSE is an interesting and enjoyable medium for students to carry out learning activities for the procedure text materials.

Conclusion

Based on the explanation above, it is possible to conclude that the Procedure Text Website (WETROSE) to implement *Merdeka Belajar* program for junior high school students positively impacts students. The procedure text is learned in four stages, i.e., Pretest, WETROSE level 1, WETROSE level 2, and Post-test. Each of these stages necessitates the active participation of students in order to carry out the concept of *Merdeka Belajar*. Furthermore, learning procedure texts via the procedure Text Website (WETROSE) creates a more pleasant learning environment, allowing the procedure text material to be accepted at the level of good understanding and implementation practices.

The benefit of learning using the Procedure Text Website (WETROSE) is that students will be presented with the most up-to-date information on procedure text materials. Furthermore, the procedure text website (WETROSE) can improve students' literacy skills through reading activities for each stage of instruction and the various menu options available on the Procedure Text Website (WETROSE).

Suggestion

Based on the findings of the study, the following recommendations can be made:
1. As technology advances and the demands of the 5.0 era increase, websites as learning media should be supported by adequate facilities and infrastructure so that websites can become an effective medium for exploring a wide range of information.
2. Based on the findings of this study, it is anticipated that it will serve as the initial foundation for Indonesian language teachers to always use various technological facilities for innovative and enjoyable learning media.

Acknowledgment

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