

INFO GRAPHIC-BASED INSTAGRAM LEARNING MEDIA DEVELOPMENT IN ESSAY WRITING STUDY ENGLISH EDUCATION STUDY PROGRAM AS-SYAFI'YAH ISLAMIC UNIVERSITY

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Abstract: *Instagram Learning Media Development Based on Infographic on Essay Writing Subject at English Major The ADDIE method was used in this development research (Analyze, Design, Development, Implementation, and Evaluation). This study was carried out to determine the viability of learning media on Instagram. The steps in this research are analysis, design, development, implementation, and evaluation to measure feasibility, with validation the of test instrument, validation test material expert, validation test material expand validation test media expert students' responses as research subjects used questionnaires. The data was analyzed using the qualitative descriptive technique. This learning media is feasible to use, according to media experts, with a score of 78%. This learning medium is 100% feasible to use, according to the material expert. Based on the research subject's responses, this learning media is usable with an 80% score. The questions were 94% appropriate for the experts, according to the instrument validator. Based on these results, it is possible to conclude that learning media Instagram based on infographics is usable. Keywords: Instgaram, Infographic, Writing, ADDIE method*

Kata kunci: *Instagram, Infografis, Penulisan, metode ADDIE*

INTRODUCTION

The corona virus pandemic has colonized the world since the beginning of 2020, including Indonesia, where the disease is spreading rapidly. According to the World Health Organization, this virus is a global emergency (WHO). It has been estimated that 3.3 million people worldwide have died as a result of this virus that attacks the respiratory system. According to Kompas.com, the total number of cases of corona virus infection worldwide has reached 163,694,333 as of Monday, May 17, 2021, based on World meters data. There were 3,392,634 deaths and 142,144,554 people declared recovered out of that total.

The spread of the Corona virus initially slowed economic activity, and the government implemented a policy of road closures and regional restrictions for residents who wanted to enter and exit an area. The impact of the epidemic is currently being felt in the world of education. As a result,



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several countries have decided to close schools and colleges. To prevent the spread of the corona virus, WHO advises temporarily halting activities that may result in crowds. As a result, face-to-face learning that gathers a large number of students in the classroom is being evaluated for implementation. Lectures must be held in a setting that allows for practical contact between students and lecturers, as well as students and other students. (Firman, 2020)

The Circular Letter of the Ministry of Education and Culture (Kemendikbud) Directorate Higher Education No. 1 of 2020 is one of the government's efforts to prevent the spread of the Corona virus. In the circular letter, the Ministry of Education and Culture instructed to conduct distance or online learning and advised students to study from their respective homes, beginning in March 2020. According to (CNN Indonesia, 2020), there are approximately 65 universities in Indonesia that have implemented distance learning in anticipation of the spread of the corona virus. Even if the lecturers and students are in different locations, the process of learning activities can still be carried out in the form of online lectures using digital technology (Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujjah, 2020).

It has been stated that online learning has its advantages, disadvantages, and obstacles. The challenges in learning activities are becoming more difficult as distance learning is implemented. Because the conditions and learning environments are becoming increasingly unfavorable. Students feel more relaxed and less focused on other activities when they participate in online teaching and learning activities from the comfort of their own homes. These events occur as a result of a variety of factors, including teacher-teaching methods, curriculum, teacher-student relationships, student-student relationships, and learning media.

Students' use of social media is increasing in tandem with the implementation of online learning. Because face-to-face interactions are currently limited, interactions are shifting to social media. According to the data gathered, the average student spends four hours per day on social media. Users of social media can create and manage their profiles, edit and comment on other people's posts, and share information. Whatsapp, Instagram, Twitter, and You Tube are the most popular social media platforms among students. Instagram is a popular social media platform because it allows users to connect and communicate with anyone, regardless of distance or time. Instagram is a social media platform that students are accustomed to using almost every day. Instagram is a platform commonly used to share personal information such as uploading photos or videos, using filters, and writing captions to share with followers on Instagram accounts, according to Alhabash, S., and Ma (2017). Instagram users can communicate by leaving comments on photos and videos.

Instagram has over 400 million monthly active users who have shared over 400 billion photos globally. In 2021, there will be 85 million

active Instagram users in Indonesia, with 89 percent of Instagram users aged 18-34 years. Today's ease of access to the internet and social media, particularly Instagram, is extremely beneficial and makes it easier to communicate aspects of online learning.

Instagram is part of social media that has been known by the people of Indonesia. Instagram is a means of communication today that is very fast and rapid in its development, social media is also growing rapidly from various classifications and types according to the needs of the world community. Well, this time, Instagram is used for learning, to communicate between teachers and students.

The boredom of students who have been studying online for more than 1 year at home causes boredom. Instagram is used as a fun learning alternative during this pandemic. Instagram as a social media is not a private space but a public space for teenagers. This is what is used to make it a learning medium so that students feel comfortable in learning. (Anggraeni, 2017) said that students have different perspectives regarding the use of Instagram in teaching and learning activities. Through Instagram, we can express feelings and ongoing situations. Many Instagram accounts post quotes using English about romantic things, funny stories, motivation, the latest news information, health, and education. Students and Lecturers can access Instagram for free, anywhere and anytime. The use of Instagram is not limited to participation and time like Zoom which is commonly used on campus as a distance learning medium. Characteristics of students who almost cannot be separated from the use of social media such as Instagram facilitate the use of Instagram learning media so that students are more comfortable and interested in participating in learning activities.

Learning media is a tool used to explain parts of learning programs that are difficult to explain verbally. Learning materials will be simpler and clearer if you use learning media. As a result, the purpose of learning media is not to explain the entire subject matter, but rather to clarify some points. By the media's function, namely as an explanatory message. As a result, one of the characteristics of learning media is its ability to stimulate students' senses of sight, hearing, touch, and smell. Graphic media, audio media, and silent projection media are three types of media that are commonly used in teaching and learning activities in Indonesia. Graphic media is a type of visual media. These symbols must be correctly understood in order for the message delivery process to be successful and efficient. Graphic media, like other forms of media, serves to channel messages from their source to their intended recipient. In addition to these general functions, graphics can be used to draw attention, clarify the presentation of ideas, and illustrate or decorate facts that would otherwise be forgotten or ignored if not described.

Students are more interested in communicating orally (speaking) than in writing when using English (writing). According to (Sulasti, 2003), the main issues they face are how to write, what to write, a lack of

vocabulary words, and structural incompetence. Writing is one of the four language skills/skills, by writing a person can convey ideas or opinions to achieve goals and objectives. Writing is one of the language skills that must be mastered by students. Writing has become the highest level and the most difficult skill in language acquisition.

However, in learning writing, students have obstacles such as limited material or topics to be written about, so they cannot develop ideas and opinions. Based on the results of interviews and analysis of student scores in the writing, the results are still not optimal, due to the low interest of students in writing compared to students' interest in communicating orally (speaking) and there are obstacles in using correct grammar, vocabulary mastery and accuracy in vocabulary preparation. s so that it can be an easy-to-read and understand message Writing courses are taught to students in order to pique their interest in writing. Graphic information visual representations of a collection of data, information, and designs are known as info graphics. Info graphics necessitate the collection of several pieces of information in the form of writing or numbers, which are then combined into a simpler form, namely a combination of images and text that allows the reader to quickly understand the meaning of the message or image itself. Furthermore, the format of diagrams or maps themselves will make it easier for students because, in general, the human brain prefers to store data in the form of images rather than writing, which is tedious. Furthermore, the use of language or sentences accompanied by more interesting images is very influential, as students will understand the learning material presented more easily. Some theories must be supported in order to improve the effectiveness of writing learning.

Info graphic-Based Instagram Learning Media

According to (Tofanao, 2018) everything that can be conveyed by senders such AS teachers or experts aims to stimulate the thoughts, ideas, and interests of students to learn is called learning media. This opinion is in line with (Falahudin Iwan,) that learning media is anything that can provide information from sources of information to recipients of the information. By using learning media, the material presented will be easier and clearer. But the learning media is only to explain the material that is difficult to learn, not the whole material. Several types of media are commonly used in teaching and learning activities for practical purposes, including: Graphic Design Graphic media falls under the category of visual media. Graphic media, like other forms of media, serves to channel messages from their source to their intended recipient. The channel used is the sense of sight, and the message is poured into visual communication symbols. These symbols must be correctly understood in order for the message delivery process to be successful and efficient. In addition to these general functions, graphics can be used to draw attention, clarify the presentation of ideas, and illustrate or decorate facts that would

otherwise be forgotten or ignored if not described. Types of graphic media include pictures/photos, diagrams, charts/charts, and graphs.

In this era of globalization in the 21st century, the information and communication technology revolution has affected all circles, forms individuals who cannot be separated from social media, especially teenagers. Company data from MarkPlus Insight's marketing and social media research, 93% of the data explains that internet users in Indonesia use the internet to access social media, 59% for chatting, 18% for games, 41% for downloading, and 15% for shopping. This is to explain that Indonesia is the target market share in the use of social media and instant messaging applications (Addin et al, 2017). There are benefits to using social media such as means of communication, collaboration, community, and agreements for collective intelligence. Social media has now become part of people's lives, not just a dominant expression or lifestyle. According to data from the Ministry of Communication and Information, internet users in Indonesia reached 3 million people, with 95 percent of them using the internet to access social media.

With over 300 million active users, Instagram is one of the world's most popular Social Networking Sites (SNS). According to kompas.com, the number of active Instagram users in Indonesia reached 61,610,000, with 50.8% female users and 49.2% male users. In general, Instagram profile settings are visible to everyone who visits the site, but they can be changed to a private account that only followers can access. AS many as 70 million photos or videos are posted on Instagram every day, in addition to being able to post photos or videos on the homepage, the features provided connect synchronous and asynchronous communication both public and private such as live broadcasts, Instagram Stories to post short videos, photos or videos. sentences that will disappear within 24 hours, for videos with a longer duration, you can use the Instagram TV or IGTV features, Instagram users can also send private messages to each other using the direct message feature and of course, Instagram users can respond to a post by commenting or reacting. Seeing the many interesting features that are easy to use, Instagram is not only used in social media but can be used in learning activities, especially in writing English. Instagram as a social media helps students improve their ability to convey something in the form of sentences and helps develop ideas and topics to be conveyed (Agustrianita, 2017). social media is the online community in which people interact with each other. Social networking activities have the possibility of enhancing lecturers' professionalism and adding media/ways in their teaching. The lecturers will be close to their students and will be interactive to enrich English students' competencies. The students and the lecturers can organize activities such as writing skills. By posting videos or photos, the audience easily accepts the message to be conveyed. Photos or videos that will be used as a medium for delivering messages can be in the form of text, animated images, or info graphics.

Information technology makes information faster to reach the recipient, wider reach, and longer storage. By communicating using images, someone can more easily understand the information that the sender wants to convey. The power of images in graphic design is to keep the audience interested, clarify understanding, etc. deliver information that is difficult, and makes it easier for us to present an idea. One of the visualizations contained in information technology media is info graphics. Info graphics are categorized into four main classes based on their use and presentation, namely:

1. **Static**

Info graphics Static info graphics are info graphics that are presented in a static visual form, without audio concepts or moving animation concepts.

2. **Animated Info graphic**

This type of info graphic can be used on audio-visual media such as television or YouTube. Animated info graphics can be presented in dual-dimensional or three dimensional forms which look more complex.

3. **Infographics that are interactive**

The most complex type of info graphics is interactive info graphics, which are displayed on a website and allow users to interact with the information displayed via a specially designed user interface.

4. **Physical Info graphics**

Physical info graphics are a type of info graphic that presents data in three-dimensional form. Info graphics provide many benefits that conventional data and information presentations do not have.

The use of info graphics in education is used as a medium for delivering material to replace explanations that are too long and make it easier for students to develop ideas or ideas in writing.

Writing

Writing is one of the language skills that must be mastered by students in addition to listening, speaking, and reading. Students can express ideas and develop ideas through writing and make readers interested. Writing can also transfer information and knowledge to others. In other words, writing is a medium of communication between writers and readers. The definition of writing according to (Brown, 2001) is "the graphic representation of spoken language, and that written performance is much like and relate with oral performance, the only difference lies in a graphic instead of auditory signals". In particular, writing is one type of language expression that can be described clearly and visually. Through writing we can convey the contents of ideas and feelings, both imagination and reality. In this case, we can write something based on experiences such as happy, strange, moving, embarrassing, or painful experiences.

Students can improve their grammar by learning how to use correct tenses, adjectives, articles, and noun phrases. They can also format a text

with proper mechanics like word spelling, punctuation, and capitalization (Rini, 2015). By paying attention to the components of writing, students will learn how to write good content into ideas that support existing sentences.

The components in writing are needed to form words into good sentences. The components of writing help students master writing skills. There are several components in writing, such as content, structure, language used, vocabulary, and writing mechanism (Depdiknas, 2004 Curriculum Competency Standards for English Subjects for Senior high school.

In teaching writing, writing is very important, because the teacher will know the process of participants Learning to write based on the steps. According to Azrial (2013), the teacher's role is very important because the teacher will guide the students to write about something correctly in the learning process. In line with Anthony Seow in Richards and Renandya (2002:315) there are four stages in the writing process, namely planning, drafting, revising, and editing. The following are the stages in compiling good writing:

- The first step is planning and determining a topic to be written about. After making a plan and determining what to write, we can create a concept map to help organize the ideas that have been determined.
- Next is to create a concept from the ideas that already exist. Don't be afraid to make mistakes in drafting or drafting your writing, because your writing will be re-examined.
- The third step is. Then improve the writing by adding, removing, or replacing words or sentences, based on the reader's comments and previous ideas.
- The next step is to re-correct the writing by reading the writing carefully and checking for errors in grammar, spelling, use of capital letters, and punctuation. Correct if there are writing errors, and can ask for opinions or other help to read and check again if there are still errors.
- The final step is to present, print, and distribute the final edited manuscript.

By paying attention to the process and components of writing, the researcher can conclude that writing is included as a productive skill to express ideas or feelings from the spoken form into writing and as an indirect communication tool to the readers. This is an experimental study.

RESEARCH METHODS

This study is a research and development (R&D) project that aims to create learning media in the form of infographic-based Instagram in writing using the ADDIE model development method (Assume, Design, Development, Implementation, Evaluation). This research is used to create or refine a product using the product's references and criteria to create a new product through various stages of validation or testing.

Dick and Carry created the ADDIE-like (1996). 1996 (Dick and Carey)

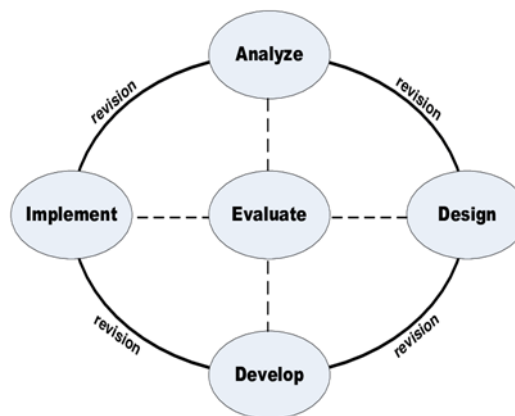


Figure 1
ADDIE model according to Dick and Carey

This research was conducted at the As-Syafi'iyah Islamic University in the English Language Education Study Faculty of Teacher and Education. Jakarta Education. The research subjects consisted of 2 English Education lecturers who had taken the Master's degree in the English Education Study and 1 lecturer in the Educational Technology department who had experience teaching Educational Technology and had studied S-3 education.

Trial Subjects The samples tested were students of English Education, Faculty of Teacher training and Education, As-Syafi'iyah Islamic University. The materials that will be developed in Media Development are illustrated in the following table

Table 1

Meeting of	Main Discussion	Points
16 – 17	Discussion Essay	Social Function
18 – 19	Explanation Essay	Generic Structure
20 – 21	Review Essay	Writing Discussion
22 – 23	Cause and Effect essay	Revising
24 – 25	Comparison and contrast Essay	Proof Reading
25 – 26	Recount Essay	Formating Draft

RESULTS AND DISCUSSION

This infographic-based Instagram learning media has gone through several stages of development. This research's development steps include the identification of potential problems, data collection, product design, design validation, design revisions, product trials, product revisions, and mass production. This chapter will explain the findings of the research on media development as a whole. The ADDIE research model was used in

this study, which stands for analysis, design, development, implementation, and evaluation.

1. Analysis (Analysis)

At this point, a needs analysis has been performed to obtain information about learning media that students require during the Covid-19 pandemic so that students can better understand the learning material. Students from the English Studies FKIP UIA Jakarta are observed during the semester to assess their needs. Writing studies, particularly essay writing

Students find it difficult to find writing ideas and it is difficult to put them in sentences that are easily understood by readers. This is also based on online learning carried out during the pandemic so the learning process is still not optimal enough. The use of learning media utilizing social media such as Instagram helps students understand and more easily express ideas through info graphic images.

2. Design (Design)

The design stage is designing the product concept. Design activities are carried out by outlining the media content which includes the design of templates and materials. From the information design through focus group discussions with colleagues, Instagram is rarely used as a learning medium, especially in essay writing courses. In addition, Instagram is already known by students so it is easy to interact with and use it. Some several websites or applications are used to create media designs and develop these learning media, including Canva and Instagram,

Product Development and Development (Development) The process of making learning media goes through the following steps:

3. Development

Field Testing with Revised Models

After a successful product development in the form of learning media, the product is validated by media and material experts before being tested on sasaran users.

- a. Results of the Product Validity Assessment Questionnaire Validation The validator first validated the product validity assessment questionnaire that was distributed to media experts and material experts. A Lecturer and Evaluator at As-Syafi'iyah Islamic University in Jakarta served as the validator who tested the feasibility of the questionnaire instrument. The validation results obtained are as follows:

Table 2
Validation Results of Questionnaire Instruments Validity

Aspect	Clarity of questionnaire title	Score obtained	Maximum Score
Clarity	Clarity of question items	5	5
	Clarity of instructions for filling out questionnaires	4	5

Content	Accuracy of statements with expected answers	5	5
	Accuracy related to the research title	5	5
Relevance	The statement is by the aspect to be achieved	4	5
Content validity of	the statement reveals correct information	4	5
No Bias	The statement contains one complete	4	5
Language	The stateman contain one complate idea	4	5
	The language used is easy to understand	4	5
	The language used is effective Writing in EYD	5	5
Total Score		52	55

The results of the validity of the validation instrument have a very feasible category to be given to media experts, material experts, and students to measure product feasibility.

- b. Media Expert Validation Results one of the lectuee of English who played a role in this research asa media expert who validated product development was the Head of the English Language Study program at the Faculty of Teacher training and Education, As-Syafi'iyah Islamic University, Jakarta. The validation results obtained in this study are:

Table 3

Media Expert validation Results		
Aspect	Score obtained	Maximum
Visual	26	35
Media Functionality	23	30
Benefits	26	30
Total Score	75	95

$$\frac{75}{95} \times 100\% = 78\%$$

Material Expert Validation Results

Validators who play a role in this study AS material experts lecture Essay Writing in the English Language Study, Faculty of Teacher and Education, As-Syafi'iyah Islamic University, Jakarta. The following are the validation results obtained:

Table 4

Results of Validation of The Questionnaire Instrument Validity		
Aspect	Score obtained	Maximum
Learning	20	20
Materials	30	30
Benefits	25	25
Total Score	100	100

$$\text{Validity Value } () = \frac{727}{900} \times 100\% = 80\%$$

4. Implementation

Implementation is a stage carried out after the learning media development product is revised. The implementation was carried out on the 3rd-semester students of the English Study program of the Islamic University of As-Syafi'iyah FKIP. This stage aims to determine student responses to info graphic-based Instagram learning media by giving questionnaires to students. The questionnaire given consists of 5 rating scales, namely strongly agree, agree, hesitate, disagree, and strongly disagree which are assessed from the aspect of the material and the use of learning media.

Involving 9 students yielded student responses to the media. The data collection process is carried out by providing examples of making Info graphics learning media using Canva, which is then uploaded to the Instagram account for the Essay Writing course, where students will then create their info graphics for use during learning, and students will provide their respective assessments based on the questionnaire statements.

5. Evaluation

The final stage of the ADDIE model development process is evaluation. Each stage of development can be evaluated, and an overall evaluation can be performed at the end of development activities. At this stage, the results of the media feasibility assessment are evaluated by material experts and media experts. The media can also be evaluated by observing the students' reactions to the media that has been created in order to determine whether the media that has been created is feasible or not to be used.

The student responses to the info graphic-based Instagram learning media as a whole can be seen in the following table:

Table 5
Student Response Analysis

No	Question	5A	A	I	D	SD1
1	Learning using the media is more fun than just the lecture method	3	5	1		
2	I am more able to follow the lesson well about what the teacher explains when I use the media compared to just lectures	1	8			
3	I feel bored quickly when I take lessons that'll take notes and listen without any direct Interaction	2	6	7		
4	Learning with conventional methods (lectures) makes me bored quickly and tends to prefer talking to friends rather than paying attention to the material presented		5	4		
5	prefer interactive teaching and learning processes	1	6	2		

	discussion, use of media, etc.) because I understand the subject matter more quickly					
6	I am not able to capture the material presented using only the lecture method without any examples of pictures or videos	1	6	2		
7	I feel happy participating in learning activities using Instagram-based learning media Info graphics	3	7			
8	Presentation of material with Instagram-based info graphic media makes me interested in participating in learning	2	6	2		
9	The application of learning with info graphic-based Instagram media makes me more active in participating in learning		7	2		
10	Through the use of info graphic-based Instagram media, I prefer writing courses		7	2		
11	Presentation of material on Instagram-based \\infographics can guide me to go deeper into learning material		8	1		
12	Through the use of info graphic-based Instagram media, it makes me more excited to take writing courses		7	2		
13	Info graphic display on Instagram interests me to learn writing text		7	2		
14	The material presented with info graphics is easy to understand		7	2		
15	The color combination in the info graphic is perfect		7	2		
16	The text on the info graphic is legible	1	6	2		
17	The material presented in the info graphic is quite complete		6	3		
18	Learning to use Instagram media based on info graphics, the presentation of the material is very fun		7	2		
19	I can capture the material conveyed with info graphics		7	2		
	The materials that have been given using Instagram media based on info graphics help me to remember them		7	2		
20	The materials that have been given using Instagram media based on infographics help me to remember them		7	2		
	Total score	110	520	96	2	

$$\text{Validity Value } () = \frac{727}{900} \times 100\% = 80\%$$

The data obtained from the test results on students were then converted into a scale of 1-5. Based on the results of data analysis, with 20 questions filled in by 9 students where the total score of "strongly

agree" was 110, the total score of "agree" was 520, for the "undecided" option the score was 96, and the total score was two for "disagree" option. Referring to table 3 the value of the validity of using Instagram learning media based on info graphics is in the "very feasible" category so it does not need to be revised again.

Discussion

The purpose of this info graphic-based Instagram learning media development research, among others, is to explain the process of media development stages, the level of feasibility and effectiveness of the product developed through a validation test process from media experts and material experts AS well as product testing and implementation on sasaran users, namely semester tiga students of the. English Studies FKIP UIA.

The model applied in this research is the ADDIE development model, namely Analysis, Design, Development, Implementation, and Evaluation. The result of this development is interactive learning media in the form of info graphics posted via Instagram accounts that can be seen by anyone.

The results of the validation test from media experts and material experts on this development product obtained a percentage value of 78% from media experts and 100% based on the results of material expert assessments. This value indicates that the resulting learning media development products are categorized as suitable for use by students as target users.

In addition, this learning media product can be said to be effective in helping the learning process of students. The effectiveness of this media can be seen in the results of student responses to the use of info graphic-based Instagram media which makes students more interested in taking Essay Writing courses with a total validation result of 80%.

According to the findings of a previous study on the development of Info graphics learning media conducted by Eka Puspita in 2017, titled "Development of Info graphics in the Form of Media as Support for Physics Learning in Group X High School," info graphic media is feasible to use, as evidenced by an 88% assessment of material experts and an 87.9% assessment of media experts, despite being applied to different targets and scopes.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of this development research, it can be concluded that the Info graphic-based Instagram learning media has been developed according to the stages of developing the ADDIE model. Based on the validation assessment of media experts and material experts, this learning media development product is declared suitable for use in the English Language Study FKIP UIA, so that this learning media development product can function and be useful AS a complement to learning and assisting lecturers or educators in delivering material. This

learning media development product has proven to be feasible in helping essay writing learning and improving students' writing ideas so that this learning media can be utilized by lecturers or educators as a source of learning.

To optimize the use of this learning media, researchers provide suggestions: Info graphic-based Instagram learning media in the Essay Writing course that has been developed will be even better if it can be developed more fully and in detail in terms of material and media display. Although the results of this study have been declared feasible and effective by experts, of course, this developer application has limitations. So of course the development of this product will be dynamic from time to time. This learning media should not be used as the only source of learning or even a substitute for the role of lecturers or teaching staff in the learning room. The presence and role of Lecturers will never be replaced throughout time.

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