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Forewords

Praise and gratitude to Allah SWT, because of Allah's love for us so that we are still given a long life and can carry out our various daily activities. May all our activities become our acts of worship, Aamiinnn

in accordance with the commitment of the Jurnal Serambi Ilmu Journal to continue to improve the quality of its manuscripts since the volume 22 number 1 has been published full in English.

We are also be proud that the number of submitted manuscripts is quite large, but only a few are acceptable and worthy of publication. This means that Jurnal Serambi Ilmu has become one of the scientific publications that are considered by experts and education enthusiasts.

For this reason, Jurnal Serambi Ilmu is committed to continuing to maintain the quality, service and discipline that applies in scientific publications.

September 30, 2021

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GARUDA
GARBA RUJUKAN DIGITAL



Effects of Online Learning and Students Psychomotoric Changes in Writing Short Stories

Erfinawati¹, Junaidi,². Ismawirna ³

Erfinawati is Lecturer of Universitas Serambi Mekkah, Banda Aceh, Indonesia

Email: watierfina@gmail.com

[Junaidi](#) is Lecturer of Universitas Serambi Mekkah, Banda Aceh, Indonesia

Email : junaidi@serambimekkah.ac.id

Ismawirna is Lecturer of Universitas Serambi Mekkah, Banda Aceh, Indonesia

Email : isma_wirna@yahoo.com

Abstract

The purpose of this study was to know the effect of online learning on students' psychomotor changes in writing short stories (Cerpen). The data sources in this study were students of SMPN 4 and SMPN 9 Banda Aceh. The method used is descriptive qualitative and quantitative. Data collection techniques in this study are test, observation, interview and documentation techniques. The data processing technique was carried out using the SPSS program. The results showed that online learning at SMPN 4 Banda Aceh had no significant effect on psychomotor changes in writing short stories. While the results of research at SMPN 9 Banda Aceh showed that online learning had a significant effect on psychomotor changes in students' short stories writing. The results of the interview show that online learning has positive and negative effects depending on the learning pattern.

Keywords: online learning, psychomotor, short stories writing

INTRODUCTION

Entering the now normal era, Indonesian people are starting to resume their activities by complying with health protocols. However, not all schools have started the teaching and learning process. This is done to maintain the safety and health of students. Learning begins to be directed online, namely daring and and offline is luring. Online and offline learning systems inevitably have to be carried out in the midst of the COVID-19 pandemic. Because, it is impossible for students to be left on long holidays until the corona virus goes away and no one knows when this corona virus will disappear from the earth's surface.

Online learning is carried out using the internet network so that students can connect directly with the teacher with using the application (Nakayama, 2007), Online learning also has weaknesses, namely obstacles in getting connections or networks (Mustofa, 2019). Most students who live in the remote area will find it difficult to carry out the online learning process, this can hinder the learning process. In addition, online learning also requires a comfortable and quiet home atmosphere (Nakayama, 2007).

Submission of material through online also can be interactive so that learning participants are able to interact with computers as learning media. As one example of students who use electronic media learning or establish relationships (browsing, chat, videocall) through electronic media, in this case computers and the internet will later obtain more effective and better learning outcomes than conventional learning and this learning will be very effective if supported by the creativity of teachers in online learning.

Suryawan (2020) argues that online learning is an activity that can be done from home and can be done at any time so that it does not become a problem because learning is not bound by time. Learning can be interpreted where students complete their assignments and make decisions every time by utilizing technology (Gunawan, 2020). The use of learning media in the teaching and learning process is one of the efforts to increase the effectiveness and quality of the learning process which in turn can improve the quality of student learning outcomes.

Online learning is also a solution used by educators as well as students to still be able to carry out teaching and learning activities without having to meet face to face. Online learning activities are carried out through various special communication platforms that allow proper learning activities in the classroom to be carried out. Such as Google Classroom, Google Meet, Zoom, Edmodo, and so on. Through this platform, interaction between teachers and students can run, subject matter to exams or tests can be carried out

The existence of online learning shows us how important teaching and learning activities are to continue to be carried out even though it is not possible to meet in person. According to Ghirardini (in Kartika, 2018: 27) "Online provides effective learning methods, such as practicing with related feedback, combining collaborative activities with independent learning, personalizing learning based on student needs and using simulations and games". Meanwhile, according to Permendikbud No. 109/2013 distance education is a teaching and learning process carried out remotely through the use of various communication media.

Online learning requires students to complete assignments so as to give changes to students' psychomotor. This change involves changes in students' writing skills. student boredom has an impact on psychomotor changes so that students' writing is often unclear. The psychomotor domain is a domain related to the ability to act after a person has received a certain learning experience. The psychomotor domain is related to physical activity, such as running, jumping, painting, writing, dancing, hitting, and so on.

Skills learning outcomes (psychomotor) can be measured through: (1) direct observation and assessment of student behavior during the practical learning process, (2) after participating in learning, namely by giving tests to students to measure knowledge, skills, and attitudes. , (3) some time after learning is complete and later in the work environment. Buttler 1972, (in Nurwati, 2017) divides psychomotor learning outcomes into three, namely: specific responding, motor chaining, rule using.

During the pandemic, many students are required to always complete their assignments so that students are tired and bored with learning (Nurwati, 2017). . This greatly affects changes in the psychomotor (skills) of students. Based on the initial

survey, many students complained about the assignments given by the teacher so that many students' skills in writing short stories were not neat, the writing produced was not in accordance with the rules of writing, and the storyline was not directed. However, there are some students who are skilled in writing and that is because they are motivated by the media provided by the teacher.

Psychomotor learning according to the Big Indonesian Dictionary by Hasan et al (2005: 553), ability is the ability, skill, strength: we try with ourselves. Meanwhile, according to Arikunto (2001:122), "the psychomotor realm is closely related to muscle work so that it causes the movement of the body or its parts".

In addition, Hamalik in Laksono (in Nurwati, 2017) also added that students are input components in the education system which will then be processed in education so that they become quality human beings in accordance with national education goals. From the three definitions, it can be seen that psychomotor learners are learners who always try or work to acquire skills so that they can achieve national education goals.

Writing is one of the important activities in learning. Through writing activities we can express ideas (Mimi, 2012). Writing is a combination of process and product. The process, namely when collecting ideas so as to create writing that can be read by the reader (product) refers to the implementation process, writing is an activity that can be viewed as a process, a skill, a thought process, an activity, information, a communication activity. Writing is one way to express thoughts or feelings to others by using written media in the hope that readers can read them.

Through writing activities, a person can communicate indirectly. Ak Gift (2010:3) says, "Writing is an activity of delivering messages by using language as the medium". Tarigan (1994: 21-25) says, "Writing is lowering or discribing graphic symbols in a language that can be understood by someone so that other people can read and understand the graphic symbols".

In writing, it is necessary to have a form of expression of ideas that is continuous and has a logical sequence by using certain vocabulary and grammar or linguistic rules used so that it can describe or present information that is expressed clearly. Writing demands experience, time, opportunities, exercises, special skills. , and direct teaching to be a writer.

Writing demands ideas that are logically arranged, clearly expressed, and arranged in an attractive manner (Tarigan, 2008). Furthermore, it demands detailed research, careful observation, proper distinction in the choice of title, form, and style. Message is the content or content contained in writing. Writing is a communication system between humans that uses symbols or language symbols that have been agreed upon by the user. In written communication there are four elements involved, namely: (1) the author as a message; (2) message or text content; (3) channel or medium; (4) the reader as the recipient of the message.

Writing short stories is not an easy thing. The reality in the field of learning to write short stories at school shows that students' interest in learning literature, especially

in writing short stories, is still low. short story text is one of the literary writing learning materials taught in class (Risda, 2020). Cerpen are short stories that are read once, approximately between half to two hours, something that would be impossible for a novel to do. Nurhadi (1999:10) suggests that short stories are works of prose fiction that are long enough.

Short stories are short essays that generally tell a simple problem and are told briefly (Nurgyantoro, 2006:325). In the short story, it is stated implicitly from just what is told, however, it requires us to understand complex problems in the form of a little time. Based on the description above, it can be concluded that short stories are short essays that are read in one sitting, easy to understand by readers, and tell simple problems in the story.

Writing short stories is often felt to be a heavy and difficult thing, especially for novice writers (Setyaningsih, 2010). Students do not know how they start from which story and how to develop their story idea into a good story. The low skill in writing short stories of students is due to the lack of motivation to participate in learning to write short stories and the low enthusiasm of students in writing.

In addition, students still feel compelled to write. Students also often find it difficult to start a story, and students cannot develop an outline into a complete and good and coherent story. The difficulty of students in writing short stories deserves good attention from teachers and parents. Not to mention that this learning must be done online. The use of the right media will motivate students in the process of writing short stories.

RESEARCH METHODS

Researchers used quantitative and qualitative descriptive methods. Descriptive research describes data based on facts objectively according to the data found. Qualitative research will explain concepts that are related to each other by using words or sentences instead of using data or statistics. While the quantitative approach is aimed at the relationship between online learning variables and psychomotor variables in writing short stories for students at SMPN Banda Aceh.

Research Data Source

The data sources in this study were students of SMPN Banda Aceh, which amounted to 80 sheets. The data sources were taken from two schools, namely SMPN 4 Banda Aceh with 40 sheets and SMPN 9 Banda Aceh 40 sheets and all of them were used as research samples. The random sampling technique is taking sample members by giving equal opportunities to population members to be samples (Arieska & Herdiani, 2018).

The techniques used to collect data in this study were test and non-test:

- 1) The test is an assignment for students to write short stories with a free theme as a source of data (this test was carried out because the data provided by the teacher was invalid and insufficient
- 2) Interview is data collection by using several questions regarding the problem to be studied. The questions asked are usually prepared in advance which are directed to information for the topic to be worked on

- 3) Documents are data taken through a camera tool that is valid evidence or support in research (Sugiyono, 2010) expressing his opinion about documents, documents are records of events that have passed.

Data analysis

The data analysis technique will be carried out using SPSS (Statistical Product and Service Solutions) 22.0 for Windows Evolution Version. Here the writer only did the normality test, linear test, and linear regression test to determine the effect of online learning and students' psychomotor changes in writing short stories.

RESEARCH RESULTS AND DISCUSSION

This study aims to know the effect of online learning and psychomotor changes in writing short stories of SMP students Banda Aceh. Data analysis was performed using multiple regression analysis using the SPSS (Statistical Product and Service Solutions) 22.0 for Windows Evolution Version program.

Table 1
Description of Research Variables Daring learning at
SMPN Banda Aceh

School	Variabel	N	Minimum	Maximun	Mean	Std. Deviation
SMPN 4	Psikomorik	40	75	95	83,75	5,032
	Daring Cerpen Writing	40	70,8	91,7	80,93	5,1594
SMPN 9	Psikomorik	40	75	90	81,13	4,598
	During Cerpen Writing	40	70,8	87,5	79,27	4,7621

Source: Data processed, 2021

Based on table 1 above, it can be seen that the maximum score of students' psychomotor in online learning is 95, while the lowest is 75 with an average value of 83.75, it can be concluded that psychomotor changes in writing short stories. This happens because when the teaching and learning process to write short stories, students do not have many assignments, students are used to writing short stories and learning to write short stories online in the first hour so that this learning becomes the students' first task in writing.

In this case, students do not feel bored and tired in writing. Psychomotor Learning According to the Big Indonesian Dictionary by Hasan et al (2005), "Ability is the ability, skill, strength: we try with ourselves". In the value of writing short stories, it

can be seen that the highest score is 91.7 while the lowest is 70.8 and the average is 80.93. With an average of 80.10.

Based on the description of the data, it can be concluded that there is no significant change in online learning at SMPN 4 Banda Aceh. This happens because the school provides special teachers in learning to write short stories, namely every Saturday.

Based on table 1 above, it can be seen that the maximum psychomotor score of SMPN 9 Banda Aceh students in online learning is 90 or it can be interpreted that the psychomotor changes of students in writing have changed slightly. This is natural because during the pandemic, students are required to complete assignments so as to make changes to students' psychomotor skills. This change involves changes in students' writing skills.

This change occurred because of the fatigue of the students' finger muscles in writing. According to Arikunto (2001), "The psychomotor realm is closely related to muscle work, causing the movement of the body or its parts". In addition, online learning makes students bored and has an impact on psychomotor changes so that students' writing is often unclear.

From the table above, it can be seen that the highest score in learning to write at SMPN 9 Banda Aceh is 87.5 and the lowest score is 70.8 with an average score of 81.13. From the results of the average value, it is known that the value of writing short stories is included in the sufficient category.

This value includes a decrease from the average score of students in writing short stories face to face which is in the good category. However, this is a consideration for teachers to continue to improve learning to write short stories online so that they are in the good category.

Normality Test (Residual)

Testing the normality assumption of the independent variable (X) and the dependent variable (Y) in the resulting regression equation, is it normally distributed (H0: Data is normally distributed) and is not normally distributed (H1: Data is not normally distributed). If the data distribution is normal, then the data analysis and hypothesis testing are used parametric statistics. Testing the normality of the data using the Kolmogorov-Smirnovone test sample test with test criteria: if the probability is significant > 0.05 then the data is normally distributed. Data processing in this study obtained results as shown in the following table.

Table 2
Normality Test of Online Learning at SMPN
Banda Aceh

School	Variabel	Statistic	Sig	Conclusion
SMPN 4 Banda Aceh	(X) dan (Y)	4,8117	,112 ^c	H ₀ Accepted
SMPN 9 Banda Aceh	(X) dan (Y)	3,96013969	,074 ^c	H ₀ Accepted

Source: Data processed, 2021

The table above shows the significant value of the online psychomotor change variables (X) and online short story writing (Y). The results of the normality test at SMPN 4 Banda Aceh showed that the significant value of the study was 0.112. This means that the value is greater than the value of (0.05). Based on these results, it can be concluded that all data are normally distributed (H0: accepted).

The table above shows the significant value of the online psychomotor change variables (X) and online short story writing (Y). The results of the study at SMPN 9 Banda Aceh showed that the significant value was 0.74. This means that the value is greater than the value of α (0,05). Based on these results, it can be concluded that all data are normally distributed (H0: accepted).

Linearity Test Results (F Test))

Testing the effect of online learning on online learning and psychomotor changes in writing short stories for Banda Aceh students. Based on the hypothesis test that has been carried out using the SPSS (Statistical Product and Service Solution) 22.0 for Windows Evolution Version program, the results of the regression of the effect of each independent variable on the dependent variable in detail can be seen in the following table.

Table 3
Online Learning Linearity Test at SMPN Banda Aceh
ANOVA^a

School	Model	Sum of Squares	Df	Mean	F	sig
SMPN 4 Banda Aceh	Regression	88,875	1	88,875	3,558	,067 ^b
	Residual	949,276	38	24,981		
	Total	1038,151	39			
SMPN 9 Banda Aceh	Regression	272,814	1	272,814	16,950	,000 ^b
	Residual	611,626	38	16,095		
	Total	884,440	39			

Source: Data processed, 2021

Based on the table above, it can be seen that the significant value of SMPN 4 Banda Aceh is 0.067 which is greater than 0.05. So it can be concluded that there is a significant linear relationship between psychomotor changes (X) and learning to write short stories (Y).

Jika di lihat dari nilai F-hitung SMPN 4 Banda Aceh sebesar 3,558 atau nilai tersebut lebih kecil dari nilai F-tabel (4,098) maka dapat disimpulkan bahwa ada hubungan linear secara signifikan antara perubahan psikomotorik (X) dan pembelajaran menulis cerpen (Y).

If we look at the F-count value of SMPN 4 Banda Aceh of 3.558 or this value is smaller than the F-table value (4.098), it can be concluded that there is a significant linear relationship between psychomotor changes (X) and learning to write short stories (Y).

It can be understood that psychomotor changes have a relationship with learning to write, which is 8.6% when viewed from the coefficient of determination (R^2) and the rest of 91.4% is influenced by other factors outside the variables of this study. In this case, it can be concluded that there is a significant linear relationship between psychomotor changes (X) and learning to write short stories (Y) but only slightly because the changes occur due to many factors outside of the research variables. Such as student laziness, student negligence and student boredom in learning.

Psychomotor changes occur when students are not able to act in receiving learning. This happens because of student laziness and student boredom in receiving learning. This greatly affects changes in students' psychomotor (skills) and writing abilities including writing. Online learning requires students to complete assignments so as to give changes to students' psychomotor (Mimi, 2012). While the rest is influenced by other factors outside of this research variable.

Other external factors also include the way the teacher provides variants in learning. while this is very well done during online learning to improve students' abilities. This is in line with Kartini (2020) the application of various methods, media and teaching materials, as well as interactions in learning can stimulate student involvement in the process of expressing opinions, enthusiasm, initiative, questions, and assignments in online learning activities.

From the table above, it can be seen that the significant value of SMPN 9 Banda Aceh is 0.000, less than 0.05. So it can be concluded that there is no significant linear relationship between psychomotor changes (X) and learning to write short stories (Y).

If we look at the F-count value of SMPN 9 Banda Aceh of 16.950 or this value is greater than the F-table value (4.098), it can be concluded that there is no significant linear relationship between psychomotor changes (X) and learning to write short stories (Y).

Linear Regression Test Results (T Test)

Simple linear regression analysis is a regression method that can be used as a statistical inference tool to determine the effect of an independent variable on the dependent variable.

In this study, the independent variable is psychomotor change (X) and the dependent variable is writing short stories (Y) in online learning. The simple linear regression test or multiple linear regression basically has several objectives, namely:

- (1) Calculating the average estimated value and the value of the dependent variable based on the value of the independent variable.
- (2) Testing the dependency characteristic hypothesis
- (3) Predicting the average value of the independent variable based on the value of the independent variable outside the sample range.

Table 4
Linear Regression Test Online Learning at SMPN Banda Aceh

School	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
SMPN 4	1 (Constant)	55,810	13,344		4,182	,000
	Psikomotorik Daring	,300	,159	,293	1,886	,067
SMPN 9	1 (Constant)	32,604	11,353		2,872	,007
	Psikomotorik Daring	,575	,140	,555	4,117	,000

Source: Data processed, 2021

Dependent Variable: Writing Short Stories Online

Based on table 4, the sign value of SMPN 4 Banda Aceh is greater than 0.05, which is 0.067, so it can be concluded that online learning has no significant effect on psychomotor changes in writing short stories. This happens because students are used to writing short stories and at school when face-to-face they provide short story writing classes.

If reviewed based on the T value, it shows that the T-count value is 1.886 or the value is smaller than the T-table value (2.021) and online learning has no significant effect on psychomotor changes in writing short stories.

It can be understood that online learning has no significant effect on psychomotor changes in writing short stories. Because basically psychomotor changes occur when students are not able to act in receiving learning. In this case, students are able to receive learning well and are accustomed to writing short stories both online and face-to-face so that there are no psychomotor changes in learning to write short stories.

Based on table 4, the sign value of SMPN 9 Banda Aceh is smaller than 0.05, which is 0.00, so it can be concluded that online learning has a significant effect on psychomotor changes in writing short stories.

The results of the T-test show the T-count value of 4.117 or the value is greater than the T-table value (2.021) with a significance value of 0.000. So it can be concluded that online learning has a significant effect on psychomotor changes in writing short stories.

In addition, these influences to psychomotor changes can also occur due to external factors, namely network problems. Romero-Blanco et al. (2020) and Savage et al. (2020)(in fitria, 2021) found a significant increase in sitting time and cause a negative impact on movement behavior during lockdown among university students.

(Nakayama, 2007) online learning is a learning process that utilizes the internet network.

This is in line with the results of research by Harpani (2021) "Online learning has an impact on students' abilities, either decreasing or increasing, which returns to how learning patterns are applied to each individual." make students lazy in their imagination. Setyaningsih, (2010) The low skill in writing short stories of students is due to the lack of motivation to participate in learning to write short stories and the low enthusiasm of students in writing.

Learning that is given online is not carried out immediately or is delayed, it can result in a lack of focus for students in learning due to the teacher not being directly on the spot so that students feel they are not controlled by the teacher. In addition to these factors, there are other factors in students' psychomotor changes, namely student fatigue due to too many assignments and student negligence in using online media so that students no longer do their work and are more focused on social media.

Interview result

Interviews in this study were used to obtain direct information about the effect of online learning and psychomotor changes in writing short stories. Interviews were conducted with students and teachers of the Indonesian language subject. The results of the interview.

Question : How to learn to write short stories with online

Answer : there is good and there is not good. It's good that more media is displayed, it's not good is energy runs out.

Question : Do you think that learning to write short stories online is effective?

Answer : less effective, because we can't ask the teacher directly

Question : What obstacles do you face in writing short stories while online?

Answer : limited quota, bad signal and takes time

Question : Does online learning provide psychomotor changes in writing?

Answer : yes, because there are so many tasks so ours fingers have to be massaged

Question : How are the results of learning to write short stories online?

Answer : some are good, some are not, it depends on the individual

The results of interviews with students found that most students answered that learning to write short stories online was quite interesting, because students could see some examples of interesting short stories displayed by the teacher. Others answered that learning to write through online was not interesting because they could not directly ask whether the theirs work that had written was correct or not.

From the point of view of the delivery of learning materials to write short stories is less effective. The obstacle experienced during learning to write short stories online is a network problem, namely the sound is not good, the sound is intermittent and sometimes it just disappears.

Another obstacle is related to the use of quotas that are too large. During online learning, students are also stroking with the tasks given so that it has an effect on psychomotor changes due to fatigue in the finger muscles. When viewed in terms of student learning outcomes there are good and sufficient categories.

Question: How to learn to write short stories online

- Answer : there is a positive side and there is a negative side
Question : Do you think that learning to write short stories online is effective?
Answer : of course less effective, because students cannot understand the learning material
Question : What obstacles do you face in writing short stories online?
Answer : many teachers are not able to apply laptops and the signal is not good.
Question : Does online learning provide psychomotor changes in writing?
Answer : mostly none, maybe only a few, but not a big problem.
Question : How are the results of learning to write short stories online?
Answer : most of them are good but usually face-to-face learning is better

The results of interviews with teachers found that learning to write through online had both conveniences and difficulties. The convenience in question is in the appearance of media that supports learning and the difficulty is ineffectiveness of the material delivering.

The obstacle found in learning to write short stories is that students cannot be controlled properly so that the work produced is not satisfactory to the teacher. Other obstacles are poor signal, limited quota and laptop. When viewed from the psychomotor body of students during online learning, it was found that there were changes but not too many. This happens because of fatigue, boredom and laziness of students in writing, the another one is good.

CONCLUSION

Based on the results of the study, it can be concluded that online learning at SMPN 9 Banda Aceh has no significant effect on psychomotor changes in writing short stories. This happens because the students of SMP N 4 Banda Aceh are often to writing short stories, the school also provides a special class in writing short stories

While the results of research at SMP Negeri 9 Banda Aceh showed that online learning had a significant effect on psychomotor changes in writing short stories. The influence that occurs at SMPN 9 Banda Aceh is only 30.8% of changes in psychomotor in writing short stories is the online learning factor (X). While the rest that is equal to 69.2% is influenced by other factors outside the variables of this study. The results of the interview show that online learning has positive and negative effects depending on the learning pattern.

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