The Effectiveness in Learning of Writing Short Stories in the Covid-19 Outbreak Using Chamilo Media Based on Information Acquisition Type

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Article Info

Abstract

The students' writing skills need to be considered by the teacher because writing skills are complex skills that can support students' academic achievements. The blended learning model with Chamilo media has been used in learning activities to write short stories in the Covid-19 outbreak. This study aims to determine the effectiveness of learning to write short stories in the Covid-19 outbreak by using a blended learning model with Chamilo media based on type of information acquisition type in vocational school students. The research design used is quasi-experimental with a population is XI grade students of SMK in 2020/2021 academic year. The data collection techniques use test and non-test techniques. The test technique has been carried out by measuring the skills of students in writing short stories, while non-test techniques has been carried out by using questionnaires, observation, and documentation. The data are analyzed using the T-test and analysis of variance (Anova). The results of the study proved that the use of the blended learning model with Chamilo media is effective in learning to write short stories in the Covid-19 outbreak based on the information acquisition type in vocational students. The research benefits provide theoretical and practical advantages. Theoretically, this research can enrich the theory of learning to write short stories in the Covid-19 outbreak by using a combination of blended learning models with Chamilo media. The importance of this research for educators is to increase a sense of responsibility for the quality of education in the era of the Covid-19 outbreak.

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INTRODUCTION

Writing skill is a communication in the form of writing that produces thoughts in the form of writing that contains ideas, concept, thoughts, feelings of a person in both real and imaginary. Besides, the reader can understand the content of the writing. It can be said that, compared to other language skills, writing skills are more difficult to be attained because writing requires various aspects of attaining (Wagiran, Utomo, and Cahyani, 2018). Writing skills according to Saadah and Doyin (2011) are creative and expressive processes. Through writing, knowledge increases, insight becomes wider, analysis skill becomes more sensitive, and decisions with actions are increasingly in the right direction.

In learning to write short stories is an activity to train students in expressing ideas and developing creativity in writing. Students can make an impressive story into a short story. Nuryatin (2010) states that the impressive story is not an event that always has conflict of the certain characters. An impressive event is an event that makes an impression of the writer in his life and it is considered as something attractive to the reader when it is made into a short story. Memorable events can be funny events, stressful events, being mature events, and so on.

The short story, according to Priyatni (2013), is a work of fiction whose basic objects are facts and the imagination of the author. The short story ideas or concept according to Pujianto, Nuryatin, and Subyantoro (2015), has an effect on the results of short story writing. In addition, knowledge of short stories is needed in learning to write short stories. Students need to think critically to come up with interesting ideas or ideas for understanding the elements of a short story.

The short stories do not use many sentences so that the message can be conveyed to the reader easily and do not obscure the content of the short story. In line with the opinion of Kosasih (2012), short stories generally have a simple theme. The number of characters is limited. The storyline is simple and the setting covers a limited scope. Likewise, Zulaeha (2016) states that a short story is a relatively short story, brief; if it is associated with the genre of story, it only has a single effect without changing the actor and can be read in one sitting.

Since the Covid-19 outbreak, schools have no longer carried out their usual activities. The Indonesian government states that learning at school be transferred at home. The government recommends implementing social distancing or isolating yourself at home to anticipate the spread of the virus that is increasingly widespread. The government applies the system at home only. Teaching and learning activities, whether formal or informal, which are carried out by students every day, must all be done at home by using technology.

This has made a big change in teaching and learning activities, from face-to-face to indirect or online learning. The learning online as part of the latest learning technology is necessary in the era of the Covid-19 outbreak. The challenges faced, at the beginning of the change in teaching and learning activities, were confusion and inadequacy in online learning. Teachers who are used to offline learning (face-to-face) feel it. They do not know what to do, while the learning task must keep going. Another thing is the inability to use online learning media. These questions require correct answers, so that learning can still take place effectively.

The learning model is a complete learning process system, from beginning to end. According to Zulaeha (2016), the learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve learning goals. Silviana, Doyin, & Haryadi (2014) argue that based on the results of observations, the short story learning process for students seems saturated because the learning process is less interesting and this results in low motivation of students in learning short stories. The presence of a learning model can stimulate students' motivation. In addition, the teacher must also be able to choose

a model that is appropriate with the learning material and the characteristics of students.

One of the learning models that use technology is blended learning. Shamsi (2011) suggests that the provision of online learning has a positive impact on student learning outcomes. Prawoto, et al. (2019) state that blended learning is used to foster learning motivation for students. The blended learning changes the teacher-centered learning paradigm to being students-centered. The learning process is no longer dependent on the teacher.

The blended learning model according to Hanum (2013) can be used as an alternative in learning at vocational schools that have a percentage of learning between a smaller theory percentages compared to practice. According to Izzudin (2009) through the blended learning model, the learning process will be more effective because the online learning will assist conventional teaching and learning processes. It stands on the information technology infrastructure and it can be done anytime and anywhere.

In line with that, Mohammadi (2015) argues that the ease of access to the blended learning model allows students to learn from anywhere and anytime, as long as they have an adequate internet connection. In addition, Jussof and Khodabandelou (2009) state that blended learning not only reduces the distance that has existed between students and teachers but also increases the interaction between the two.

The implementation of blended learning requires the use of online learning media, one of which is by using the Chamilo learning media. Chamilo as a learning medium aims to facilitate the easy production, distribution and assessment of assignments in a paperless manner. Yulita, Diah, and Bakri (2018) state that Chamilo is a learning medium that can be used as a tool to convey structured material and assignments for students.

Chamilo be as a medium that can be used by teachers and students to create virtual classes, give announcements and assignments that are received directly. Amin, Kholiqul (2017) states that in implementing the blended learning model, students are expected to always be active and be able to find learning methods that are suitable for themselves. The teacher's function is a mediator, facilitator, and friend who make the situation conducive in construction of students' knowledges.

Chamilo can be accessed via a website that can be used on smart-phones. Teachers can freely provide materials, assignments, announcements, and questions. The existence of a chat feature both privately between teachers and students and within the scope of all class members, the collection of assignments can be seen by all class members as a motivation to students in learning, Then, the among class members can find out online user notifications that make it easier to monitor student activity

The research that was conducted by Afiyan F. (2019) entitled "Pengembangan Pembelajaran dengan Metode Flipped Classroom Berbasis Chamilo pada Mata Pelajaran Gambar Teknik Kelas X TAV di SMK Roudlotul Mubtadiin Jepara" shows that the use of Chamilo in vocational school students is effective. Flipped classroom with Chamilo media can improve student's learning outcomes so that it can be used as an alternative in learning activities. In addition, it can make it easier for students to understand material that is abstract or difficult to understand. This is in line with the statements of Mulyadi and Febriana, P. (2014), they say that material, which is abstract and difficult to imagine, can be illustrated by the use of media as an intermediary in conveying messages to students.

There is a relationship between personality and learning styles, especially language learning, because each of personality can process information differently. Some linguists believe that adapting learning styles to personalities can help learn language more effectively. Ghufron and Risnawita (2011) describe a good review and they have classified various existing learning style models to be simpler too, one of which is the type of acquiring sensing information and the type of acquiring intuitive information.

The different personality types according to Pujianto, Nuryatin, and Subyantoro (2015) require different teaching methods. Therefore, a suitable learning model is needed. In this dimension, the personality focuses on the personality characteristics of the individual. The personality type influences the most preferred approach to obtaining and processing information

The type of information acquisition as the object of research in this article is the sensing and intuitive type of information acquisition. Francis et.al (2011) state that sensing and intuitive types are related to how people understand information. In the sensing type, students do not like imaginary things. Students with intuitive types like abstract things, so it is not surprising that they are dubbed as imaginative and tend to be dramatic in interpreting something.

The purpose of this study is to determine the effectiveness in learning of writing short stories in the Covid-19 outbreak by using the Blended Learning model with Chamilo media based on the type of information acquisition of SMK students. Research benefits provide theoretical and practical advantages. Theoretically, this research can enrich the theory of learning to write short stories in the era of the Covid-19 outbreak. In practical terms, the findings of this experimental research can make a substantial contribution to students, teachers, and policy makers.

Based on the above explanation, it is necessary to accelerate the application of effective learning models and media to make learning of writing short stories in the Covid-19 outbreak interesting for students. Thus, the teacher can choose the right learning model and media for the success of learning to write short stories.

METHOD

This study uses a quasi-experimental method. The population in this study is the skill of writing short stories in vocational high school class XI in the academic year 2020/2021 in Jepara Regency. The sampling process in this study is purposive sampling. An example in this study is the skill of writing short story texts of students in class XI of Accounting and Financial Institutions at SMK Islam Al Hikmah 2 Jepara.

The variables in this study were divided into three, namely the skills of students in learning to write short stories in the Covid-19 outbreak as the dependent variable, the Blended Learning learning model with Chamilo media as the independent variable, and the type of information acquisition as the moderator variable. Test and non-test instruments were used to collect research data.

The short story writing skills test in the Covid-19 outbreak was used to collect initial and final data regarding the ability to write short stories of Vocational High School students who were equipped with an assessment rubric. Non-test instruments include questionnaires for the type of information acquisition, observation guides for learning to write short stories in the Covid-19 outbreak by using the Blended Learning model with Chamilo media. The data analysis technique used is the average similarity test (T-test) and then using analysis of variance (Anova).

RESULTS AND DISCUSSION

The learning to write short stories using a blended learning model with Chamilo media is a series of activities in implementing the learning phases contained in the learning model. The effectiveness of learning to write short stories using the blended learning model with chamilo media based on the type of information acquisition in the classroom experiment can be seen through the learning process according to the syntax of the learning model during the learning process and the results of students can be known after the learning process. The learning process of short story writing skills uses a blended learning model with Chamilo media based on the type of information acquisition was carried out by the phases of seeking of information, acquisition of information, and synthesizing of knowledge.

The results of the questionnaire used as a material to determine the type of information acquisition that is the target of the study can be seen in table 1.

Table 1. Type of Students' Information Acquisitions

No.	Type of Information Acquisition	Amount of Students	Persentase
		SMK Islam Al Hikmah 2 Jepara in 2020/2021	
1	Sensing	14	43.75%
2	Intuitive	18	56.25%
	Total	32	100%

Table 1 is a table of the types of information acquisition of students in the blended learning model class by using Chamilo media for the intuitive category, which has a higher, categorize than the sensing category. The intuitive category were 14 students with a percentage of 43.75%, while for the intuitive category there were 18 students with a percentage is 56.25%. This competence is used by researchers to take research samples.

The results of the pretest of short story writing skills in the Covid-19 outbreak by using the blended leaning model with Chamilo media can be seen in table 2.

Table 2. The Result of *Pretest* in *Blended Learning Class Using* Chamilo Media

No	Category	Range	Frequency	Amount	Percentage	Average
1	Very Good	85-100	0	0	0	
2	Good	70-84	14	1026	47.04	
3	Adequate	60-69	15	983	45.07	68.16
4	Low	0-59	3	172	7.89	
	Total		32	2181	100	Adequate

In the table 2, there are 14 students in the 70-84 range with good categories, 15 students in the 60-69 range with adequate category, and 3 students in the 0-59 score range with low category. The lowest score was 59, while the highest score was 84. The average pretest score was 68.16. Based on the average learning outcomes that have not reach the KKM, students are treated with blended learning models with Chamilo media for two meetings so that the value of short story writing skills in the Covid-19 outbreak is obtained. The following are the results of the final tests that can be seen in table 3

Table 3. The Result of Posttest Blended Learning Class by Using Chamilo Media

No	Category	Range	Frequency	Amount	Percentage	Average
1	Very Good	85-100	15	1340	49.65	
2	Good	70-84	17	1359	50.35	
3	Adequate	60-69	0	0	0	84.34
4	Low	0-59	0	0	0	
	Total		32	2699	100	Good

In table 3, there are 15 students in the 85-100 range, it is very good categories. The 17 students are in the 70-84 range, it is good categories. Besides, the average value obtained after receiving the blended learning model treatment with Chamilo media is 84.34 with good category. The following shows a comparison of the pretest and posttest of the two types of information acquisition that can be seen in table 4.

Table 4 . The Comparison of *Pretest* dan *Posttest Blended Learning Class Using* Chamilo Media Based on Information Acquisition Type

Type of Test	Score				Average			
	Very High		Very Low		*Pretest*		*Posttest*	
	Sensing	Intuitive	Sensing	Intuitive	Sensing	Intuitive	Sensing	Intuitive
Pretest	76	81	57	57	70.21	68.78	83.64	84.89
Posttest	92	94	76	76				

Based on table 4, the average of pretest result in the sensing information acquisition type class is 70.21, while for the intuitive information acquisition type student is 68.78. The class is still under the minimum completeness criteria, which is 75. Then, After getting treatment with the blended learning model with Chamilo media through the final test (posttest), the highest score for the sensing information type is 92 and the lowest is 76, while for the intuitive information acquisition type, the highest score is 94 and the lowest score is 76. The next step is to do the normality test that can be seen in the table 5.

Table 5. Pretest dan Posttest of Normality in Blended Learning Class Using Chamilo Media

Calibration	Asymp.sig	Sig.	Information
Pretest Chamilo	.501	.05	Normally distributed data
Posttest Chamilo	.785	.05	Normally distributed data

For testing the normality of the pre-test and post-test data for the Blended Learning class using Chamilo media, researchers uses SPSS so that the results are more efficient in calculating normality. The Kilmogorov-Smirnov Test table of the pre-test normality test significance value is 0.501> 0.05 and the final normality test significance value is 0.785 <0.05. Based on the significance value, it can be concluded that the initial and final test data of the Blended Learning model with Chamilo media are normally distributed. The next step is the homogeneity test, which can be seen in table 6.

Table 6. The Result of Homogeneity Test in the Blended Learning Class Using Chamilo Media

Levene Statistic	df1	df2	Sig.
.473	1	30	.497

The table 6 shows that the data in the blended learning class with Chamilo media between each of information acquisition are the same, the significance is 0.497> 0.05, which means that the data is declared homogeneous or there is no difference in data variance. The next test is the Anova test, which IS conducted to determine the effectiveness of learning short story writing skills in the Covid-19 pandemic era based on the type of information acquisition can be seen in table 7.

Table 7. The Result of One Way Anova Appeal of Blended Learning Class with Chamilo Media

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.227	1	12.227	.364	.551
Within Groups	1006.992	30	33.566		
Total	1019.219	31			

Based on table 7, it can be seen in the sig column shows a value of 0.551> 0.05, which means that there is no significant difference in the mean of learning outcomes between types of sensing and intuitive information acquisition. Hence, the best result can be seen at the descriptive test in table 8.

Table 8. The Descriptive Test Results of Specialization in Blended Learning Class Using Chamilo Media

	N	Mean	Std. Deviation	Std. Error	99% confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Sensing	14	83.64	5.108	1.365	80.69	86.59	76	92
Intuitive	18	84.89	6.267	1.477	81.77	88.01	76	94

Table 8 shows that the descriptive test between the types of information acquisition in the experimental class using the blended learning model and the Chamilo media. There is no significant difference in the average learning outcomes between the types of sensing information acquisition. It is 83.64. Then, the type of acquiring intuitive information is 84.89 because of the value is considered the same or have an average value of learning outcomes that is not much different.

Based on these data, it can be concluded that learning to write short stories using the blended learning model with Chamilo media effectively improves students' learning outcomes.

The use of the blended learning model with Chamilo media in the learning process can increase the attaining of knowledge and skills creatively and innovatively. Students seem enthusiastic and active in participating in learning Chamilo learning media, which is as an effective and efficient learning media. In addition, the easy access to Chamilo learning media increases enthusiasm and increases the learning motivation of students, especially in learning to write short stories during the Covid-19 outbreak. Even though they are in different spaces, students and teachers can interact freely. This makes students feel happy in following the lesson.

The Blended Learning is a learning model concept that is relatively new in learning. Learning is delivered through a combination of online and offline learning. The implementation of the learning model is carried out by the teacher (Husamah, 2014). During the Covid-19 outbreak, offline learning could not be done, so the type of blended learning model using the Flex Model use the internet media in delivering learning to students. In this case, the participants can make the discussion groups. It is used as an alternative in the blended learning model in which students and educators are completely separated and face-to-face learning is not required. All teaching materials, discussions, consultations, assignments, exercises, exams,

and other learning activities are completely delivered via internet or online.

The determination of effectiveness are:1) there is a significant difference between the pre-test and the post-test of students writing short stories with a significance t-test 0.000; 2) the class average value obtained after the application of the blended learning model with Chamilo media increased from 68.16 to 84.34; 3) the class average value on the type of sensing and intuitive information acquisition obtained after the application of the blended learning model with Chamilo media has increased.

Research conducted by Erdem and Pinar (2014) in an international journal entitled "Students' Opinions on Facebook Supported Blended Learning Environment". The results of the study revealed that students had a positive opinion about blended learning and its implementation. Students consider the blended learning model to be a fun learning model.

Gecera (2013) has written an article in an international journal entitled "Quality of Blended Learning Within the Scope Of the Bologna Process". Blended learning as flexible learning. Teachers can easily provide independent learning or create virtual classroom discussions. The existence of a blended learning model, students and teachers can interact instantly.

CONCLUSION

The conclusion of the results of this study is he use of the blended learning model with Chamilo media for learning to write short stories in the Covid-19 pandemic era based on the type of information acquisition is effective for Vocational High School students. It is evidenced by the difference in the average score of the initial test and final test is 68, 16 becomes 84.34 with the details for each type of information acquisition and the pre-test score sensing. While in the intuitive type of information acquisition, the pre-test test is done. Thus, the learning activities of short story writing skills in the Covid-19 outbreak by using the blended learning model with Chamilo media are effectively used

by vocational students with sensing and intuitive types of information acquisition.

The suggestions are given for further research related to the use of the dependent variable that matches the independent variable, besides that further researchers can combine the blended learning model with other learning media.

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