



The effect of online-based assignment responses and student creativity in PJOK during pandemic in rural and urban area

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Abstract: Creativity is an ability that must not be lost during a pandemic. The purpose of this study is to find out whether there is an influence of online-based task responses to students' creativity during the pandemic period and the difference is based on students living in rural and urban area. This type of research is a mixed method collected through an online-based assignment response questionnaire instrument, student creativity questionnaire instrument, and interview instruments. The sample of this study was a student of the 2017 physical education, health and recreational education program at Padang State University with a number of 68 students. The data analysis technique in this study uses descriptive statistical testing and simple linear regression testing. The results of this study indicate that there is an influence between online-based task response to 51.5% creativity. Furthermore, online task-based response category is either dominated by students living in urban areas with a percentage of 72.2%. Then review based on student creativity during a pandemic period for students living in urban areas categorized both with a percentage of 84.2% while students who live in rural areas are considered less good with a percentage of 54.5%. This research is expected to contribute to the world of education today and can change the perspective of the community or an individual regarding the positive impact of the online assignment given to students in the pandemic period.

Keywords: task response, creativity, curriculum and learning planning corner.

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INTRODUCTION

Physical education, sports and health are often referred as PJOK. PJOK applies the three learning domains including the cognitive, affective and psychomotor domains. Implementation of physical education and sports is a long and valuable asset to improve the quality of human resources (Gani et al., 2020; Ibrahim, 2019; Prasetyo & Sukarmin, 2017; Syarif, 2017). Physical Education, Sports and Health is an integral part of overall education which aims to develop aspects of physical fitness, movement skills, social skills, critical thinking skills, aspects of a healthy lifestyle, and introduction of a clean environment through systematic physical activity. (Arisandi, 2014; Kusmiyati, 2017). PJOK is one of the compulsory subjects for the physical education, health and recreation study program at Padang State University. PJOK Curriculum and Learning Planning provides insight to students about the basic concepts of curriculum understanding, curriculum development, curriculum structure. Lecture evaluation is carried out in the middle of the semester and at the end of the semester by providing an assignment.

The assignment methods in this course is divided into two, namely structured assignments and unstructured assignments. Structured assignments are assignments to be done outside of classroom hours or course schedules which are ultimately accountable to the teacher concerned (Supardanayasa, 2021). Assessment through assignments can be done during the learning process and can also be done at the end of class hours where assignments for knowledge assessment aspects are carried out through written test and oral test while skills aspects are through performance, projects, portfolios and



products. (Arisandi, 2014; Fattah & Kristiyandaru, 2021). Meanwhile, unstructured assignments are assignments given in the form of deepening material to achieve basic competencies whose completion time is determined by students, these assignments tend to be individual projects or group projects. Through theoretical and practical face-to-face lectures, online responses and assignments; students have basic knowledge and understanding of the concept and implementation of PJOK learning plans and have responsible behavior both in handling their individual assignments and group assignments. Giving assignments during online learning increase a lot of students' responses.

Student response is a key factor that encourages active learning. The response can be a reaction or a student response to the stimulus given by the teacher (Nahar Irawan, 2016). The existence of balanced participation and interaction when learning in discussions, explaining and managing knowledge, can build the meaning of lectures for students, both individually and in groups. (Almajed et al., 2016; Hidayat et al., 2019). But in fact, many students feel burdened by the task when learning takes place online in this pandemic era. In universities, especially Indonesia, they are still not ready for learning through technology with an online system. The implementation of this online learning system found several cases of student responses including students experiencing stress and not being able to follow the learning process properly. Students feel less understanding and less enthusiastic (Indriani, 2021; Kusnayat et al., 2020; Surani & Hamidah, 2020). Students must actively participate in lectures so that they can apply knowledge in solving more complex and creative problems, assignments given by teachers can increase student creativity. (Åhman et al., 2021; Aljohani, 2017; O'Connor, 2020).

Student creativity can be formed if it continues to be trained and developed. Educators have an important role in determining the success of online learning and determining the increase in students' creativity (Firmansyah, 2022; Mansyur, 2020). Furthermore, student creativity can be formed through assignments given with interactive-based online learning methods in order to give a positive aura in the minds of students. Online assignments are actually not too bad, but lead students to be more disciplined and creative in completing assignments and other problems. (Law et al., 2013; Mayer, 2014). Then in doing online assignments, students usually tend to delay working on assignments, but getting closer to the deadline, students tend to be more active and creative in completing their assignments, although in general assignments have a negative impact on emotions, but on the other hand online assignments also provide benefits and creativity. (Mustikawati & Putri, 2018; Salomone et al., 2021). As a result of online learning, there is a difference in creativity between students living in urban areas and students living in rural areas.

Many previous researchers have observed students creativity. Students who live in rural areas have low creativity, it can be seen in their online assignments and this is due to communication and informatics facilities that have not been maximized (Subiakto, 2013). Students in disadvantaged areas have problems such as poor network connections, lack of interaction between students and teachers, lack of responsibility and discipline, so that students find it increasingly difficult to be creative (Amiruddin, 2020), 80% of students say that they have difficulty getting a signal and wasteful in data packets this is because many students live far from urban areas (Astini, 2020), compare to students in urban areas. Life in urban areas is more advanced than other areas, so that the use of technological developments is more rapid From some of these studies, no one has seen how the creativity of urban students and students in rural areas differs during the pandemic (Supriyanto et al., 2021).

In addition, there have been many previous studies that have also observed student responses regarding online assignments during the pandemic. Study by Surani & Hamidah (2020), showed that the student response in online learning is relatively good with several obstacles that require improvement. Furthermore, research by Rahmawati & Putri (2020), explained that the student's response to learning from home during the pandemic was 50% providing a creative increase. Indriani (2021), says that 63.6% of students learning through WhatsApp, and Zoom said they understood how to use it, limited quota constraints, slow networks and difficult-to-understand materials were become the obstacles that students often experienced during online learning at home as well as giving assignments and exams individually. 60.5% of students feel less understand and 62.7% less enthusiastic. However, no one has discussed the positive impact of online assignments during the pandemic and no one has yet linked the response to online assignments during the pandemic with student creativity.

The purpose of this study is to find out whether there is an effect of online-based task responses on student creativity in the PJOK Curriculum and Learning Planning course during the pandemic and the difference based on students living in rural and urban.

METHODS

This research is a mix method research. Mix method research combines quantitative data and qualitative data (Setiya Rini et al., 2022; Susanto, 2017). The reason for using the mix method is to be able to find a good understanding of the problem (Creswell, 2015; Sunzuma & Maharaj, 2020). Quantitative data comes from student online-based task response questionnaire and student creativity questionnaire, while qualitative data comes from interview instrument. The focus of this research is to find out whether there is an influence between online-based task responses and student creativity.

The sample of this study were 68 students of the 2017 physical education, health and recreation study program who contracted the PJOK Curriculum and Learning Planning courses at Padang State University. The total sampling technique used to make all the population as the sample for data collection (Edwan et al., 2017). In more detail the sample is listed in table 1.

Table 1. Research Samples

Student	Samples
Students from rural areas.	36
Students from urban areas.	32
Total	68

The sample of informants in this study were 2 students from the rural area and 2 students from urban area who were obtained through purposive sampling technique. Purposive sampling technique is a sampling technique based on certain criteria from the researcher (Darmaji et al., 2022; Setiya Rini et al., 2021, 2022).

The research data was collected through quantitative instruments in the form of student online-based task response questionnaire and creativity questionnaire with 4 Likert scales. The online student-based task response questionnaire instrument was valid with 0.813 and reliable with a reliability value of Cronbach's Alpha 0.824. This questionnaire consists of 24 statements. The online student-based task response questionnaire instrument uses 4 Likert scales, namely never, rarely, often and always. The lattice of the response questionnaire instrument is shown in the following table.

Table 2. The Grid Questionnaire Instruments for Student Online Assignments

Variable	Indicator	Item	Total item
Student Online Based Assignment Response	Frequency of teachers giving homework	1, 5, 7, 8, 10, 11, 13, 14, 15	9
	The suitability of homework assignments with the material being studied.	4, 6, 9, 23	4
	Student doing homework.	2, 3, 16, 18, 20, 24	6
	Accountability in carrying out homework.	12, 17, 19, 21, 22	5
	Total		24

Furthermore, the creativity questionnaire instrument has been declared valid with 0.820 and reliable with Cronbach's Alpha Reliable 0.855. Student creativity questionnaire totaled 23 statements using 4 Likert scales, namely very bad, not good, good, and very good. The lattice of the creativity questionnaire instrument is shown in the following table.

Table 3. Grid of creativity questionnaire instruments

Variable	Indicator	Item	Total item
Creativity	Ability to deal with learning problems.	2, 3, 7, 9, 10,23	6
	Ability to thrive in learning.	8, 14, 18, 22	4
	The breadth of thinking in learning.	4, 15, 20	3
	Ability to assess learning outcomes.	12, 16, 19, 21	4
	Interest in creativity in learning.	1, 5, 6, 11, 13, 17	6
Total			23

Qualitative data was collected through an interview instrument which consist of 10 questions. The questionnaire is a collection of written questions or written statements prepared to explore information in the form of responses from respondents (Kusmiyati, 2017).

After the data is collected, reseachers analyze the data using SPSS version 22 by testing assumptions in the form of normality tests and linearity tests (Sin & Hudayani, 2020). The normality test is one of the requirements to proceed to further testing, the normality test is useful for knowing the data used has been normally distributed or not, it is said to be normal if the significance value is more than 0.05 (Sig > 0.05) (Duisembekova, 2021), while the linearity test is useful to determine whether the data obtained by the researcher is linearly distributed or not, it is said to be linear if the significance value is more than 0.05 (Darmaji et al., 2020, 2022). If the data has met the assumption requirements, then proceed with doing a simple linear regression test, a simple linear regression test is useful to find out whether the two variables being tested are related and have an influence (Salim & Darmayanti, 2020). Meanwhile, qualitative data were analyzed using the Miles and Huberman method which consisted of data reduction, data presentation and conclusion drawing/data verification. (Miles & Huberman, 1994; Dayanti & Sumaryanto, 2021;Setiya Rini et al., 2022).

RESULT AND DISCUSSION

The data that has been collected is then processed using SPSS version 22. The results of descriptive statistics on students' online-based task responses are shown in table 4.

Table 4. Descriptive statistical results of student online-based task responses

Category	F	%	Median	Mean	Mode	Min	Max	Student Residence Area
Very Not Good	2	4%						Rural
Not Good	15	35,7%						
Good	17	56,3%	60	72,20	72	60	84	
Very Good	2	4%						
Very Not Good	0	0%						Urban
Not Good	3	6%						
Good	23	72,2%	70	82,5	82	72	93	
Very Good	6	21,8%						

Table 4 shows that the online-based task responses of students living in rural areas are categorized as good with a percentage of 56.3% with an average of 72.20, then the second highest percentage is in the bad category of 35.7%. Furthermore, the online task response of students who live in urban areas is in good category with a percentage of 72.2% with an average of 82.5. The second highest percentage is categorized as very good at 21.8%.

Table 5. Descriptive statistical results of student creativity

Category	F	%	Median	Mean	Mode	Min	Max	Student Residence Area
Very Not Good	4	8%						Rural
Not Good	20	54,5%						
Good	12	37,5%	65	66	60	52	80	
Very Good	0	0%						
Very Not Good	0	0%						Urban
Not Good	8	11,8%						
Good	22	84,2%	78	81	80	70	92	
Very Good	2	4%						

Based on table 5, student creativity during the pandemic period for students living in rural areas was categorized as not good with a percentage of 54.5% then the second highest percentage was in good category at 37.5% with an average of 66. Furthermore, students during the pandemic period were students who living in urban areas is categorized as good with a percentage of 84.2%, then the second highest percentage is in the bad category of 11.8% with an average of 81.

To be able to answer the hypothesis in this study, the data must meet several requirements, namely normality test and linearity test. The results of the normality test and linearity test are shown in table 6.

Table 6. The Result of Normality and Linearity test

Normality test	Sig.	Linearity test	Sig.
Student's online-based task response	0.068	Student's online-based task response * Student creativity	0.078
Student creativity	0.072		

Based on table 6, it can be seen that the online-based task response data and creativity data were normally and linearly distributed. Where the results obtained for the normality of the online-based task response significance of 0.068 and creativity data of 0.072 and linearity results of 0.078. This means that the data is normally and linearly distributed because the significance value is greater than 0.05.

Table 7. The Result of the Variance test

Model	Sum of Square	Mean Square	F	Sig.
Regression	721.263	721.263	137.273	0.000 ^b
Residual	658.872	4.675		
Total	1276.135			

Table 7 shows the results of the output variance with a significance value of 0.000, which means $0.000 < 0.05$, so that there is an effect of online-based task responses on student creativity.

Table 8. The Result of Coefficient Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.718	0.515	0.511	2.25372

Table 8 shows that the value of the coefficient of determination or R Square is 0.515. The magnitude of the coefficient of determination (R Square) is $0.515 \times 100\% = 51.5\%$. That is, the variables of online-based task responses and student creativity simultaneously have an effect of 51.5%.

Table 9. The Result of Simple Linear Regression Coefficient

Model	B	Std. Error	Beta	T	Sig.
(Constant)	51.135	1.333		35.167	0.000
Student's online-based task response	0.218	0.016	0.679	12.217	0.000

Based on table 9, the regression equation can be obtained using the general equation $Y = a + bX$ and the equation $Y = 51.135 + 0.218X$ is obtained. And after being analyzed, it was obtained that $t \text{ count} = 35,167$, while $p\text{-value} = 0.000/2 = 0.000$. Where, $0.000 < 0.05$, which means that online-based task responses affect on student creativity.

The results of interviews with students about the media during lectures that are often used are zoom meetings.

"During the pandemic, lectures were conducted online, the media that was often used was zoom meetings and then sending more assignments via gmail and whatsapp."

Then, students said that even though lectures were online, it did not eliminate the increase in creativity.

"No, because even though lectures are online, they are still given assignments that can indirectly increase and increase creativity."

The obstacles for students living in rural areas during the pandemic are as follows.

"Online lectures are very influential in our lives, where for us students who live in rural there are a lot of network and signal problems, so we miss information about lectures and assignments. Then, often late in collecting or sending assignments to lecturers."

Responses of students living in urban areas and students living in rural areas to online-based assignments and lectures during the pandemic.

"There is actually no difference in giving assignments during the pandemic or during normal lectures. It's just that the absorption of the material presented by the lecturer understands better when the lecture is face-to-face."

"There is no difference in assigning tasks, but what makes it difficult is the internet network and quota constraints that can be used in our area."

Student responses to online-based assignments during the pandemic are important for information. The response of students living in rural is certainly different from the responses of students living in urban areas (Supriyanto et al., 2021), this is known through research results which show that online-based task responses during the pandemic for students living in rural areas and students living in urban areas both have a good category. However, the results show that the results of online-based task responses of students living in cities are greater than students living in rural with the percentage of responses from students living in cities is 72.2%. This difference is of course caused by differences in the area of residence and various obstacles experienced by students in rural areas, there are still many rural students who say the impact of the Covid-19 pandemic still has a lot of positive impacts in the field of education, moreover rural students also say that internet connection problems are a problem. which seriously hampers the process of obtaining lecture information and the process of sending assignments online (Amiruddin, 2020).

Furthermore, if it is reviewed based on student creativity during the pandemic. Student creativity during the pandemic was found that the creativity of students living in urban was better than students living in rural. Due to the many obstacles faced by rural students, their creativity level is also hampered compared to students who live in urban areas. However, we can see that during the pandemic it does not hinder the growth of students' creativity. Moreover, online-based assignments make students have to think creatively in doing assignments and think creatively in solving all existing obstacles or problems. Based on the results of descriptive statistics, the authors hypothesize that students' responses to online-based assignments have an influence on students' creativity levels. However, to prove the truth of the hypothesis, further testing must be carried out using a hypothesis test in the form of a simple linear regression test. Based on the results of a simple linear regression test, it shows that there is an influence between online-based task responses on student creativity during the pandemic of 51.5%.

The results of this quantitative study are supported by qualitative results in the form of interviews with students who said that during the pandemic period lectures were conducted online through zoom meetings and then sending more assignments using gmail and whatsapp. After that, the students said that even though lectures were online, it did not eliminate the increase in students' creativity. *"Even though lectures are online, they are still given assignments that can indirectly increase creativity."*

There are previous researchers whose study is relevant to this research, including research by Widayati (2020) whose findings showed that online learning is quite effective to replace face-to-face lectures and increase enthusiasm and responsibility in doing assignments on time in courses. Furthermore, the research of Setiono et al., (2021) found that the implementation of online learning carried out by Bengkulu University was able to lead to independent and skilled learning using technology tools and online learning could help students and lecturers to interact in the implementation of learning effectively. Then, research by Febrilia et al (2020), explained that student involvement in online learning during the Covid-19 period was quite good, marked by high student participation in asking questions, answering lecturers' questions, collecting assignments according to deadlines, being active in discussion forums with other students. From these several studies, no one has examined how students respond to assignments given by lecturers and no one has conducted

research on differences in online-based task responses to students living in rural and urban areas. There are also previous studies that have observed student creativity in subjects such as the research by Sari & Angreni (2018) and Ardian & Munadi (2015), but none have investigated student creativity during the COVID-19 pandemic and no one has researched the effect of online-based task responses on student creativity. The difference between this research and previous research is a novelty. The novelty in this study discusses the differences in student responses in rural areas and students living in urban areas to online-based assignments, the findings are that online-based task responses are more dominant in the good category for students living in urban. In addition, this study also discusses how the creativity of students living in urban areas is better than students living in rural area. This research shows the positive side of online assignments.

The limitation of this study is that this study only reviews online-based task responses between students who live in urban and students who live in rural. The responses of students living in rural tend to be in the bad category because students in rural experience more internet problems in online learning. In addition, the existing limitation is that student creativity during the pandemic is more dominant in the good category for urban students but not with rural students, this is caused by various obstacles such as unstable internet networks and other obstacles that result in students being often late in sending assignments to lecturers. Furthermore, the sample used in this study was not so large and only 68 students of the 2017 physical education, health and recreation study program. Thus, the research results would be different if other researchers tried to use a larger sample taken from various generations and different universities.

The importance of this research is that it can be seen that the impact of giving online-based assignments does not always have a negative impact but also has a positive impact, especially in increasing student creativity during the pandemic. Then, online-based task responses to students can be used as information that provides opportunities for further researchers to explore an innovation to improve abilities or solutions for students. Furthermore, with online-based task responses, students can be a reference for teachers in evaluating themselves and can always provide innovation in learning.

CONCLUSION

There is an influence between online-based task responses on student creativity by 51.5% and the rest is influenced by other variables not included in this study. Then, it is generally seen that the creativity and response of students living in rural areas are not higher than students living in urban areas. The researcher's recommendation for further research is that future researchers can observe and examine differences in student creativity during the pandemic based on gender and area of residence. Then, further researchers can also discuss the response to online-based assignments and learning innovations that can increase student creativity.

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