

## The Problems of Application Online Learning in the Affective and Psychomotor Domains during the Pandemic.

Susanto<sup>1)</sup>, Yahmun<sup>2)</sup>  
STKIP STKIP PGRI Trenggalek  
IKIP Budi Utomo Malang

### SUBMISSION TRACK

Submitted : 28 Juli 2022  
Accepted :  
Published :

### KEYWORDS

Keywords: Online Learning,  
Affective Domain,  
Psychomotor Domain,  
Pandemic

### CORRESPONDENCE

Susanto  
Phone: 082317447019  
E-mail: [santosu620@gmail.com](mailto:santosu620@gmail.com)  
Yahmun  
Phone: 081333371185  
[yahmun@budiutomomalang.ac.id](mailto:yahmun@budiutomomalang.ac.id)

### A B S T R A C T

The outbreak of the Covid-19 virus has had an impact not only on the decline of the people's economy but also on the education system in Indonesia. As a result, the learning process is shifted to online learning. The application of online learning is inseparable from various problems, not only concerning facilities and infrastructure but also regarding the goals of education itself. The purpose of this study was to determine the problems of the application of online learning, especially in the affective and psychomotor domains. This research is a qualitative descriptive study. Sources of data obtained through interviews with research subjects in STKIP PGRI Trenggalek. The results obtained indicate that the problems in the application of online learning in the affective and psychomotor domains concern student learning interests, the value of honesty and a sense of student responsibility, and student discipline. Meanwhile, in the psychomotor realm, the problem found is related to the implementation of English lecturer practice or assessment of student skills.

### Introduction

At the beginning of 2020, the world was shocked by the emergence of a deadly infectious virus. The covid-19 is a virus that attacks the human respiratory system; it is suspected that this virus was first discovered in the Chinese city of Wuhan, China. WHO (World Health Organization) announced that this virus becomes a global pandemic because it has spread to various countries including Indonesia. The outbreak of the covid-19 virus has a negative impact on every aspect of people's lives, such as the decline of the community's economy. Moreover, the pandemic also affected the Education system in Indonesia. Since the inception of the covid-19 virus into Indonesia in early March, the government has issued various policies such as social distancing, physical distancing, wearing masks, to diligently washing hands with soap, this is implemented to prevent the

spread of the Covid-19 virus. This policy has also been implemented in the administration of the National education system. With the issuance of a circular by the Minister of Education and Culture No. 3/2020 concerning the prevention of Corona Virus Disease (Covid-19) in Educational units, and Circular Number 4/2020 concerning the implementation of Educational policies in the emergency period of the spread of Corona Virus Disease.

The circular contains provisions regarding the implementation of Education in an emergency period, the following points are (1) cancellation of the 2020 National exam. (2) The learning process is carried out from home (school from home). (3) School examination provisions for graduation. (4) Provisions for class promotion. (5) Provisions for the implementation of new student admissions. (6) Use of school operational assistance funds or

educational operational assistance. The second point in the circular letter concerns the implementation of the learning process for all levels of education transferred or implemented from home (school from home) (RI, 2020). This step was taken as an effort to suppress and minimize the spread of the Covid-19 virus.

Online learning is an alternative during a pandemic as a substitute for face-to-face learning. Online learning is indeed not something new, since the last few years many educational institutions have implemented online learning. Moreover, in the era of the industrial revolution 4.0, the role of Technology is very large and this can be said to be an innovation if it is applied in the education system in Indonesia because, through online learning, education in Indonesia plays a role in facing the challenges of the times (Hajriyah, 2020). Accessing learning materials anywhere and anytime, not limited to space and time through the use of internet technology (Islam et al., 2018).

Mobile devices (smartphones), computers, tablets and a stable internet network are required in the implementation of online learning. Media applications such as Edmodo, google classroom, google meet, zoom meetings and the WhatsApp messaging application are applications that can support the implementation of online learning during the pandemic (Sadikin & Hamidah, 2020).

The benefits provided by online learning can be felt by both parties. The advantages of implementing online learning for students include increasing the role of students during the learning process. Students are considered to be more independent and responsible for carrying out the assignments given by the teacher. As well as being able to provide a learning experience that is different from conventional learning. In

conventional learning students are only able to obtain information from the teacher and subject books, whether in online learning they can obtain information through text, audio, the video delivered by the teacher as learning material (Windhiyana, 2020). Students learn to use a new learning medium with this online learning activity. While the advantage for educators is that educators do not have to take a journey to interact with students, and of course this is more practical and also provides opportunities for educators to further optimize the evaluation process and the learning progress of their students (Zhafira, Ertika, & Chairiyaton, 2020).

As it is known that the learning objectives of students include three domains, namely: cognitive, affective, and psychomotor. These three aspects are the benchmarks for the success of a lesson. Affective domains as in Bloom's taxonomy include interests, values, and attitudes related to acceptance or rejection of something, motivation to learn, discipline to take part in learning (Rozi et al., 2020). In the affective realm can be seen from students behavior who show positive appreciation, for example, the joy in the learning process, their interest is really shown during the learning process (Ahmad, 2020). The affective domain consists of five levels: (a) receiving, (b) responding, (c) valuing, (d) organization, (e) characterization. The psychomotor domain is movement skills, namely physical coordination in using skills (Oktavia et al., 2019). Implementation techniques, accuracy, speed are measurable sources of development in this realm. This aspect also relates to handwriting and word management activities that involve certain movements, not only concerning athletics. However, it must be known that online learning is inseparable from

various problems. The problems faced during the application of online learning include the imbalance of the internet network and access to technology. This is clearly seen between big cities and remote areas. Less optimal use of learning applications due to the competence of teachers who do not understand technology, online learning costs a lot (Ahmad, 2020). A part from the problem of facilities and infrastructure during the application of online learning. The problem that becomes the author's attention is related to the achievement of students, especially in the affective and psychomotor aspects, because the affective and psychomotor aspects are different from the cognitive aspects. The cognitive abilities of students can still be known by giving assignments, even in the application of online learning. Meanwhile, the constraints of the affective and psychomotor aspects in the application of online learning can only be known by the application of conventional learning.

The facts show that education in Indonesia is currently still implementing online learning, counting almost four months, until an undetermined period of time (Wahid et al., 2020). This paper aims to identify the problems encountered during the application of online learning, especially in the affective and psychomotor domains during the Covid-19 pandemic that hit Indonesia.

#### Online Learning

Learning is an attempt to acquire knowledge, experience and skills from various sources. Learning is also defined as a process towards change, the changes in question have certain characteristics such as changes that are active and positive and take place continuously. Learning involves individuals actively making achievement and then making it a useful personal experience (Dhaifi,

2020). The characteristics of learning can be categorized as: that learning brings changes (behavior changes and knowledge), and that change is the result of deliberate efforts, the change also creates a new skill. Whereas learning can be defined as an activity that is carried out consciously by students with directions from educators to obtain a change (Betwan, 2019). Learning can also be interpreted as a change in behavior that occurs in students as a result of the interaction between students and learners in the learning environment in fulfilling their life needs (Bali & Susilowati, 2019). The changes that are expected as the goal of learning include changes in cognitive, affective and psychomotor aspects. These three realms are referred to as head, heart, hand (Kasenda, Sentinuwo, & Tulenan, 2016). Learning is carried out continuously to manage the potential of students in acquiring knowledge.

The term online learning includes various applications and processes such as computer-based learning, web-based learning, virtual classrooms, virtual zooming and other applications. Online learning according to Moore (2011) is accessibility, connectivity, flexibility and the ability to generate various types of interactions in learning using the internet network (Sadikin & Hamidah, 2020). Another definition of online learning is learning with the help of the internet which can bring together interactions between educators and students without meeting face to face (Kuntarto, 2017). Online learning is the use of media technology in learning such as virtual classes, voice messages, e-mails, videos and online video streaming which are carried out in full with an unlimited number of participants and can be used for free or paid (Jayul & Irwanto, 2020).

Online learning is all learning activities such as assignments, delivery of teaching materials, and evaluations

that are delivered through the help of internet technology access which then results in active interaction between students and their learning resources without being limited by space and time. There are three types of online learning, namely:

(1) Web Course, namely the learning process such as teaching materials, assignments, and consultations entirely delivered via the internet.

(2) Web- Centric Course, which is a combination of distance learning and face-to-face learning, some of the learning materials and exercises are delivered via the internet, while the exam, discussions are conducted face to face. (3) Web- Enhanced Course enhanced learning through the use of the internet. Learning activities are carried out face-to-face, but teaching material resources are provided online (Waryanto, 2006). This learning is centered on the internet and there is reciprocity between students and educators. In the online learning process, facilities and infrastructure are needed that support so that learning takes place effectively and efficiently and is of good quality (Rustiani et al., 2019).

It can be said as online learning if it meets the following requirements: (a) learning activities are carried out through the use of internet networks, (b) there is an institution that organizes online learning activities, (c) there are facilities and infrastructure that can be utilized by students, (d) the presence of educators as assistants who help students learn when they experience difficulties in learning, (e) positive attitudes of students and educators towards computer and internet technology. The advantages of using online learning are (a) self-regulated learning and a very high level of interactivity between students and educators, (b) providing a different learning experience with audio, video

text and animation, (c) ease of conveying information, (d) learning can be done anywhere and anytime (place and time flexibility), (e) reaching students in a broad range (potential to reach a global audience), (f) making it easier to store and perfect learning material (easy updating of content as well as archivable capabilities) (Arnesti & Hamid, 2015) (Windhiyana, 2020).

The disadvantages of online learning include: (a) it costs a lot of money, (b) the internet connection is often slow, (c) the emergence of technical problems such as a lack of teacher competence in using technology, and (d) the reluctance of students to assume greater responsibility towards independent learning (Bali, 2019).

#### Affective Domains

The affective domain is an aspect that concerns attitudes and norms, the interests of students, for example, responsibilities and interests and attitudes in learning (Imtihan, Zuchdi, & Istiyono, 2017). The affective domain consists of five levels, namely: First, the receiving level is the willingness to pay attention to an object. At this level students are fostered so that they are willing to accept the information and values that have been taught by the educator, and they can incorporate themselves into these values. For example, like listening to other people carefully. If in learning the indicators of success from this level are that students can ask, repeat, use, describe, follow, and mention (Sukanti, 2011).

Second, the level of response (responding) in this case there is several definitions. When viewed from an educational point of view, meaningful responses are new behaviors from students that are obtained from the presence of motivation while learning. Meanwhile, from a psychological point of view, responses mean changes in behavior due to stimulation.

That are considered good and bad. In the affective domain, which is classified as important, including the values of honesty, fairness, integrity and freedom? (d) Self-concept is an evaluation of oneself carried out by individuals regarding their abilities and weaknesses (Baharun et al., 2020). Self-concept is important for developing the character of students, knowing the strengths and weaknesses of students can foster self-introspection and optimism with their strengths. Whether there is a change in the affective domain can be seen through the behavior of students, such as showing a sense of pleasure in learning. Feelings, interests, attitudes and positive appreciation lead to positive behavior in students.

#### Psychomotor Domains

The psychomotor domain is concerned with the function of physical abilities or work skills by involving limbs (Ridwan, 2018). It can also be interpreted as the ability to move someone shows after receiving knowledge and his body movements are a response (Haristo Rahman, 2020). According to Kunandar, psychomotor is the result of learning achievement through skills which are closely related to the achievement of knowledge competencies (cognitive and affective) (Haristo Rahman, 2020). When students have understood and lived the values of the lesson in themselves, then the next stage is that students can practice their understanding in everyday life. Cognitive and affective learning outcomes appear in the tendency to behave and act following the meaning contained therein and shown by students as a psychomotor domain.

Psychomotor domain comprises: (1) perception related to the function of the five senses, for example recognizing colors. (2) Readiness relates to the physical and emotional abilities of students in making movements. (3) Guided movements are related to

movements performed following the examples given. (4) Accustomed movements are related to independent movements without having to be accompanied by examples. (5) Complex movements are concerned with developing movements independently of each other properly. (6) Movement adjustment is related to the ability to adapt movements to existing standards. (7) Creativity is related to the ability to make a new movement independently. Psychomotor is an ability that shows certain actions following those contained in the cognitive and affective domains (Lestari et al., 2017) (Haristo Rahman, 2020). The psychomotor aspect is not only related to athletics alone, but also with handwriting and word processing that involves certain movements.

Optional verbs that can be used at this level include adjusting, combining, collecting and positioning, changing and arranging. Second, manipulation is a skill that is acquired after taking certain actions by remembering and following orders. Operational verbs that can be used include designing, repairing, mixing, making and demonstrating. Third, precision or accuracy is defined as a skill that is acquired after being able to perform skills with high accuracy or it can also be interpreted as an action where what has been taught has become a habit. The verbs that can be used include transfer, produce, replace, move and operate. Fourth, articulation is a skill in which students can harmonize various activities to be consistent. The verbs that can be used include, form, match, sharpen, type and shape. Fifth, naturalization is defined as the mastery of high-level skills so that they look natural (Oktavia et al., 2019).

#### Research Method

The researchers, in this research, use descriptive qualitative method. A qualitative research approach is a

research that is used to examine the condition of objects naturally where the researchers are as the main instrument and the results of his research emphasizes the meaning of generalization. Descriptive research is research conducted to describe a variable, either one or more variables without comparing them or linking one variable to another. This study collected data in the form of sentences or descriptions of the subject which were carried out through interviews. The subjects consisted of Second Semester English Department STKIP PGRI Trenggalek. The research instrument consisted of the researchers as the main instrument. The data in this study are in the form of interviews, which are answers from the subject, which are descriptions of the problems in the application of online learning in the affective and psychomotor domains.

### **Result and Discussion**

Since the issuance of the Minister of Education's circular regarding the implementation of education during the Corona emergency, the online learning process has been implemented in various Educational institutions.

Second semester of English Department STKIP PGRI Trenggalek that implements online learning during the Covid-19 pandemic. Online learning is carried out using the WhatsApp instant messaging application media, by forming groups in each class. The WhatsApp application was chosen based on several considerations: 1) Because of its easy use, which is certainly beneficial for educators who are less competent in using technology. 2) Does not take up a lot of internet quota when compared to other applications such as zoom, Google class and so on. Students are not too burdened with purchasing internet quotas. 3) Seeing the geographic location of STKIP PGRI Trenggalek that has a high enough land where the

internet signal is sometimes limited. It is for this consideration that the WhatsApp application is the best choice.

The stages of implementing online learning are almost similar to conventional learning. Educators begin learning by asking about the attendance and condition of students through the class WhatsApp group every morning. Furthermore, the educator explains the subject matter, and then proceeds with asking students to study the material independently by giving them a period of time. Then the learning continues with a question and answer. Educators invite students to ask questions that are not yet understood. Giving the assignments, to students in the form of solving problems and make articles. The results of the assignment are then sent to the educator using WhatsApp.

During the application of online learning, it raises problems not only concerning facilities and infrastructure but also regarding the achievement of educational goals itself. In the affective domain, problems found include (1) student interest in learning, (2) honesty and responsibility and (3) discipline. The affective domain problems are described as follows.

#### **Student Learning Interest**

Interest has a big influence on learning motivation. When students have a great interest in the lesson, the learning objectives will be achieved. During the online learning process students are said to have decreased interest in learning. This can be seen from the fairly low participation and interaction of students. The total of 26 students in one class who actively participate during the learning process is only about 47%, which is about 9.

People. When educators ask students to ask questions that have not been understood regarding the subject matter, only a few people respond. As is well known, the second level of the

affective domain is responding. In this level, the main focus of educators is obtaining responses from students related to subject matter with indicators of students being able to respond, answer, ask and report. This phenomenon shows that the learning process is unpleasant and has a negative impact on students' low interest in learning.

Online learning becomes more tedious when educators only use the same methods repeatedly every day. The teaching methods used during the online learning process are different from conventional learning methods. In conventional learning, educators are free to explore various types of methods that can increase student interest in learning. Whereas online learning the use of the method is only limited to one method, namely the lecture method. Given the application used is the WhatsApp application where educators are only able to explain material through voice messages (voice notes), while the learning style of each student is different. The distribution of teaching materials can still be done by distributing documents, powerpoints (PPT). The learning climate created by online learning also affects students' interest in learning. This is one of the causes of decreased student interest in learning during online learning.

In addition to teaching methods, giving assignments is also one of the causes of decreased student interest in learning. Students often complain about too many assignments. To give assignments to students during the online learning process is indeed a little more when compared to conventional learning. This is done so that the assessment of students' cognitive domains is achieved. Besides, it cannot be denied that one of the biggest motivations of students to go to school and be active in class is meeting and

interacting with classmates. Meanwhile, the learning process is currently carried out in their respective homes, and of course, it makes students feel bored, they only interact with classmates via cellphones.

The solution that educators can do so that students interact more actively or respond during the learning process is by giving them the widest possible opportunity to ask questions related to the subject matter in exchange for getting rewards in the form of additional points or values. Giving rewards is not always a value; students can also give rewards in the form of comments or praise.

#### Honesty and Student Responsibility

Another problem that is found was related to students' honesty and sense of responsibility. Honesty is a very valuable investment; honesty also provides benefits for you both now and in the future. Therefore, students need honesty values in themselves. The values of honesty and a sense of responsibility for students can be in the form of participation in the learning process. However, during the online learning process, some educators found students behaving dishonestly, by simply filling in attendance or attendance lists, and not following the entire learning process. This is known by educators when asking students to participate in answering the questions listed in the textbook, students who are asked to answer questions do not respond. This phenomenon shows that students are not in class or do not participate in all learning activities. By not carrying out the duties and obligations that he should have done to himself, students have eliminated the value of responsibility in him. Even though it is the responsibility of students to follow the learning process, listen to the material taught by educators seriously so that students are not left

behind in the subject matter. The solution to this problem is that it is related to the attendance or attendance list of students that can be implemented if students have followed the learning process or in other words, students will attend learning if they have collected assignments. That way student feels they have the responsibility to carry out their obligations during the learning process.

#### Student Discipline

The problems that were found next were about student discipline. Discipline means the attitude to always obey and carry out the rules correctly and appropriately. Discipline character is very important for every student. Because the attitude of discipline is a benchmark for the process of forming attitudes, behaviors' and discipline that will deliver a student to be successful in learning. With discipline, other good characters will emerge. In the implementation of online learning, student discipline tends to decrease when compared to student discipline in conventional learning. In conventional learning, students are more likely to have high disciplinary attitudes. Like discipline to enter class on time, discipline obeys school rules. This shows that a conducive environment is a source of growing disciplinary behavior but not so in online learning. Because students are not familiar with online learning situations and conditions where students have to learn from home, are accustomed to without any rules, have a tendency to "take care of themselves" at home, students are often late entering class to take part in learning because of forgetting about the start learning hours.

Therefore, educators make several rules regarding online learning. These regulations contain provisions and rules regarding the learning process, especially regarding the start time of learning. The goal is that students are disciplined in time in the following

learning. Giving punishment is also one of the efforts that educators can do to improve students' discipline. Giving punishment to students can be done in two ways. First, through the WhatsApp group by directly becomes an example for other students to be disciplined in learning. Second, through the personal WhatsApp channel so that students feel they are not being humiliated in front of their friends. Apart from these two ways, the purpose of giving punishment is for students to be more disciplined in participating in learning. It also reminds students that there is no disciplinary difference between conventional learning and online learning.

Building a disciplined attitude when learning online is not easy. Student discipline cannot be built by itself, there needs to be an important role of the school which in this case is the educator. It also requires the cooperation of all parties, the involvement of parents at home is very necessary. With control from parents, students will be more disciplined in the following learning. Parents replace the teacher's role at home, accompanying them, supervising and providing direction.

According to educators, problems in the psychomotor realm are limited to practical implementation. The practice is needed to find out the skills of students. At the level of implementation, the practice requires cooperation between students, while the conditions and situations do not allow interaction between students. When we compare it to conventional learning, all levels of the psychomotor domain are fulfilled. Whereas in online learning the motor aspects which should be able to achieve the aspects of imitation, manipulation, precision, articulation and naturalization, only reach the level of imitation aspects. In fact, online learning emphasizes theory giving, because of the situation and conditions.

## Conclusion

The Covid-19 pandemic requires teaching and learning activities to be carried out from home. The application of online learning does not always run smoothly. Based on the results of the study, it was found that the problems of implementing online learning in the affective and psychomotor domains were related to student interest in learning, the value of honesty and a sense of student responsibility, student discipline and the limited teacher assessment of student movement skills. The solution to problems in the affective realm regarding student interest in learning includes making the learning atmosphere attractive by exploring various features in the application media so that the monotonous impression is lost, giving students' enthusiastic support in the form of rewards. For disciplinary problems, creating rules related to the provisions of online learning, giving punishment and the need for parental involvement in educating and supervising children during the learning process. But apart from that, all solutions to all these problems are to re-apply face-to-face or conventional learning. Because online learning cannot replace the effectiveness of conventional learning.

## References

- Arnesti, N., & Hamid, A. (2015). Penggunaan Media Pembelajaran Online – Offline Dan Komunikasi Interpersonal Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 2(1). <https://doi.org/10.24114/jtikp.v2i1.3284>
- Baharun, H., Bali, M. M. E. I., Muali, C., & Munawaroh, L. (2020). Self-Efficacy sebagai Media Peningkatan Profesionalisme Guru di Madrasah. *Risalah: Jurnal Pendidikan Dan Studi Islam*, 6(1), 244–257.
- Bali, M. M. E. I. (2019). Implementasi Media Pembelajaran Berbasis Teknologi Informasi dan Komunikasi dalam Distance Learning. *Tarbiyatuna: Kajian Pendidikan Islam*, 3(1), 28–38.
- Bali, M. M. E. I. (2020). Penerapan Model Pembelajaran Two Stay Two Stray dalam Meningkatkan Keaktifan Belajar Matematika. *Murobbi: Jurnal Ilmu Pendidikan*, 4(1), 29–42.
- Bali, M. M. E. I., & Fadilah, N. (2019). Internalisasi Karakter Religius di Sekolah Menengah Pertama Nurul Jadid. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 9(1), 1–25. <https://doi.org/10.22373/jm.v9i1.4125>
- Bali, M. M. E. I., & Susilowati. (2019). Transinternalisasi Nilai-nilai Kepesantrenan melalui Konstruksi Budaya Religius di Sekolah. *Jurnal Pendidikan Agama Islam*, 16(1), 1–12. <https://doi.org/10.14421/jpai.2019.161-01>
- Betwan. (2019). Pentingnya Evaluasi Afektif pada Pembelajaran PAI di Sekolah. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 2(1), 45–60. <https://doi.org/10.30659/JSPI.V2I1.4015>
- Darmadji, A. (2014). *Ranah Afektif Dalam Evaluasi Pendidikan Agama Islam, Penting Tapi Sering Terabaikan*. *El-Tarbawi*, 7(1), 13–25. <https://doi.org/10.20885/tarbawi.vol7.iss1.art2>
- Dhaifi, I. (2020). *Studi Analisis Dampak Pandemi Covid-19 Terhadap Eksistensi Pembelajaran Pendidikan*, 5(1).
- Dwi, B., Amelia, A., Hasanah, U., & Putra, A. M. (2020). Analisis Keefektifan Pembelajaran Online di Masa Pandemi Covid-19. *Jurnal Pendidikan Guru Sekolah Dasar*, 2(1), 28–37.
- Hajriyah, H. B. (2020). Modernisasi Pendidikan Agama Islam Di Era Revolusi Industri 4.0. *MOMENTUM: Jurnal Sosial Dan Keagamaan*, 9(1), 42–62. <https://doi.org/10.29062/mmt.v9i1.64>

- Haristo Rahman, M. (2020). Analisis Ranah Psikomotor Kompetensi Dasar Teknik Pengukuran Tanah Kurikulum Smk Teknik Konstruksi Dan Properti. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 17(1), 53.  
<https://doi.org/10.23887/jptk-undiksha.v17i1.23022>
- Imtihan, N., Zuchdi, D., & Istiyono, E. (2017). Analisis Problematika Penilaian Afektif Peserta Didik Madrasah Aliyah. Schemata: *Jurnal Pascasarjana IAIN Mataram*, 6(1), 63–80.
- Islam, S., Baharun, H., Muali, C., Ghufron, M. I., Bali, M. M. E. I., Wijaya, M., & Marzuki, I. (2018). To Boost Students' Motivation and Achievement through Blended Learning. *In Journal of Physics: Conference Series* (Vol. 1114, pp. 1–11). Institute of Physics Publishing.  
<https://doi.org/10.1088/1742-6596/1114/1/012046>
- Jayul, A., & Irwanto, E. (2020). Model Pembelajaran Daring Sebagai Alternatif Proses Kegiatan Belajar Pendidikan Jasmani di Tengah Pandemi Covid-19. *Jurnal Pendidikan Kesehatan Rekreasi*, 6(2), 190–199.
- Kasenda, L. M., Sentinuwo, S., & Tulenan, V. (2016). Sistem Monitoring Kognitif, Afektif dan Psikomotorik Siswa Berbasis Android. *Jurnal Teknik Informatika*, 9(1).  
<https://doi.org/10.35793/jti.9.1.2016.14808>
- Kuntarto, E. (2017). Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia di Perguruan tinggi. *Journal Indonesian Language Education and Literature*, 3(1), 53–65.
- Muali, C., Islam, S., Bali, M. M. E. I., Hefniy, H., Baharun, H., Mundiri, A., Fauzi, A. (2018). Free Online Learning Based on Rich Internet Applications; The Experimentation of Critical Thinking about Student Learning Style. *In Journal of Physics: Conference Series* (Vol. 1114, pp. 1– 6). Institute of Physics Publishing.  
<https://doi.org/10.1088/1742-6596/1114/1/012024>
- Oktavia, D., Bali, M. M. E. I., Rahman, H., Umar, U., Syakroni, A., & Widat, F. (2019). *Exploration of Fine Motor Skills through the Application of Paint*. In WESTECH (pp. 1–6). European Alliance for Innovation n.o.  
<https://doi.org/10.4108/eai.8-12-2018.2284038>
- Rahman, K., Wahid, A., Afandi, I., Bali, M. M. E. I., & Hakim, L. (2019). *Effectiveness of Teams Teaching-Hybrid Learning (TTHL) in Higher Education*. In WESTECH (pp. 1–6). European Alliance for Innovation n.o.  
<https://doi.org/10.4108/eai.8-12-2018.2284036>
- RI, K. (2020). *Edaran Tentang Pencegahan Wabah COVID-19 di Lingkungan Satuan Pendidikan Seluruh Indonesia*. *Infect Dis Clin North Am*, 33, 1–5.
- Ridwan, R. (2018). Pendidikan Islam dan Teknologi Digital dalam Mendukung Teory Taxonomy Bloom. *Fikrotuna*, 7(1), 834–854.  
<https://doi.org/10.32806/jf.v7i1.3174>
- Rozi, F., Bali, M. M. E. I., Firdaus, S., Wijaya, M., Mursyidi, R. A. Al, Haqiki, M. W., & Abidin, Z. (2020). *Learning Management*;