Forms of Online Learning Communication during the Covid-19

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Subject Area:

Abstract

Communication in the process of learning becomes one of the determinant factors in achieving successful the goal of learning. There have been changes in the process of learning from the offline learning to online mode due to the pandemic situation. The purpose of the study is gaining some evident how communication elements become stimulant in the communication of learning. The study employs descriptive qualitative method. The study shows that communication between teachers and students undergo distortion. It is indicated by the situation in the process of learning where teachers are not able to see students in online classroom because the video camera does not turn on. Moreover, although the video camera is active, teachers are not able to see the whole physical appearance of students. This situation makes communication between teachers and students restricted, therefore; communication style for promoting positive-productive learning is not working properly. Teachers are not able to detect whether or not students fully pay attention, look happy, look tired, are get bored or show their enthusiasm. The study recommends that online learning encourages teachers to be creative in making communication with their students for example by employing continuous interactive communication with student combined with language form and positive productive spoken language style.

Keywords: *interactive communication, communication element, positive productive spoken communication.*

Introduction

Globalization of the covid-19 pandemic resulted in a teaching and learning process more dominated by online forms (Patricia, 2020). Online learning is a logical consequence of the covid-19 pandemic. During of learning is done online then communication between teachers and leaner facilitated technology.

The problem that will be observed, researched, and described in this paper is in the elements of communication that usually function simultaneous, but in online learning it is not possible to function properly. Communication elements that usually serve as message channels from and by participants of online learning communication are verbal and nonverbal, such as face, eyes, posture, gestures. Both kinds of communication channels, namely verbal and nonverbal are packages so that between the two support each other, strengthen each other, or emphasize certain messages from each participant involved in communication.

Verbal channels commonly used by online teachers in interacting with their learners. Nonverbal communication elements, such as eyes, face, posture, gestures serve to complement and enhance the verbal message. When learning online, how nonverbal communication elements function or are enabled, both by teachers and participants of online learning. Another relevant question is whether online learning has rich and complete cues in conveying learning messages to

its partners, such as face-to-face learning in classrooms (Wright, 2017).

Online learners are the same as offline teachers, both wanting to communicate effectively and efficiently with learning participants. The question is, how can online teachers read and understand responses and messages carefully and accurately from online learning participants? Does the teacher intentionally greet him or call the name of the learner consistently and continuously? What if the learner does not respond; what if they respond but the time is relatively long.

Online learning participants can quickly respond to their teachers with avoice, but what if they don't show their face and eyes? Communication without any content or channel (the partner said is not visible) of each participant usually results in the form, type, and flow of information that is not younghood to be controlled and managed properly. Things like this are interesting problems and it's a challenge to research, think about, and find solutions.

However the online learning model *is* needed in the future because the positive aspects of online learning can prove to make learning flexible, educating learners to get used to being independent, responsible, time efficiency, and energy (Eka & Wuryanta, 2013), (Eka & Wuryanta, 2013). With the benefits of online learning, it is natural that the Government of Indonesia through the Ministry of Ristekdikti encourages the utilization of online learning by allowing some universities to offer online courses in the Online Learning System /SPADA (Suciati, 2018)

This paper is a preliminary study of the aspects of communication when learning is carried out online. Elements of communication that usually become a medium to channel messages in the form of a combination of verbal and nonverbal. The tendency is, we reason that messages are always sent and received in verbal form (oral or written). In fact, it is rare for communication to be supported by one channel, such as verbal channels only, without colluding with nonverbal media. We are used to using two, three, four, or five channel elements combinatively and simultaneously. Everything that each participant has and does tends to communicate, will send a certain message. We can't, can't help but communicate, communication is all-round.

The profession of the author as a teacher and the last two semesters experience firsthand how and what it is like to practice communicating with learning participants when learning is carried out online. For two semesters experience directly communicate with students online *is* relatively adequate if the author is also a researcher or a direct observer about interesting phenomena about the form and profile of communication in online learning.

This research uses descriptive-qualitative, inductive-conceptualization approach. Researchers as teachers (facilitators, motivators, collaborators) and experienced in doing online learning become the main instruments. Researchers conduct online learning then make descriptive observations and focus on profiles and forms of communication between teachers or researchers and online learning participants.

Data recorded or recorded in the form of what researchers see, experience, hear, feel when performing teaching tasks online. Data records can be a record of the researcher's description and reflection. Reflection notes contain inner impressions, suspicions, inner questions,

alternative solutions that researchers think, feel, and need when doing online learning activities.

This research is emphasized on the teaching aspect, not on the learner aspect. How teachers communicate with learners when their learning activities are done online. Characteristic, teachers and learners are in the distance. Therefore, technology is facilitated so that teachers and learners can interact and communicate even if the teacher cannot fully read, listen to, and understand the nonverbal messages of the learning participants. In fact, nonverbal messages sent by learning participants can make it easier for teachers to manage communication and information in accordance with learning objectives.

Results and Discussion

Online learning is flexible. Because of the flexibility, theform, interaction pattern and communication of learning activities reposition the position of teachers and learners. Teachers and learners as participants of online learning communication are not fully visible and monitored transparently so the management of online learning activities by teachers as learning managers is relatively not easy, but it is precisely a challenge interesting for him to creatively find and find a way out.

Online learning makes education available serving all without barriers to distance, place, and time. However, online learning does not involve much physical interaction face-to-face so there are some communication barriers; the process of encoding and decoding is disrupted because there are no nonverbal (Ahmed, 2018)

Online learning teachers as managers or managers of current and information stream learning materials have limitations. As a result, online teachers are relatively incapable as listeners, listeners, and readers are meticulous, accurate to the learning participants' verbal non messages, especially their eye language and facial expressions. Simtom or signals sent by learning participants via the nonverbal channelis an obstacleaswell as a challenge for teachers to find alternative solutions.

Vital communication elements commonly used in any communication event including when teachers conduct online learning are:

1) Eye

Teachers when doing online learning cannot see what is commonly seen when performing communication actions. For example, teachers can't see learner participants.

a. Who is messing with his gadgets,
b. Who is working on another course,
c. who is talking quietly with his right or frontfriend,
d. sleepy or asleep,
e. daydreaming or contemplating,
f. whose facial expressions look tired, sleepy, and bored, or vice versa,
g. the attitude and sitting position such as tired and bored, or vice versa,
h. who are seriously listening to and recording the results of exposure to teachers or their friends who arepresenting,
i. who asked permission to go to thetoilet,
j. who was smiling cynically or cheerfully because the teacher shook his head or nodded his head as a gesture of edification or strengthening. The eyes, both duration,

direction, and quality of behavior is an important nonverbal messaging system that deserves attention in every (Maisarah, 2013).

2). Ears

Online teachers are relatively unable to listen,

a. the voice of the learner's HP ringing, which is usually easy to hear on offline *learning,*

b. style,volume, and tone of voice of the learner when asking because the question is written via *chat,*

c. learner whispers.

This form of online learning communication has its own characteristics. Organizing the form and style of learning communication that fits the context (how the learner is) is relatively difficult because the flow of information sent by online learning participants through its nonverbal channels cannot be understood and controlled or controlled by the teacher.

Controlling the flow of information means regulating the course of the conversation; means to set the form and style of communication used in the context of online learning. Online teachers are "forced" to use the form and style of communication "monotonous" without variation according to the desired context: who and how the learning participants are viewed from the eyes and facial expressions. Feedback factors, feedback, or messages sent back from learning participants (decoding) to their teachers (encoding), either for the purpose of edification, strengthening, or for the purpose of neutralizing the behavior and negative attitudes of learning participants.

Feedback or messages from learners sent to teachers can be sent through one or more channels. When the teacher explained the lesson meter in front of the learning participants in a physical face-to-face, feedback was sent through the eye canal, facial expressions, postures, gestures, and other sensory tools. However, when the learning is done online, the feedback that the learner sent to the teacher through the channel,

a). raise hand, chat,

b). verbal even if sometimes only with a voice without exposing his face and eyes,

c). a relatively long response time, perhaps because while working on another,

d). silence due to zero feedback, perhaps the learner is eating, drinking, or other necessities; while the learner "escaped".

Another characteristic of profiles and forms of communication in online learning is the proportion of aspects of content and relationships. Online learning and communication are difficult to create and develop relationships with categories of intimacy, intimacy, career, and friendship. Thus, the portion of the content and substance aspects of the learning material tends to be more dominant than the relationship aspect. Is it because of the difficulty of forming and developing relationships to this familiar level so that learning participants prefer conventional learning with physical face-to-face in real (Wahyono & Husamah, 2020) (Widiyono, 2020) (Ahmed, 2018) (Abdul Latip, 2020).

Online learning does not make participants learn and do not participate in learning activities. Only, the degree and form of their participation is difficult to see, monitor and well controlled by the manager of learning activities, namely teachers. Figure 2. the following shows that the learners are seen participating.

Figure 1.

Photos with Online Lecture Participants

Figure 2.

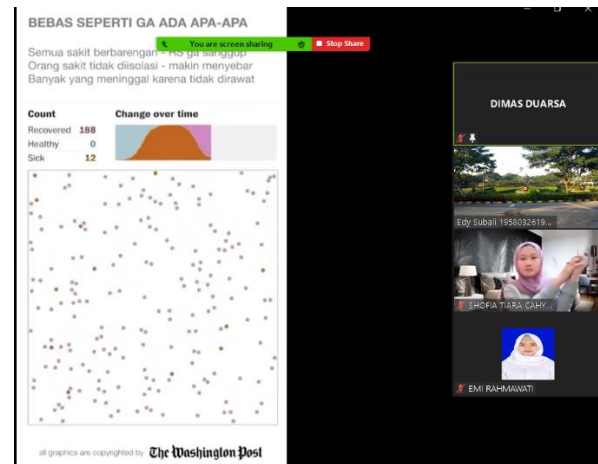Student Position when Lecturer Delivers Study Materials

Figure 1 shows that students when online lectures participate, do not "escape" from online learning activities. Learning participants like in figure 2 look full or complete because their teacher intentionally calls them for a photo together with the reason for checking their online review. If at the end of online learning, they or the learners are not called for a photo together then it provides an opportunity for the learning participants to exit early from the online learning space.

The flexibility of online learning can "tempt" learners to not or less actively participate in the online learning space. Awareness to learn actively and independently becomes the determining factor that affects the level of participation of learners in online learning. Teachers are relatively unable to fully control their presence and participation in online learning activities. The impact of learning accompaniment, such as discipline and responsibility, becomes difficult to control and control.

Communication and interaction between teachers and learning participants is conducted face-to-face even indirectly. Figure 2 follows a portrait of a number of students while studying Indonesian language courses.

Online learning conducted by every educational institution from elementary to college tends to be shaped, patterned, and positioned like picture 2. Based on these 2 figures there are several things that are considered as findings.

Teachers when implementing online learning cannot see transparently all learning participants. Teachers can only see a few learners. Teachers talk to learners even if they don't see the learners. The ins visibility of some communication partners/learnersin virtual learning spaces can send certain cues tolearners, for example: where do they go, "escape?" Based on that fact, abstain if the teacher is easily suspicious andask questions in his heart:"apakah learning participants listen and record my explanation huh?" They may not come out of the virtual study or zoom, but is it their discipline and responsibility to listen to the explanation or oral exposure of their learning partner, such as the teacher or his friend who is presenting his/her assignment?" "Learners may 'run away' (out of sight) not listening to their learning partner's exposure, and how many learners act like that?"

Teacher online learning uses more of his voice than his vision in conducting learning communication. Teaching by utilizing his voice or

his speech even without looking and seeing the facial expressions, eyes, body, attitudes of almost all learning participants. Teachers speak with or to their partners regardless of how the existence, attitude, and behavior of the partner is said.

An alternative solution to control and ensure the presence of learning participants is to greet teachers who are almost all invisible. An example of the greeting is, "Hello, I want to say hello to the Banu or the Windi, can I hear my voice? " Control with appropriate greetings and educate, not call them one by one,which can give the impression of "distrust" to his students.

Second, when the learner is greeted by the teacher in a proper and educational way then the response is varied: sometimes immediately respond with a voice but without showing his face; but many learners are relatively late in responding to teacher greetings and this indicates they are inactive, or less actively participating, not or less actively listening, and listening to the exposure of their learning partners. Supposedly, learners see, hear, and listen more than their teachers.

Thirdly, students of learning participants take positions in online learning activities differently: the faces of learners look active, but many are passive, show only or communicate their names, passively show only names and/or photos of themselves, even passive by showing the names and pictures of cats, flowers, landscapes, and others as they please.

Forms and patterns of interaction of online learning: teachers tend to like face-to-face and communicate with laptop screen media, with the names of learning participants written, and sometimes accompanied by photo paste only. Learning participants as learning communication partners are almost all invisible to their teachers.

What are the attitudes and actions of online teachers as learning managers in virtual learning spaces when they see the phenomenon of learning participants acting and acting like that?

Paradigm that needs to be used as the basis for managing the online learning process is adjusting to the changes and development of its era. Online learning is a consequence of technological developments. A further result is that there are increasingly urgent signs of a shift in communication values and culture. With the development of technology allows interaction and communication of learning to take place in a virtual learning space. This virtual learning space provides an alternative to remote learning activities. Teachers can interact and communicate with learning participants who live from different places without having to know and see the real them (Virginia, 2017).

Conclusion

Technological advances influence the form of online learning communication has its own psychological characteristics that are different from the form of physical face-to-face learning in real learning spaces. This looks at the control, regulation, and management of information and communication flows, feedback or feedback, sensory stimulation (nonverbal) as a message channel medium, and the proportion of content and relationship dimensions.

Technology, education, and learning are different, but the three are inseparable. Technology helps provide facilities that facilitate and accelerate the process and output of education and learning. Without facilitated technology, education and learning are less empowered in

processing graduate figures in accordance with the changes and development of the era.

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