

BUILDING ONLINE LEARNING COMMUNICATION STRATEGIES IN THE COVID-19 PANDEMIC ERA

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Abstract: Given the significance of communication's role and function, namely as a bridge/message between the communicator (message sender) and the communicant (message recipient), an effective communication strategy is required so that communication can run meaningfully. Regarding the role and function of communication in the learning process, this is a note for teachers that should be considered. This research aims to provide benefits, particularly for teachers, so that they can implement effective communication strategies during the learning process in the pandemic era. This study employs qualitative research methods. This study employs a qualitative approach based on the literature review methodology. The recent study reveals that the lecturers perceived positively toward online learning. Several components must be considered when implementing effective communication strategies in the learning process, including: 1) Systematic communication, 2) Communication methods for learning: how to organize messages so that the learning process works effectively and efficiently, and communication methods for learning: how to organize messages so that the learning process works effectively and efficiently. 3) Communication channels 4). Time management. In short, communication is effective when the sender's message conveys the same meaning as the message received and understood by the recipient. Similarly, communication with students, as a facilitator or imparter of knowledge, must be established so that the message conveyed can be well received by students, utilizing a variety of skills and efforts.

Keywords: *learning strategy, communication, covid-19, pandemic era*

Abstrak: Mengingat pentingnya peran dan fungsi komunikasi yaitu sebagai jembatan/pesan antara komunikator (pengirim pesan) dan komunikan (penerima pesan), maka diperlukan strategi komunikasi yang efektif agar komunikasi dapat berjalan secara bermakna. Mengenai peran dan fungsi komunikasi dalam proses pembelajaran, ini menjadi catatan bagi guru yang harus diperhatikan. Penelitian ini bertujuan untuk memberikan manfaat khususnya bagi guru agar dapat menerapkan strategi komunikasi yang efektif selama proses pembelajaran di era pandemi. Penelitian ini menggunakan metode penelitian kualitatif. Penelitian ini menggunakan pendekatan kualitatif berdasarkan metodologi tinjauan pustaka. Studi terbaru mengungkapkan bahwa dosen mempersepsikan positif terhadap pembelajaran online. Beberapa komponen yang harus diperhatikan dalam menerapkan strategi komunikasi yang efektif dalam proses pembelajaran, antara lain: 1) Komunikasi sistematis, 2) Metode komunikasi pembelajaran: bagaimana mengorganisasikan pesan agar proses pembelajaran berjalan efektif dan efisien, dan metode komunikasi pembelajaran: bagaimana mengorganisasikan pesan-pesan agar proses pembelajaran berjalan efektif dan efisien. 3) Saluran komunikasi 4). manajemen waktu. Singkatnya, komunikasi efektif ketika pesan

pengirim menyampaikan makna yang sama dengan pesan yang diterima dan dipahami oleh penerima. Demikian pula komunikasi dengan siswa, sebagai fasilitator atau pemberi pengetahuan, harus terjalin agar pesan yang disampaikan dapat diterima dengan baik oleh siswa, dengan memanfaatkan berbagai keterampilan dan upaya.

Kata kunci: strategi pembelajaran, komunikasi, covid-19, era pandemi

INTRODUCTION

Indonesian law, government regulation, and the regulations of the Minister of National Education all state that a teacher must be able to communicate effectively and correctly in order to meet the requirements set forth in Law No. 14 of 2005 on Teachers and Lecturers as well as Government Regulation No. 19 of 2005 on problems relating to national education standards. Education actors (teachers) must have degrees from government-recognized colleges (S1/D4) as well as four specialized skills. For example, teachers must be socially competent, which means that they are able to communicate effectively with students and others in the education field as well as members of the general public. (Mesiono, 2021).

Communication in the educational process is an essential part of creating the learning process work well. If teachers and students can't communicate well to each other, the learning process also can't run well. Communication is the key to teachers and students being able to talk to each other (Masdul, 2018). It is hoped that through the application of effective communication strategies, a teacher will be able to organize and coordinate students' willingness to complete their educational goals so that students can learn in a pleasant environment (enjoyable learning) and have high mental, physical, social, and emotional activity. This can only be accomplished if it is backed by a mature teaching personality and an awareness of how to control the learning process by adhering to and establishing didactic principles at all appropriate times, particularly in the classroom (Purnamawati, 2020).

The epidemic of Covid-19 has led to significant policy shifts in the realm of our educational system as a result. During this particular pandemic, the Minister of Education of the Indonesian Ministry of National education, Nadiem Anwar Makarim, announced a number of policies to govern various types of learning activities. This information was conveyed by Circular Letter No. 4 of 2020, dated March 24, 2020. It pertained to the Implementation of Education Policies during the Emergency Period for the Spread of the Corona Virus (Covid-19). One of these strategies, the study-at-home policy, altered how instructors learn and instruct. Modern media and technology enabled by a lightning-fast internet connection. Online learning is very different from learning in schools where people talk to each other. There isn't a face-to-face meeting between the teacher and the students. Instead, everything happens remotely, so the teacher and the students can be in different places (Mesiono, 2021).

In light of the significance of the role and function of communication, namely that of a bridge or communication message between a communicator (the person sending the message) and a communicant (the person receiving the message), an efficient communication strategy is required to ensure that communication occurs as it should. The following is a notice for educators and teachers regarding the function and role that communication plays in the process of learning, and it needs to be considered. There is still unidirectional communication or less interactive communication in teaching and learning activities, teachers play a full role (center of class), and dominate, among other issues, which is another problem. There are still many teachers who do not pay attention to the issue of effective communication in the teaching and learning process. These elements interact to produce a learning environment that is not conducive in a

roundabout way and gradually over time. In the event that the continuity of communication in the learning process does not pay attention to the things that are considered important during the communication process, then there will, of course, be imbalances and obstacles in the learning process, which will have devastating effects on the outcomes of learning.

The Effective Learning Communication Strategies to Help Students in Learning Process

There some strategies which can be practiced by the teachers to help their students in learning process. They are knowing the ideas of communication, understanding the purpose and features of an effective communication in learning process.

Knowing the Ideas of Communication

(Effendy, 2008) says that the word "communication" comes from the Latin word "communis," which means the same thing as "communication." Same means that it means the same thing. As for the word "communication," in general, it means "giving information, messages, or ideas to other people so that they have the same information, message, or idea as the person who sent the message." (Rogers & Shoemaker, 1971) says that communication is when an idea is sent from one person to another with the goal of changing that person's behavior. Theodore Herbert had a similar point of view. He said that communication is the process of transferring the meaning of knowledge from one person to another, usually with the goal of reaching a certain goal.

According to John R. Wenburg, William W. Wilmoth, Kenneth K Serno, and Edward M. Bodaken (Mulyana, 2002) there are three sorts of communication: first, unidirectional; This idea is derived from the concept of source-oriented communication, which encompasses all actions in which stimuli are actively transmitted to elicit a response from the recipient. Second, interaction; This perspective views communication as an action- reaction process with alternating directions. This idea encompasses not just purposeful or inadvertent, observable or unobservable answers, but also all behavioral transactions that occur during communication, which tend to be receiver-oriented communication. When a teacher presents a lesson, communication is dependent not just on how students comprehend the session's content, but also on how the teacher interprets students' nodding or frowning.

According to (Hovland, 1953), communication science is a way of trying to figure out the rules of how information spreads and how opinions change. This definition shows that the goal of communication science is not just to spread information, but also to shape public opinion and public attitudes, which are very important parts of social and political life.

The Purpose of Communication in Learning

There are goals to be met, so people talk to each other. The communication process in learning has the following goals (Toharudin, 2020):

1. Making sure that every message and symbol the teacher gives to the students is understood the same way by everyone.
2. Get students to think about what the teacher is telling them and what they are doing.
3. Do something that fits with the message that students got, which was to do or not do something, based on how the message was delivered.
4. When writing messages for students, think about the tone and how it will affect them. The words and tones used in the message to students are chosen carefully to avoid having a bad effect on them.

Features of an Effective Communication

According to Effendy's explanation, strategy consists primarily of planning and administration in order to accomplish a goal. However, in order to accomplish these objectives, the strategy must merely serve as a road map that outlines how the tactics should be implemented (Effendy, 2008). Strategy is an art, not a science, and there are numerous ways to execute a necessary strategy. Similarly, in communicating, we must have an appropriate method for conveying the message to the target audience. Obviously, this strategy is employed to achieve the predetermined objectives (Vera, 2020). According to R Wayne Pace, Brent D. Peterson, and M. Dallas Burnett in their book *Techniques for Effective Communication*, the primary purpose of communication activities is to (a) secure comprehension, (b) establish acceptability, and (c) stimulate action. So, according to (Pace et al., 1979), the purpose of communication is to ensure that the communicator comprehends the message he receives. If someone claims to be able to comprehend and accept, his acceptance must be promoted (to establish acceptance). Ultimately, the activities are inspired (to motivate action).

Communication Strategies in the Learning Process

When learning how to use effective communication techniques, the focus should be on the following four things:

1. Communication systems: (a) pre-communication: message delivery doesn't have to be straight to the point, but it can be if the language of instruction is used to look at the problem the message is trying to solve; (b) information presenter: includes a description of the message or content, as well as concepts, principles, and procedures; (c) Closing activities: These include activities that summarize, actions that are interactive with the communicant (the person receiving the message) in the form of responses and responses, and feedback.
2. Methods of communication for learning: how to set up messages so that the learning process can go smoothly. The message or information is given in its entirety and not in pieces. It is concrete and not abstract, and it starts with simple things. The focus is not long-winded, which can make it hard to understand what is being said. It also doesn't repeat what is being said, which can lead to a different understanding. It doesn't use words that have more than one meaning. It is short, clear, and simple, which makes it easy for the recipient to understand.
3. The use of communication media, such as learning aids that help students understand what they are learning, is an important part of a communication strategy. Also, when choosing a way to communicate, it's important to think about things like what you want to get out of it, whether or not you're using a foreign language, whether or not there are interpersonal attitudes, motion stimulation and feedback, sound stimulation, and interaction with real objects. So, the communication media in learning are all the ways that learning communication can be done.
4. Time management: is a rather essential aspect of the communication process, as time cannot be expanded. Therefore, the available time must be optimally controlled in order for the communication process to run properly and successfully. Long-winded or circular communication will not result in comprehension, but good and correct communication is a communication process tailored to the communicator's needs (message recipient). Therefore, the greater the degree to which communication messages are succinct, clear, and straightforward, the greater their utility. Because it will be more readily comprehended by the recipient (recipient of the message).

Communication strategies are set up in the context of learning so that learning goes according to the goals. One type of communication approach is the management and planning of the different parts of the communication process (Yusuf, 2010). Give

some examples of activities that can be grouped into communication strategies, such as planning, budgeting, putting plans into action, motivating targets, preparing equipment, choosing the right media, and preparing messages to be sent.

The way a teacher acts and talks are one of the things that determines how well efforts to improve the quality of teaching and learning activities work. This kind of speech can be linked to four things that a teacher must have (Danumihardja, 2014):

1. Knowledge; Mastery of the material in accordance with the knowledge that will be transferred to students is of course a prerequisite to appear in front of the class, because one of the tasks of the teacher is to transfer knowledge.
2. Sincerity: Teachers, both teachers and lecturers, are like second parents to their students, so they need to be honest when guiding them.
3. Enthusiasm: A teacher or lecturer needs to do their jobs and roles with a lot of enthusiasm. This enthusiasm will affect the atmosphere or classroom environment. This positive attitude must be kept and not turned into a big head.
4. Exercise (practice) and training need to be done by the teacher, because regular practice will improve the skills of the teacher or teaching lecturer. This has to do with the fact that a teacher's job isn't just to give information, but also to be good at getting that information across.

Effective communication is communication that seeks so that the communicant or pupils can grasp the message sent by the communicator or instructor and the communicant provides feedback that is in agreement with the message. In simple terms, communication is considered to be effective if the message transmitted by the sender has the same meaning as the message captured and comprehended by the recipient. In the online teaching and learning, the effective communication is something important as the bridge of the learning goals to achieve. However, there is still limited attention on the study of how effective communication is used during the covid-19 pandemic teaching.

Considering these issues, the research questions are (1) what is the lecturers' perception toward online learning during Covid-19 pandemic era? and (2) What are the effective learning communication strategies practiced by the lecturers during covid-19 pandemic?

METHODS

The researchers employed qualitative method to collect and analyze the data. The respondents were five lecturers of English Education program of Universitas Muhammadiyah Purworejo. They have various teaching experiences from 12 to 25 years. The data were collected using semi-structured interview and then being analyzed using thematic analysis. The interviews were prepared to reveal their perception toward online learning and the strategies used by the lecturers to build effective learning communication.

FINDINGS AND DISCUSSION

Lecturers' Perception on Online Communication Strategy during the Covid-19 Pandemic

The five lecturers used online learning as the teaching platform to teach during pandemic era. Their perception is presented below.

Table 1
Lecturer' Perception on Online Learning

Perception	Coding result	Examples of statement
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Attitude	Motivational enhancements	The teaching activity become more fun and I enjoy it
	Increasing confidence	I feel much more confident to teach
	Technology-assisted teaching	The technology is getting closer and closer to our daily activity. It demands us to get used to it. We are forced to learn how to use technology. It is good.
Benefits	More teaching materials	We can get unlimited source of teaching from internet.
	Time adaptability	Online learning is flexible for the lecturer and the students. We can set the time to start the meeting or tasks completion.
	Easy access	Online learning can be accessed anywhere and anytime. It helps us to have more free time.

From table 1, it can be inferred that the lecturers perceived positively toward online learning. They showed positive attitude in terms of motivational enhancement, confidence improvement, and technology assistance in teaching. Moreover, online learning gave benefits for the lecturers. It provides more teaching materials, time adaptability, and easy access. These current findings are in line with the previous studies. Online learning is a way to teach that uses the internet and networks to connect teachers and students who are in different places (Pohan, 2020). According to Moore et al. (2011) online learning is the process of acquiring knowledge through the utilization of internet network facilities that can facilitate various forms of learning interactions due to their adaptability, accessibility, and connectedness.

According to (Wisman, 2017) theory, to improve the quality of educational communication, the following steps must be taken: identifying communication targets, selecting the appropriate media, reviewing objectives, attractiveness, and credibility. A communication strategy is required for messages to be correctly received and comprehended by the intended recipient (communicant). As stated by (Wedananta, 2016) the communication strategy has the aim of simplifying and paraphrasing explanations to avoid difficulty in understanding by the target audience. (Wijaya, 2015) also indicates that communication strategies can develop programs in a thorough, coherent, practical, and integrated manner.

Lecturers' Communication Strategy during the Covid-19 Pandemic in Online Learning

There were three communication strategies which were practiced by the lecturers during online learning. They were doing identifying whether there is problem occur, designing the teaching strategies, varying the activities, and regularly monitor the students' learning progress in the form of assessment This current findings were online with Cutlip (in Savitri et al., 2016). The communication strategy can be carried out in four stages (Savitri et al., 2016). The first thing to do is identifying the problem that occurs. The problems that often arise in the communication process according to Marhaeni (Syaipudin, 2020) are: (1) obstacles because the sender of the message is unable to convey the message to the audience; (2) the message conveyed is unclear or unclear, has multiple meanings, is ambiguous, or has multiple interpretations, and there is no similarity in the symbols (language) used by the sender and the recipient of the message; and (3) there is no similarity in the symbols (language) used by the sender and

the recipient of the message. (3) signal or channel interference, or electricity flow; (4) unfocused attention of the recipient of the message so that the message received is not comprehensive or complete; and (5) providing untimely, ambiguous feedback.

The second step for lecturers is to design plans or strategies that can be used to achieve these objectives. Before beginning online courses, instructors must be proficient in the use of learning media in order to promote learning more effectively. In order for online learning to occur, instructors must first understand new systems. Before teaching, lecturers can familiarize themselves with the format's features and operation utilizing the PBL (Problem-Based Learning) methodology. In order to teach them how to study efficiently on their own, students are required to answer to questions offered on the topic of discussion.

The third component is execution. When speaking at a slow tempo or speed of speech, the lecturer must also play with the dynamics and volume of their voice, as speaking at a slower tempo increases the likelihood that students will become bored. In order to create a more dynamic learning environment, instructors must know when to speak with enthusiasm and when to lower the volume of their voices. The presented material must also be appropriately packaged and tailored to the students. So that students do not become bored quickly, lecturers can also reproduce visual, audio, and audiovisual materials because, according to (Effendi et al., 2018), new media content is a combination of digitally packaged audio and visual that is distributed over the Internet. This is comparable to the explanations of Wayne Pace, Brent D. Peterson, and M. Dallas Burnett, according to whom the purpose of a communication strategy is to ensure mutual understanding between conversationalists and communicants, influence and motivate the communicant through the messages conveyed, and provide an overview of how to achieve this.

The fourth component is evaluation. This is most easily accomplished by administering a post-test or asking simple learning-related questions. By calculating the average score, students' comprehension of the lessons taught in online lectures can be determined. According to (Prawiyogi et al., 2020), in distance learning or online lectures conducted by lecturers, teaching materials or materials will be sent and provided specifically for students, who will then be assigned assignments to be evaluated by the lecturers.

CONCLUSION

Strategy is an art, not a science, and there are numerous ways to execute a necessary strategy. Similarly, we must have an appropriate strategy for communicating the message to the intended audience in order for the message to be effectively conveyed. Long-winded or circular communication will not result in comprehension, whereas good and correct communication is a communication process which meets to the communicator's needs. Simply put, communication is effective when the sender's message conveys the same meaning as the message received and comprehended by the recipient. Similarly, contact with students must be conditioned so that the message delivered can be well understood by students, utilizing a variety of skills and efforts.

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