



Meaning Management Between Lectures and Students in Online Learning During Pandemic

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ABSTRACT

Online learning during pandemic times is changing the way we communicate from face-to-face to virtual space. This makes the information conveyed reduced by technical and non-technical matters. So it is essential to understand the interaction of lecturers and students in interacting in a virtual space in forming meaning when the discussion process takes place. The study aims to analyse the coordinated management of meaning in interactions between lecturers and students during online learning in pandemic times. The method used is virtual ethnography to understand the subjective experience of lecturers and students. Informants in this research are three lecturers and three students from Muhammadiyah University of Yogyakarta (UMY), Communication Science Study. The result is the content level, discussion, and learning output. At the level of speech, acts such as feedback on assignments, reprimands, and compliments. At the relationship level, lecturers as facilitators and escorts strengthen the students' skills and character. This research has contributed to providing perspective on the interpersonal context of communication by using coordinated management meaning perspectives in the online learning process. Through coordinated management meaning, it is used to analyse the problem of miscommunication that occurs in online learning.

Keywords: *Meaning; Online Learning; Relations; Coordinated*

1. INTRODUCTION

The global pandemic was declared by WHO (*World Health Organization*) on March 11, 2020, due to the widespread COVID-19 outbreak. WHO asks countries, including Indonesia, to take urgent and aggressive action to prevent and control COVID-19. The first case was detected in Central Kalimantan on March 20, 2020, so Central Kalimantan increased the status to an emergency (Covid-19 Task Force similar thing was explained by Nicola, Alsafi, Sohrabi, Kerwan, & Al-Jabir) that there was a gap in a population with high incomes can have access to technology and digital education [1].

Study shows that most people have good attitudes, namely complying with government advice regarding health protocols, but more than 80% of people are busy thinking about covid-19. Information about covid-19 is widely circulated both on television, mass media, and social media so that it makes people always think and worry about covid-19. This is feared to have an impact on a person's mental health. The research shows some of the impacts experienced related to covid-19, namely difficulty sleeping 12.5%, paranoia about covid-19

infection 37.8%, and feeling pressure due to social media by 36.4% [2].

The *coronavirus disease* 2019 (Covid-19) outbreak which has hit 215 countries globally, presents challenges for educational institutions, especially universities. To fight Covid-19, the Government has prohibited crowding, social distancing, and physical distancing, wearing masks, and constantly washing hands. The Ministry of Education and Culture, the Government has prohibited universities from conducting face-to-face (conventional) lectures and ordered them to hold lectures or learn online. Universities and colleges are led to organizing learning online or *online* [3].

To prevent the spread of Covid-19, WHO gave an appeal to stop events that could cause crowds to gather. Therefore, face-to-face learning that gathers many students in the classroom is reviewed for implementation. Lectures must be held with scenarios that can prevent physical contact between students and lecturers and students and students [3]. Digital technology can enable students and lecturers to carry out the learning process even in different places [4].

Some of whom are "overseas children" from other regencies or provinces, even outside the island, also need attention. Students experience the impact directly or indirectly, including in terms of finances. Some students cannot take lectures online because they do not have the money to buy an internet quota. After all, the pocket money is reduced or non-existent. Some find it challenging to work because roads are closed or their place of work is not operational; some also feel the indirect impact in the form of a decrease or even cessation of pocket money because their parents can no longer work. The little pocket money makes irregular eating patterns, eating potluck. Some social interactions were conducted (meeting in person), but road access was closed.

However, in some studies, online lectures require adjustments to become an obstacle for students. Research on UNESA sports science students, the perceived obstacles in online lectures include minimal data and signal quota packages coupled with lecture techniques that burden students with many assignments with deadlines short [5]. The COVID-19 pandemic had many impacts other than global death, namely the economic sector, and impacted other fields, including education. Problems in education related to access to information technology and media where there is a gap in a population with a high income can fulfil access to technology and participate in digital education [6].

This research needs to analyses changes in learning activities, lecturer and student interactions, and coordinated meaning due to the covid-19 pandemic. The urgency in this research is that the COVID-19 pandemic is a new thing, so it is necessary to study the impact experienced so that efforts can be designed to overcome the difficulties caused by the impact of Covid-19 as an effort to adapt to new habits. The purpose of the study was to analyses the interaction between lecturers and students during online lectures, to adapt to new habits. The pandemic still exists, but some activities must continue not to stop productivity; this is hope.

The form of lectures that can be used as a solution during the Covid-19 pandemic online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Research show that the internet and multimedia technology can change how knowledge is conveyed and be an alternative to learning in traditional classrooms. Online learning can bring together students and lecturers to carry out learning interactions with the help of the internet [7].

At the implementation level, online learning requires the support of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and so on). iPhone can be used to access information anytime and anywhere[8]. The "work from home" period needs to strengthen online learning [9]. Online learning has

become a demand in education in the last few years [10]. Online learning is needed in learning in the industrial revolution 4.0 [11].

The use of mobile technology has a significant contribution in educational institutions, including in educational institutions. In it is the achievement of distance learning goals. Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, Schoology services [12], and instant messaging applications such as WhatsApp [8]. Online learning can even be done through social media like Facebook and Instagram [13].

Online learning connects students with learning resources (databases, experts/instructors, libraries) that are physically separate or far apart but can communicate, interact or collaborate (directly/synchronously and indirectly/asynchronously). Online learning is a form of distance learning that utilizes telecommunications and information technology, such as the internet, CD-ROOM [14][15].

2. METHOD

The study used a qualitative descriptive approach by looking specifically at cases of the interaction of students during online learning. This case study method is applied to emphasize the specifications of the units or cases studied by looking at the unique properties and problems that are the focus of the research [16]. In general, not all events are case studies. Case studies have a dynamic character and are used to examine the symptoms of the humanities. Louis Smith stated that cases are "a bounded system" and that case perilous has prominent patterns, consistencies, and specifications [17].

Case study means "case assessment process" as well as "the result of the assessment process. "This study uses one type of case study, the intrinsic case study. This type is taken because it wants to understand more deeply than the interaction of lecturers and students during online lectures. The type of intrinsic case study is not because this case represents other cases, but rather in all aspects of its specificity and generality, this case attracts interest. The researcher will temporarily ignore his curiosity so that his case can bring up his own unique story. So this method was taken because of the intrinsic interest in the interaction of students and lecturers in the online learning process [18].

The subjects in this study were three lecturers and three students from the communication science study program of the University of Muhammadiyah Yogyakarta. Method of retrieving data with in-depth interviews through zoom meeting applications, making observations on e-learning applications, and output from the online learning process.

3. RESULT AND DISCUSSION

3.1. Online Learning in University Muhammadiyah Yogyakarta

In order to guide cyber university, Muhammadiyah University Yogyakarta develops online learning using the application "MyKlass". Application can be used in sync and asynchronous. Lecturers can monitor

discussions on the forum menu and respond to students. This application will also show the presence of students and can be seen if there are students who are late or do not take the class. This application can be set up through a mobile phone so that students will get notices related to schedules, assignments, and lecture projects. Here is a look at the app "MyKlass".

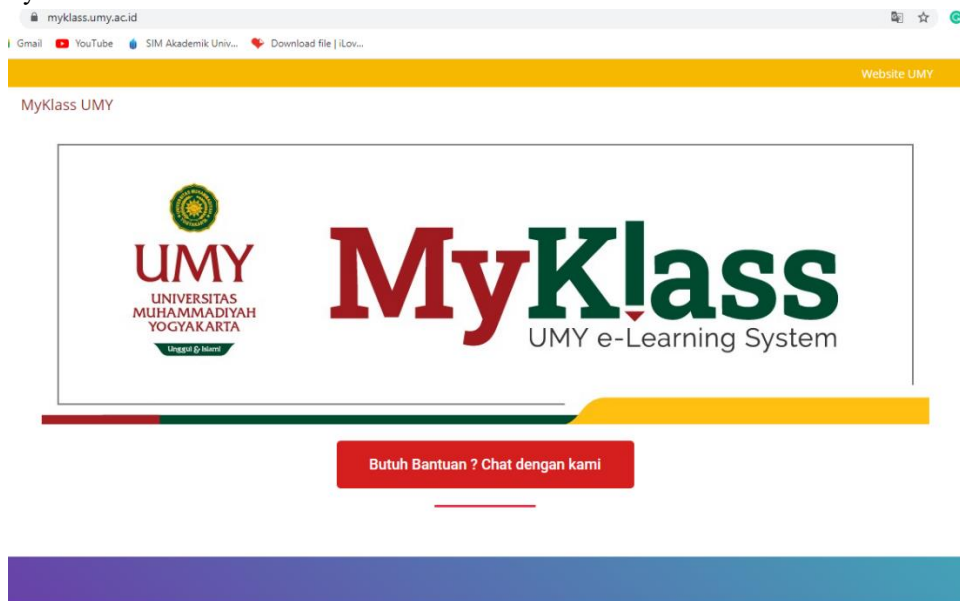


Figure 1 MyKlass Applications (reprinted with permission)

Here is a look at the eLearning website portal. At the time of the pandemic, the website was optimized for online learning and information related to lectures, information, and academic policies. In order to smooth

study for students, according to UMY Rector Budi Gunawan, each student gets a subsidy of Rp.150 thousand per month. This subsidy is given for three months, from March to May 2020 [19].

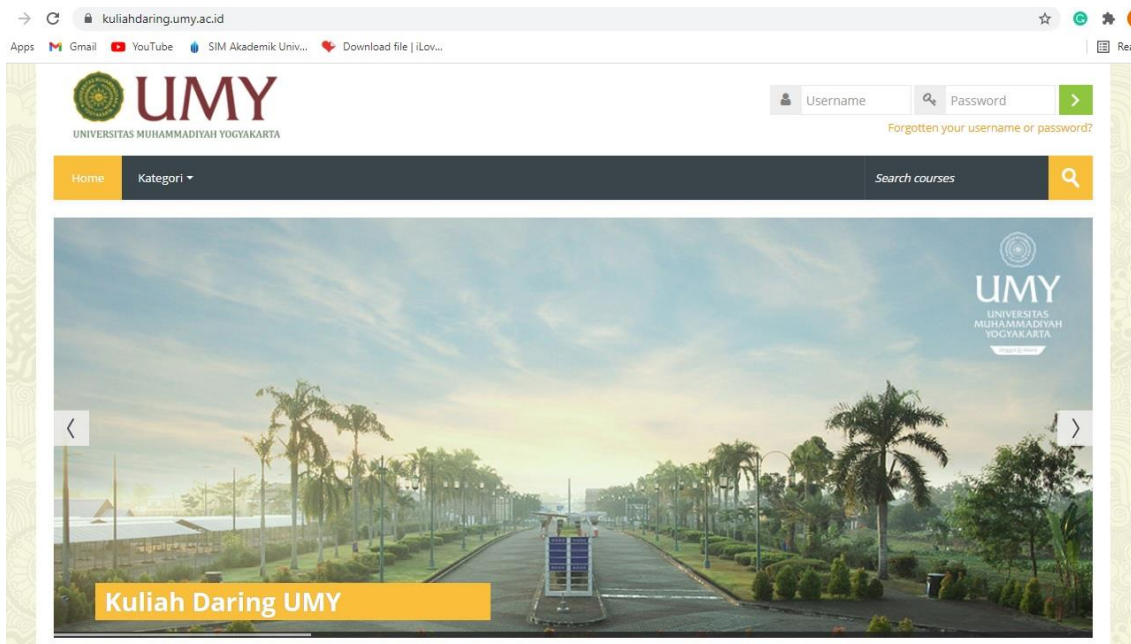


Figure 2 E-learning Website UMY (reprinted with permission)

In 2016, UMY developed an online learning system called MyKlass. MyKlass is a Moodle-based e-learning system with complete features to support learning that can be accessed through kuliahdaring.umy.ac.id channels. Some of the advantages of MyKlass are exclusive features; namely, lecturers can provide material in writing, video, and audio. In addition, lecturers can also form online activities, such as assignments, quizzes, and games. In supporting interaction, MyKlass is also equipped with "forum" and "chat" features that provide space for lecturers and students to discuss and coordinate. In developing MyKlass, materials in each course get direct supervision from UMY educational development institute (LPP UMY). Through the LPP syllabus, the materials to activities provided in MyKlass have been through review and development that refers to the standards set by DIKTI for online learning [20].

Since August 2020, the UMY Covid task force has received a letter of recommendation from the DIY Covid 19 task force to carry out lectures *offline* or face to face in stages. The campus has prepared all the infrastructure and strict health SOPs. Some students are still out of town; they can still feel the situation in the classroom because UMY has provided a camera *web* that will be connected to the MyKlass, Microsoft Teams, or Zoom applications. The UMY Covid team has prepared 163 classrooms for the cameras to be installed.

One of the resource persons in this research, Dr. Fajar Junaedi, M.Si, Head of the Communication Studies Program at Mercuru Buana University, Yogyakarta, stated that the entire learning process was conducted online. When the late 2000s began to hold lectures *hybrid* (online and offline), students still attended campus but were limited due to the pandemic, while others could attend online, with the atmosphere and class background and their friends *offline* (physically present in class).

The online learning application for the learning process uses MyKlass, which was used. During the pandemic, this feature was optimized by lecturers. These features include online, face-to-face forums for written discussions between students and lecturers, and the application used is genuinely optimized for online classroom management. This application has proven to be quite effective in providing an objective, open and transparent assessment. Concerning the interaction of lecturers and students, learning that is carried out online through the features in MyKlass or online through google meet and zoom can further enhance the discussion process. The provision of rewards or punishments is also carried out openly in the forum because "social supervision" from classmates will give a greater sense of responsibility.

3.2. Coordination of Meanings Formed in Online Learning

In general, CMM theory refers to how individuals set rules for creating and interpreting the meaning and interwoven in a conversation, where meaning is constantly coordinated. According to Pearce and Cronin, people communicate based on rules. These rules help us communicate and interpret what others are collecting on us and describe life experiences [21]. The CMM theorists present six levels of meaning, namely content, speech act, episodes (episodes), relationships, life scripts, and cultural patterns. Higher levels help us understand lower levels. Each type is rooted in another type [22] [23].

The meaning at the content level is the relationship between lecturers and students during online learning. Relationships that occur are more likely to be semi-formal, meaning that students still behave according to the norms and rules that apply. Take care of each other's manners and speech. Nevertheless, on the other hand, there is also an open and egalitarian attitude; one side of the student does not hesitate to directly discuss or ask about material or tasks that are not yet understood. Although sometimes the asking is the same student from the beginning of the lecture has been active in online classes or forum menus on the application 'MyKlass'. There are limitations to interpersonal relationships because they are not directly face-to-face, so the intensity of discussion outside the classroom is limited. The things talked about having a lot to do with college assignments so that things that touch on aspects of personality development are less developed.

In the dimension of speech, online learning refers to giving praise, comments on the application "MyKlass," and status on social media such as Twitter and Instagram. Students who diligently do tasks and actively discuss will get rewards from lecturers in the form of praise, positive comments on presentation output, or specific projects. While for students who are still lacking in the lecture process usually will get input or criticism from lecturers. Some even get reprimanded if the task done is less than optimal. This speech process is also at the same time as feedback provided in the online learning process. Only students do not directly respond to comments from these lecturers, and some directly correct mistakes through actions, such as improving learning achievement.

This aspect of the episode describes the context in which people act. In this case, the episode process between lecturers and students is present in the context of the platform "MyKlass," zoom meeting, google meeting, WhatsApp group, Instagram, Twitter, and assignments in the form of practicums and particular projects. Interaction through the platform can represent how the speech is delivered. Online meetings in various applications tend to be limited by time. Although

lecturers require students to be "on camera," according to students, they tend to be tense and stiff.

At the next level of meaning, it relates to relationships. Relationships can be called contracts, where there are demands in behaving. In this case, the learning process applies some rules such as being present on time, must be "on camera," being active in the discussion process, and must attend at least seventy-five percent of the fifteen meetings. In CMM, there is a later meaning referred to as autobiography. In the context of the relationship between lecturers and students in the online learning process, this is influenced by the policy on online learning in UMY communication programs. One of them is to require a minimum of five online classes during pandemic times. It is also influenced by previous experience using the "MyKlass" application. Some lecturers and students still need to adapt to this online learning process because its use was previously less than optimal.

At the level of meaning of cultural patterns, online learning during this pandemic still refers to pedagogical values. Learning is based on learning and outcomes from students. Mentoring and mentoring and an intensive consultation process related to learning materials. The academic atmosphere is semi-formal, thus encouraging students to be open to lecture problems when facing assignments or projects and practicums. Reprimands or criticisms lecturers give to students also galvanize their mentality and develop attitudes and values of responsibility, discipline, and honesty.

4. CONCLUSION

The coordinated management meaning perspective emphasizes that the communication process will achieve collective meaning in the discussion of the lecture materials delivered. In terms of online learning through e-learning facilities or Myklas, there are features to send assignments, discuss, send materials, and face-to-face online. This facility is used by the Communication Science Study Program of the University of Muhammadiyah as a form of interaction with students during the pandemic. Although previously, learning facilities were also used in the learning process, it is not too intense. In addition to learning facilities, some lecturers use WhatsApp groups to provide information. At the same time, questions from students related to the material are conveyed through eLearning or contact with the lecturer directly.

Understanding the meaning and process of learning is obtained through reprimands and rewards given by lecturers. Thus, students will realize what is wrong and proud of their learning process. The discussion process, more through online meetings, although active only sure students. In the context of the relationship between lecturers and students in mediated communication,

students become more rigid or less familiar when the online discussion process is not all active. Their activeness tends to be motivated by rewards in the form of a score. the research will contribute to the online learning approach strategy concerning lecturers and students so that the academic atmosphere can be conducive

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