The Effect of Online Learning on Communication between Lecturers and Students during Covid-19 Pandemic

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ABSTRACT

The purpose of this research is to determine whether online learning has a negative impact on communication between lecturers and students, whether online learning affects students' productivity levels, and to evaluate and suggest ways to improve effective online communication between lecturers and students. This study employed a quantitative research design, with a semi-structured online survey administered to the entire class of 2019 Business Administration Study Program. The results revealed that the vast majority of students still prefer classroom classes over online classes due to the numerous issues they face when taking online classes, including a lack of motivation and understanding material, a decrease in communication levels between students and lecturers, and a sense of isolation caused by online classes. According to the findings of this study, online learning has a detrimental impact on communication and its effectiveness between lecturers and students. This study only looked at the influence from the perspective of students because the sample was made up entirely of students.

Keywords: Communication; Effective Communication; Online Learning; Productivity

1. INTRODUCTION

The currently circulating Corona COVID-19 virus has had an effect not only on the general population but also on the educational system in Indonesia. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has admitted that the coronavirus pandemic has had an effect on the education sector. Since the issuance of Circular No. 4 of 2020, Regarding the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19), by the Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim, the process of learning from home through online or distance learning has been carried out under the following conditions: (a) Learning from home can be accomplished through the use of online or distance learning, which is done in order to provide a meaningful learning experience; (c) When students learn from home, the activities and assignments they complete can differ from one another, depending on the individual student's interests and the circumstances under which they are studying.

Communication is crucial in the educational industry. Communication between professors and students. Communication may enhance the learning experience and create a positive environment. The act of communicating ideas, thoughts, knowledge, and information in order to achieve the desired results via communication that is effective is known as "effective communication." The functions of bonding, information sharing, being heard and understood, and being understood by others are all served by online communication in the same way that they are served by face-to-face contact. When lecturers communicate with the students either online or face to face, they communicate in order to share knowledge or to have information in order to gain understanding and to develop relationship. On the other hand, when lecturers communicate in online class, they lack body of language. Communicating in a classroom or offline class has the advantage of allowing lecturers to use body language and facial expressions to get to know their students better, which can aid in the teaching and learning process. Furthermore, developing effective communication skills is a vital aspect of a lecturer's capacity to succeed in the teaching and learning process. The productivity and

efficiency of professors and students are affected by effective communication.

Online learning is defined by the vast majority of academics as the process of acquiring access to learning activities via the use of various technology. Many students like online education because it allows for more versatility in involvement, gives easier access, and is more convenient overall. However, several research have found problems with the interpersonal components of online communication. As a result, the goal of this research is to assess whether or not online learning has a negative influence on communication between lecturers and students, as well as whether or not online learning during the COVID-19 epidemic affects students' levels of productivity. In addition to this, it is to evaluate and provide suggestions for methods to increase the efficiency of communication between instructors and students participating in the Business Administration Study Program via the use of an online classroom. The following research questions will be addressed in this study:

1) Does the use of online learning have an adverse effect on the ability of students and instructors to communicate with one another?

2) In an educational institution, how might the lecturers and the students increase their ability to communicate with one another?

3) What challenges do students have while participating in online learning, and does involvement in online learning have a detrimental impact on students' overall levels of productivity and their level of overall productivity overall?

The authors of this piece of writing have expressed their hope that the findings of this study will point to the most efficient means for professors to foster effective communication with their students, regardless of whether the classes take place offline or online, and that they will lessen the detrimental impact of online learning on students' participation and output during those classes. Due of the pandemic condition, the authors employ a quantitative research study that was carried out using a semi-structured survey that was completed online.

2. METHOD

A descriptive research approach is used to collect data on the influence of online learning on communication between lecturers and students utilizing a semi-structured online survey. New scales for these constructs had to be constructed prior to the fabrication of measuring devices for the study model. Following the standard scale development process advocated in the literature [5,] and based on the suggested stages of measurement scale creation and validation, [6] stated that a multi-item scale was developed and validated the impact of online learning on communication between lecturers and students. A sample of 134 Diploma-3 Business Administration Study Program students was used.

3. RESULT AND DISCUSSION

This part discusses the analysed data collected from the online question by using google form, distributed to the students of Business Administration, Samarinda State Polytechnic. As a result, the data display in pie charts, figures and tables.

3.1. Results

The results of an examination of the quantitative information obtained from this investigation are described in the following paragraphs.

3.1.1. Demographic details of respondents

The demographic variables include gender, and number of subjects. There were more female students 112 (83.6%) than male students 22 (16.4%). Majority of the students who had 4 – 6 subjects 116 (86.6%) than 1 – 3 subjects 18 (13.4%) (see Table 1).

Table 1 Demographics details of the respondents

Demographic variables	N = 134	Percentage (%)
Gender		
Male	22	16.4
Female	112	83.6
Number of Subjects		
1 - 3 Subjects	18	13.4
4 - 6 Subjects	116	86.6

3.1.2. Basic information regarding online classes

Concerning the topic of this survey, questions like as "How content are you with taking your classes online?" are included. 134 students were polled, and 53 responded that they were "Satisfied," 39.6 percent of the total, 42 responded that they were "Neutral," 31.3 percent, 35 responded that they were "Unsatisfied," 26.10 percent, 3 responded that they were "Very satisfied," and 1 responded that they were "Very unsatisfied" (0.70 percent).

A total of 53 out of 134 students who participated in the poll said that they were "Satisfied" with the decision to complete their coursework through the internet (39.6 percent).
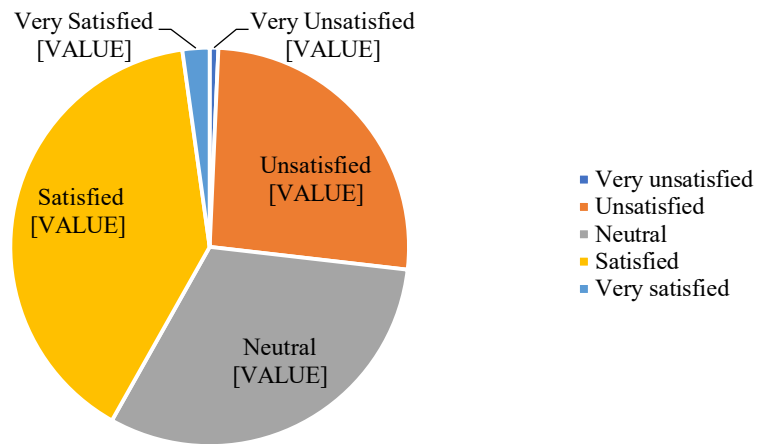
Figure 1 The percentage of basic information regarding the online classes

Figure 1, "How satisfied are you taking your courses online?" Followed by "Which do you favour taking, classroom or online classes?" There were about out of 134 students, 102 students favoured classroom classes (76.1%), and 32 favoured online classes (23.9%).

The majority of the students who answered the survey preferred classroom classes with a total of 102 out of 134 (76.1%). Figure 2 describe the percentage of students who preferred classroom (offline) class and online class.

Moreover, "How has your understanding of the material been taught changed when it shifted form a classroom course to an online course?"

The figure 3 describes how the students' knowledge of the content that had been taught altered after the class was moved from a traditional classroom setting to an online one.
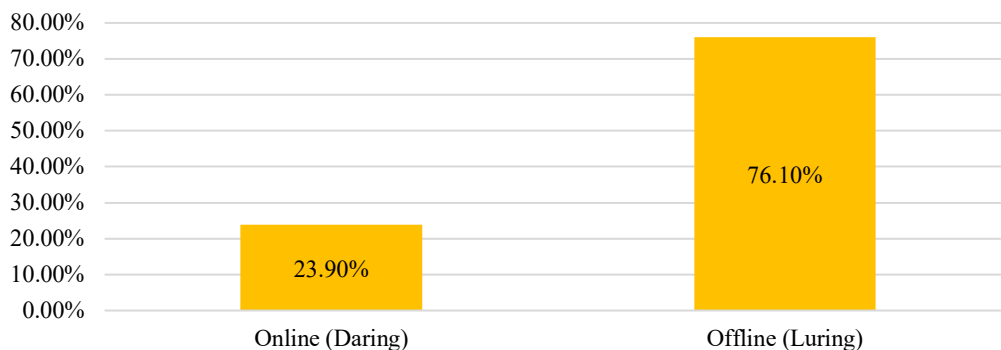
**Figure 2** "Which do you prefer taking, classroom or online classes?"
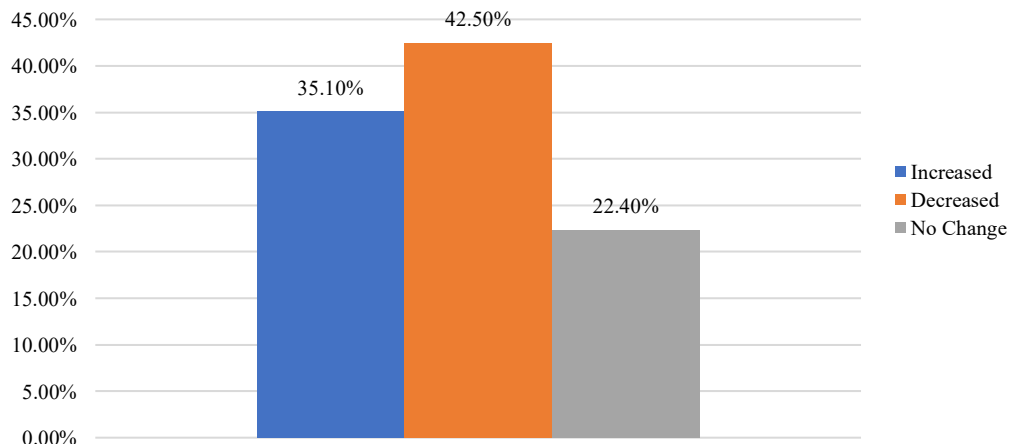
Figure 3 "How has your understanding of the material been taught changed when it shifted from a classroom course to an online course?"

From figure 3, it can be seen that the majority of the students felt decreased as the effect of the material being instructed changed when it moved from an offline to an online course, 57 answered decreased (42.5%). This means that the decreased in understanding of the material is caused by the transfer of the learning system from offline to online so it is considered ineffective.

Following by "Has taking classes online encouraged your desire to participate more?" Out of 134 students, 87 voted No (64.9%), 41 voted Yes (30.6%), and 6 voted Neutral (4.5%).

Figure 4 describes the effect of online classes to encourage the students' desire to participate more. The majority of the students who answered the survey voted No on the fact that online learning system did not empower participation with a total of 87 out of 134 (64.9%) voted No.
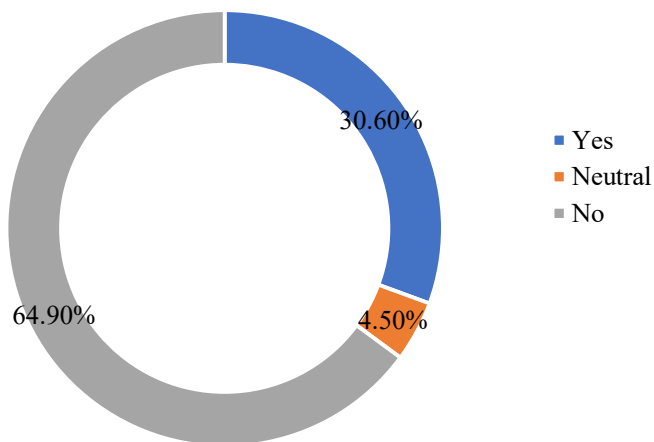
**Figure 4** "Has taking classes online encouraged your desire to participate more?"
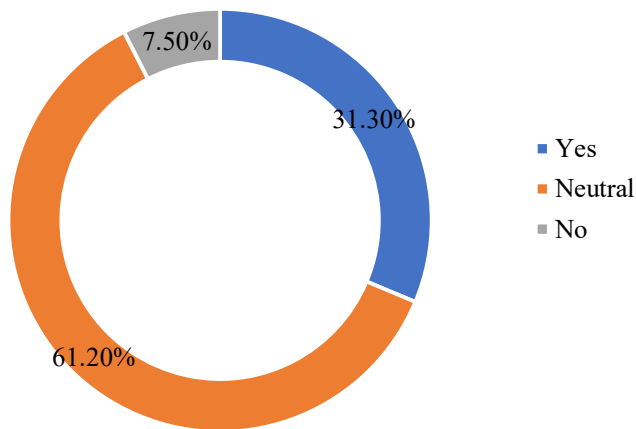
Figure 5 "According to your experience, do you feel your productivity as a student has increased?"

Figure 5 describes the students' experience about their productivity as a student. Following by "According to your experience, do you fell your productivity as a student has increased?" Out of 134 students, 82 voted No (61.2%), 42 voted Yes (31.3%), and 10 voted Neutral (7.5%). The most of students who answered the survey voted No, 82 Students (61.2%).

Finally, the item is asking about "Do you think your instructors are being cooperative and more understanding of the hardships we are currently faced as students?". There are 118 students who answered yes that they think lecturers are more understanding and enjoying to face the students.

Figure 6 describes the lecturers' characteristics in facing the students. Afterwards, Table 2 describes the effect of online class.
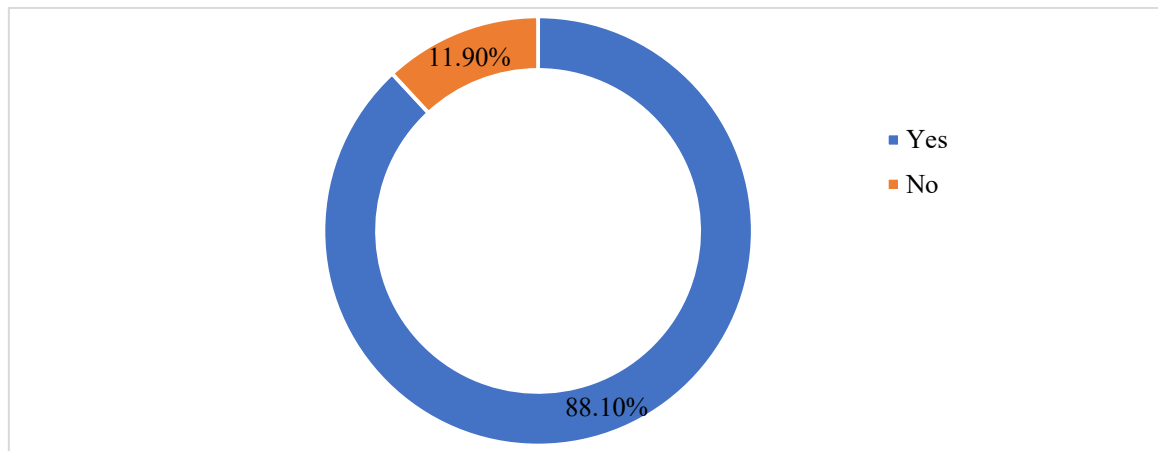
Figure 6 "Do you think your instructors are being cooperative and more understanding of the hardships we are currently facing as students?" out of 134 students, 118 voted yes (88.1%), and 16 voted no (11.9%).

Table 2 Strongly agree, agree, neutral, disagree, strongly disagree questions

Questions	Scale	N = 134	Percentage (%)
I believe that online classes have negatively affected communication between my lecturer and I	Strongly disagree	1	0.7
	Disagree	29	21.6
	Neutral	32	23.9
	Agree	57	42.5
	Strongly Agree	15	11.2
I am learning better now that I am taking my classes online	Strongly disagree	2	1.5
	Disagree	44	32.8
	Neutral	37	27.6
	Agree	46	34.3
	Strongly Agree	5	3.7
Interacting with my instructor has become harder in online classes	Strongly Disagree	1	0.7
	Disagree	17	12.7
	Neutral	25	18.7
	Agree	67	50
	Strongly Agree	24	17.9
I feel more isolated now that I am taking online classes	Strongly Disagree	1	0.7
	Disagree	35	26.1
	Neutral	36	26.9
	Agree	54	40.3
	Strongly Agree	8	6.0

3.2. Discussion

To begin, some students were happy with their decision to complete their coursework using online means. In any event, the vast majority of them continue to choose to attend their lessons in a traditional classroom setting or via an offline delivery method. Additionally, fifty percent of the students said that their comprehension of the subject matter that is being presented via online instruction had worsened. The findings of a research that was carried out by [3] to evaluate the effectiveness of student learning in an online course revealed that students enrolled in the online component of that course fared noticeably lower on exams than students enrolled in the offline component of that course.

The vast majority of students have expressed their opinion that online education has made it more difficult to connect with their instructors and has impeded communication between students and their lecturers. When students attend lessons online, the majority of them report that they do not feel inspired to take an interest in the subject matter, that their efficiency has not grown, and that their understanding of the issue has actually improved less.

4. CONCLUSION

The purpose of this research was to investigate whether or not there is an effect of online learning on communication between professors and students. In order to gather data from the 134 students enrolled in the

Diploma-3 Business Administration programme at Samarinda State Polytechnic, an online survey was administered. The vast majority of students continue to choose classroom instruction over online instruction due to the numerous challenges they face when taking online classes. Some of these challenges include a lack of motivation and understanding of the material, a reduction in communication levels between students and lecturers, and a sense of isolation brought on by the format of online classes. According to the results of this research project, the use of online learning environments has a negative influence on the quality of communication that occurs between instructors and students.

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