



STUDENT COMMUNICATION DIFFICULTIES IN ONLINE LEARNING AT MAPIN

KEBAK

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ABSTRACT

This study aims to describe the factors that cause students' communication difficulties and their percentages in the online learning process. This type of research is the qualitative descriptive approach. They were collecting data using interview sheets and questionnaires. The research subjects were grades IV and V at Mapin Kebak, which amounted to 43 students. The analysis uses the Miles and Huberman (2019) technique which includes data collection, data reduction, data presentation, and conclusions. The results showed that the level of students' verbal communication difficulties was very high (0%), high (44.94%), medium (23.60%), low (11.24%), and very low (20.22%). Then, for the qualitative analysis, it can be concluded several things, the factors causing the difficulty of student communication during online learning are 1) lack of mastery of ICT and not being able to operate computers or handphones for online learning, 2) lack of support from parents, 3) poor internet network stable, and 4) expensive internet quota. The solution that teachers do is to conduct BDR (*learning from home*) in the form of visits to students' homes to provide subject matter, intensify training and workshops on the use of technology for teachers and students, and establish good cooperative relationships with parents.

Keywords: *Communication Difficulties, Online Learning, Students*

1. INTRODUCTION

An educational institution's implementation of learning usually carries conventionally or face-to-face [4]. However, changes in the learning system may occur, one of which is due to the emergency condition of a country or institution [8]. The massive spread of the Covid-19 virus impacts human life, including the learning system and all activities doing out online [22]. These restrictions intend to break the chain of the spread of Covid-19 [6]. Changes in the learning system make teachers and students must be able to adapt in carrying out the learning process [20].

This situation is a new challenge, where teachers are required to be able to teach students effectively and efficiently, even online [26]. Teachers need professional abilities and skills to provide meaningful online learning [18]. Learning success depends on the interaction between teachers and students [13]. Good interaction will produce sound learning output as well. Learning interactions that teachers can emphasize to students during the Covid-19 pandemic can be in the form of providing specific and clear competencies, for example,

by providing outcomes and materials that can be measured and achieved by students, the use of materials, media, and varied learning activities [15].

The success of interaction in learning also depends on communication skills. Communication between teachers and students significantly affects the learning process [2]. In addition, good communication will minimize deficiencies in online learning and help students continue to follow the process optimally [23].

For successful learning, good cooperation between students, teachers, and parents is needed, and to establish this collaboration; optimal communication skills are needed to achieve goals [25]. Another benefit of communication is that students will quickly solve the problems they face during online learning when they have adequate communication skills to convey difficulties to the teacher [31].

1.1 *Online Learning*

Online learning is distance learning where the implementation uses the help of technology and internet

networks [5]. Online or online learning is a program for conducting online classes to reach a massive and broad target group [24]. Its implementation also requires the support of mobile phones (HP), tablets, and laptops that can use to access information. Then, the learning process takes place with the help of online platforms such as Google Classroom, zoom meetings, Whatsapp, and others [10].

Online learning during the Covid-19 pandemic has both positive and negative impacts. The negative impacts are an inadequate internet network, lack of ability in ICT, inadequate facilities, and expensive internet quotas. Furthermore, the positive impacts of online learning include being more practical and relaxed, delivering information more quickly and flexibly, as well as increasing experience in carrying out online or online learning [1].

So, from some of the descriptions above, it can be concluded that online learning will do out optimally if several aspects are met, such as devices used to access information, a stable internet network, and an internet quota. However, negative, and positive impacts are always present in everything new, so teachers and students must be able to understand this in order to achieve success in online learning.

1.2 Verbal Communication

Verbal communication is related to words where the process usually occurs directly or face to face, which involves one or two people exchanging information [29]. This communication involves the ability to listen and respond to any information that exists between people who convey and listen. In verbal communication, intonation and facial expressions significantly affect the content of the information conveyed [33].

In online learning, teachers play a significant role in building students' communication abilities. Lack of verbal communication skills can interfere with learning because the information is not conveyed correctly. Besides that, verbal communication also controls student behavior and character [30]. Barriers to communication can come from various directions, such as the lack of student confidence, teachers who are less able to become good communicants, and the lack of media for distributing this information [17].

This description concluded that verbal communication is essential in online learning, especially when delivering teacher information to students. So, this study aims to determine students' verbal communication difficulties and describe the causal factors and solutions to overcome these difficulties.

2. METHODOLOGY

This study uses a qualitative descriptive approach that aims to describe the level of difficulty of students in verbal communication and explain the causes and solutions to deal with the existing problem—data collection techniques using questionnaires and interviews. The number of questionnaire items is 25, with indicators of verbal communication difficulties during online learning, namely the ability to operate devices such as cellphones, signal strength, and internet quota. Furthermore, the subjects in this study were students in grades IV and V of elementary schools in the Mapin Kebak area, totaling 43 students. Furthermore, qualitative data are taken from interviews with several students and teachers, and the analysis refers to the concept of Miles and Huberman [16]. including data collection, data processing, and concluding.

The results of the questionnaire were then analyzed and categorized into five categories of student difficulty levels, namely very high, high, medium, low, and very low, as follows [27]:

Table 1 Category of Student Communication Difficulties

ID	Score of Range	Category
1	$X \geq M + 1,5 SD$	Very High
2	$M + 0,5 SD \leq X < M + 1,5 SD$	High
3	$M - 0,5 SD \leq X < M + 0,5 SD$	Medium
4	$M - 1,5 SD \leq X < M - 0,5 SD$	Low
5	$X < M - 1,5 SD$	Very Low

Information:

X = Score

M = Mean

SD = Standard Deviation

The data from the analysis are then interpreted in the form of a percentage after finding the average value and standard deviation with the help of Microsoft Excel with the following formula [28]:

$$P = \frac{f}{N} \times 100\%$$

Figure 1 Percentage Formula

Information:

P = Percentage

F = Frequency

N = Number of Students

3. RESULTS AND DISCUSSION

In this section, the researcher will present the data analysis and discussion results.

3.1 Results

From the results of data analysis about the level of communication difficulties of students in online learning, the following results obtaining:

Table 2 Communication Difficulties Statistics

Statistics	
N	43
Mean	1,93
Standar Deviasi	1,18

The table above is the Mean value and Standard deviation after being analyzed using Microsoft Excel, then the values in the table are used to find the level of student communication difficulty; the results can see in the distribution table and bar salted below:

Table 3 Frequency Distribution table of Communication difficulties

ID	Interval	Category	Percentage (%)
1	$X \geq 3,70$	Very High	0%
2	$2,52 \leq X < 3,70$	High	44,94%
3	$1,34 \leq X < 2,52$	Medium	23,60%
4	$0,17 \leq X < 1,34$	Low	11,24%
5	$X < 0,17$	Very Low	20,22%

The results in the table above can also be depicted in the following pie chart:

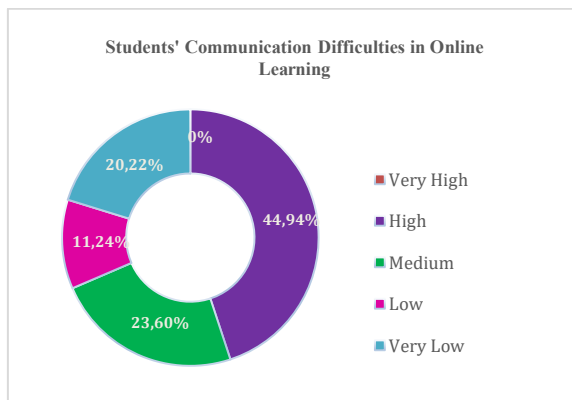


Figure 2 Pie chart of student communication difficulties

From the picture above, the level of verbal communication difficulty of students in online learning is in the high category with a percentage of 44.94%. Then, for the results of interviews with homeroom teachers for grades IV and V, totaling five people, the aim was to describe the causal factors and the

solutions offered from the teacher's perspective: the following results obtaining

In the first interview with miss "YA", the researcher asked what causes communication difficulties in online learning and answered:

"Communication is difficult because many students have not been able to access online learning platforms, and parents who lack knowledge of ICT result in students often not participating in learning. In conditions like this, we make visits to students to provide learning materials that day, so they do not miss their lessons."

"Many students are not able to use technology so that communication is only one-way, namely through WhatsApp groups only and makes learning monotonous and students do not get good information about the material we are learning, maybe the solution that done is students and teachers given socialization and training on the use of technology." Said, Mr. PI

"The internet network that is not supportive is the cause of communication in learning to be hampered, which also makes the information we convey disjointed and not conveyed optimally to students. We prefer face-to-face learning with limited students." Said, Mrs. NA

"Internet quotas and unstable networks make it difficult for students to communicate well when participating in learning, so I usually do BDR and visit students' homes and give modules for them to study on their own, and the next day I come to pick up the assignment again to see progress student." Said Mrs. DA

"Many students have difficulty using computers and cellphones; some even do not have cellphones; they also cannot use a zoom or google meet for interactive learning; the network is also less stable because the lights often go out. So, we usually give assignments to students to watch youtube only through WhatsApp groups when the network is normal. However, so that students can continue to receive lessons that day, we usually visit students' homes in rotation, and there are groups that we make between students whose houses are close together." Said, Mr. AH

The results of the interview it is concluding that several factors caused the difficulty of verbal communication in online learning experienced by students, including 1) lack of knowledge about ICT and unable to operate mobile phones and computers for online learning, 2) many students do not have mobile phones and their parents are not supportive, 3) internet network is less stable, 4) internet quota is expensive. Furthermore, several solutions doing out by the teacher, including 1) carrying out BDR activities, namely learning from home for students who do not have mobile phones and have difficulty accessing online learning, 2) improving collaboration and communication with parents so that they can still pay attention to students. Furthermore, 3) provide training on ICT to students and teachers to optimize the implementation of online learning.

3.2 Discussion

From the research results above, it was found that the level of students' communication difficulties was in the "High" category, which was 44.94%. This category has been included in the criteria that need special attention seeing that a meaningful learning process is highly expected by students even though it is online. The difficulties experienced by these students are high due to various factors, one of which is that teachers still have not found a suitable model to teach their students with an online-based learning system.

This is also supported by the results of research from Tolino et al. [32], which explains that a suitable learning model will improve students' verbal communication skills.

Furthermore, the results of interviews with homeroom teachers regarding the factors that cause students' difficulties in communication when learning online, including 1) lack of knowledge about ICT and inability to operate devices such as mobile phones to support online learning. Therefore, technology literacy is needed for the success of online-based learning by students and teachers. Research conducted by Harahap & Andi Prastowo [12] related the benefits of ICT in online learning: it can make learning more interactive, and the relationship between students and teachers becomes closer due to good communication. Then, with good mastery of IC, it will be able to minimize distortion during online learning.

2) Lack of parental support. Students spend much time with their parents at home during online learning. Thus, the role of parents is needed to improve communication during online learning. In addition, support from parents, such as providing motivation, will raise students' enthusiasm for learning [7]. With the support of parents, it will also improve student achievement even though learning is carried out online [3]

The following triggering factors for student communication difficulties are 3) the internet network is less stable. Many students are in remote areas, and the lights often go out, so the internet network in these locations is unstable and interferes with implementing online learning. A good internet network is needed to create effective and efficient online learning. With a good internet network, teachers and students will find it easy to communicate, especially when discussing material or delivering learning information [19].

Next 4) expensive internet quota. The financial condition of students' parents is still considered lower middle class, so quota problems are the most common cause when learning online. Because, without an internet quota, students will have difficulty accessing learning [9].

Those are some descriptions related to the factors causing the difficulty of student communication in online

learning. These results are in line with research conducted by Refendi et al. [23], which also shows that one of the communication problems that arise and are experienced by students is the lack of supporting facilities such as mobile phones, and limited internet access, limited quota, and lack of parental support. Furthermore, it was also confirmed by the research of Fitriani et al. [11] that students experience difficulties due to technical errors and students' inability to adapt to online-based learning systems.

The solution offered by teachers to reduce communication difficulties is to conduct study visits to students' homes regularly by forming a group. This action can minimize students who have difficulty accessing online platforms to participate in learning. Research conducted by Kurniasari et al. [14] shows that BDR (learning from home) is effective in overcoming students' communication difficulties, with an effectiveness percentage of 60-79%. This BDR activity can also help students to continue to study independently at home even though they do not meet directly with teachers at school, and this is an alternative that can be taken to reduce distraction when studying online [14]

So those are some of the factors that cause students' communication difficulties in online learning at elementary schools in Mapin Kebak. To overcome these difficulties, teachers must create a new learning innovation so that students can continue receiving information related to learning materials. Implementing BDR is considered adequate to be one solution to overcome these communication problems.

4. SUMMARY AND CONCLUSION

From the results of the analysis and discussion related to student difficulties during online learning, it can be concluded that the level of difficulty of students is in the high category with a percentage of 44.94%. The factors that cause these difficulties are 1) lack of knowledge about ICT and difficulty using cellphones or computers, 2) lack of parental support, 3) internet network is less stable, 4) internet quota is expensive so that students who are on average are in the middle class. Moreover, below cannot buy quota for online learning.

So, the teacher's solution to overcoming this situation is first to implement BDR, where the teacher visits each student's home to provide learning modules for students to study at home. The teacher also gives assignments so that the teacher can continue to monitor the progress and understanding of the students. Second, establish good communication with parents, because students spend more time with their parents at home, so extraordinary cooperation is needed, so parents pay more attention to their children when studying. Third, there is a need for ICT training for teachers so that all teachers

become technology literate and can teach students with this online-based system.

Then, it can be concluded that learning with a new system must impact the various parties involved, one of which is the low verbal communication of students, so teachers must be more professional in teaching students regardless of the difficulties experienced during the process.

AUTHORS' CONTRIBUTIONS

The first author, "SR," contributed to preparing the introduction and developing the research approach. The second author, "N," contributes to managing and analyzing the data to conclude, which was revised and re-validated by the first author. Researchers work together to complete each content in this study.

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