Teacher Communication and Interaction with Students in Online Learning Amid Covid-19 Pandemic

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ABSTRACT. Humans are social creatures who frequently interact in groups and cannot avoid interaction or communication. Communication is the process of conveying messages from communicators to communicants or audiences through symbols or other visual cues. This is done to help students understand the message, whether in the classroom or in the community, as well as to try and change their attitudes and behaviours. In education, contact and engagement between teachers and students must be frequent for the learning process to be successful. This study aims to examine how kids learn in the classroom. In this scenario, communication will occur between teachers and students as well as between students and educators. In the learning communication process, which is frequently considered the centre or heart of learning activities, learning content is a message.

Keywords: Communication · Information · Interaction · Teachers and Learners · Online Learning

1 Introduction

A process called communication involves two or more people exchanging information with one another in order to reach a profound understanding. Activities involving communication can take place in a variety of human life contexts, including private, public, local, national, regional, and international affairs. Communication can take both direct and indirect forms. Humans try to convey their willingness to communicate with one another through communication [1].

In a significant sense, communication refers to all of a person's most effective actions, both verbal and nonverbal, that elicit a response from others. A message delivered to one or more recipients with the goal of waking them up to influence their best-selling action is a rough analogy for communication. A key component of upgrading is communication. The effectiveness of communication can impact how students or teachers perceive information or modules [2]. Students are considered "subjects who actively respond to the feedback they receive" in the context of feedback as two-way communication [3].

Students' perceptions of and responses to teachers' WF are influenced by a wide range of dynamic emotive, cognitive, personal, social, and contextual factors. Students are generally favorable and appreciative of their professors [4]. Humans are social animals that depend on one another and live in communities. We cannot avoid engagement or conversation in daily life because we are social beings and live in communities. Communication is the process of conveying messages from communicators to communicants or audiences, whether through the use of symbols or other visual cues. This is done in an effort to help students understand the message, whether in the classroom or in the community, as well as to try and change their attitudes and behaviors [5]. The interaction between professors and students, between students themselves, and between students and their surroundings constitutes the teaching and learning process. While other students are being asked to reply, it is not just the teacher who needs to be the main source of interactive learning. When the teacher is able to create warmth through conversations or other venues, the vibrant environment will instantly come to life [6].

They are very interested in having their mistakes pointed out or addressed, and they desire written feedback from teachers [7]. In learning activities, interaction is crucial since it gives both students and the teacher feedback on how well the content is being processed. Because of this, developing interactions through effective communication with students can boost passion and engagement among students, in addition to improving teacher-student connections.

2   Methods

The writers of this study used both qualitative and literature review techniques. When examining the status of natural objects, qualitative research methods use the researcher as the primary instrument [8]. The distinction between quantitative and qualitative research is that the latter begins with data, uses pre-existing theory as explanatory material, and concludes with a theory. A research technique known as the qualitative method generates qualitative descriptive data from people's written or spoken words and observed behavior [8]. This kind of research is phenomenological, using a qualitative research methodology to focus on what a person experiences when he or she feels a deep meaning. Choosing informants with the intention of meeting a number of characteristics that can produce information that is trustworthy, true, and accurate is known as purpose sampling [9]. Six students, three parents of students, four instructors, and two community leaders, made up the informants. Observation, interviews, and documentation with phenomenological analysis were the methods used to acquire the data. The study's findings indicate that: 1) Before the COVID-19 pandemic, face-to-face learning practices had altered due to the use of information technology for online learning, which is consistent with the notion of social change.

social change as the result of technological advancements that alter the physical environment and the regulatory system, hence altering or changing social customs and institutions [10]. The subject continues to choose online learning despite preferring to learn in-person because of issues with learning materials during the COVID 19 epidemic. This impasse forces the subject to make wise decisions between difficult options, which one is the least bad because all options are equally unprofitable.

The literature review technique is a group of reference theories that serve as the foundation for a study that provides theoretical solutions to a research primary idea's problem. Using library resources for research as well as conducting library research. In order to investigate perceptions of teacher communication and interaction with students in pandemic and endemic times, a combination of experimental, interviews, and observation methodologies were created due to the originality of the presented study issue.

3   Results and Discussion

1) The Effect of School Culture on Teacher Work performance

The COVID-19 outbreak has prompted testing of distant learning for all aspects of education, including students, teachers, and parents, almost as never before [11]. Since time, location, and distance are major issues during the pandemic, and distant learning is a way to get over the challenges of conducting face-to-face learning. The problem is maintaining classroom activity while the school is closed, which affects all aspects and levels of education. Online data analysis revealed that individuals' respect for many identities and viewpoints could lead to convergence [12].

There will undoubtedly be an adaptation process as a step in the adjustment process to the conditions faced in the process of teaching and learning activities in schools throughout the normal era. In the midst of the Covid-19 pandemic, there are a number of suggestions for teaching and learning activities in schools that can be employed as substitutes. Learning or teaching and learning activities in the new normal must be able to be carried out in a blended learning style [13]. Teachers in schools affected by the Covid-19 epidemic can use the blended learning method as an alternative. Each student simultaneously develops social skills, a collectivist orientation, value orientations, and attitudes typical of an expert while working together.

Also disclosed by Carman are the following five keys to implementing learning with a blended learning system [14]:

a. Live Events (a). Direct learning occurs simultaneously at a specific time and location (synchronous direct learning) or at a separate location at the same time (virtual learning). Designing direct learning patterns in order to meet needs-based objectives is necessary. To achieve meaningful learning, this pattern can bring together the learning theories of behaviorism, cognitivism, and constructivism.
b. Independent Study. This section combines self-paced learning with independent learning, which gives students the freedom to learn whenever and wherever they want by using a variety of learning materials created for independent learning in the forms of text reading or multimedia learning (video, animation, simulation, audio, and pictures).
c. working together. Both a teacher and a student can conduct a cross-school-based learning process in this part. Therefore, the blended learning approach must be applied in a way that encourages cooperation, both between coworkers and between students and educators, using suitable communication facilities or resources, such as lecture halls, online forums, websites, mobile devices, and others.

d. Evaluation. The teacher can create a variety of tests and non-test assessments in this part, and it's also important to think about offline and online evaluation methods. In order to make it convenient and flexible for participants to follow up with and carry out research.

e. Performance Assistance Resources. If you want to mix in-person and online learning in this part, you must be aware of the resources preparedness to assist implementation. Additionally, the face-to-face learning process can be divided into several study groups to apply social distancing between students and face-to-face only offering explanations, while the others study from home. As a result, the teachers place a high value on the employment of unique and creative ways. Additionally, parents and teachers work together to enhance students' at-home learning.

Based on the findings of field interviews the author conducted at SMKN 4 Tanah Grogot with one of the effective teachers in the Visual Communication Design (DKV) vocational program, the online learning process turned out to have both advantages and disadvantages for student learning, comprehension, and teacher-student communication.

Mr. Ardi M.Pd, a successful DKV instructor at SMKN 4 Tanah Grogot, reported the findings of his interview as follows:

"Alhamdulillah, despite the fact that a few years ago our nation and even the entire world were affected by the covid 19 pandemic epidemic, which limited our activities and prevented kids from attending school, the learning process can still be carried out via direct learning. We can indirectly learn new things about technology by employing virtual/online tools that are already accessible to support the implementation of the learning process.

When adopting online learning, we employ a strategy through social media, such as WA groups, and conduct question and answer sessions, providing them theoretical and practical assignments due to the circumstances to see the level of knowledge of the content they have received, where face-to-face instruction is not yet practicable.

Who was mentioned in the interview findings as one of the productive teachers, also conveyed a similar message when he said:

"In my view, despite the fact that the pandemic has restricted our activities, Alhamdulillah, we can still carry out online/online learning process activities, and they can function smoothly even though the results are not the same as when learning face-to-face.

When students have trouble grasping the material they are given, we hold conversations using the WA group program as a means of communication with them. After conducting interviews with teachers and students about their communication activities during the pandemic, the researchers inquired as to whether there were any challenges encountered during the pandemic for online learning. As explained, during the pandemic yesterday, we were able to carry out online learning, and when they were asked if they had understood the several challenges occurred. When we taught online utilizing the Zoom program, it turned out that only 50% of students were able to participate in these learning activities, which was one of the challenges we faced. Another was the students' lack of interest in what they were learning. When students are unable to participate in a zoom or online class due to insufficient technology, poor signal, or quota restrictions, we still keep in close contact with them so that we, as professors, may point them in the right direction and assist in solving their problems.

The ability to master interactional patterns and effective communication strategies is a must for teachers. Teaching and learning interactions are marked by a special cultivation of material, marked by the presence of student activities, marked by the teacher acting as supervisor, marked by the need for discipline, and marked by the presence of a time limit. These characteristics are also known as the "Teaching and Learning Interaction Characteristics."

The same challenges were also discussed when we spoke with him, including:

Only around 50% of students who are enrolled in online learning can take part in these activities since there is no signal, no quota, etc., in their area.

It means that it is possible to draw the conclusion that the pandemic's effects on the teaching and learning process and on teacher-student interaction are also limited. For example, teachers may find it challenging to keep track of their student's learning conditions or to determine whether their students truly understand the material. Students work along with other classmates.

It is clear that every student has access to all information resources, is connected to the group's teacher and students via appropriate communication interfaces, and has the option to contribute to the creation of wiki materials. Unidirectional channels are used to receive instructional content from offline and online sources; bidirectional channels are used for interacting with interactive sources (resources). The instructor has the ability to interact and oversee the learning processes of both individuals and groups of pupils by means of one-on-one conversation and information sharing.

The students' group can speak with the teacher during general discussions (forums) or consultations to get information from him [15]. It is also feasible for students to collaborate and communicate with one another using a wiki tool. For a number of reasons, the proposed model is very general. First off, as the model is not specific to one field of study, any field of study's content can be used to populate the information system built on its foundation. Second, the information modules in the model structure are independent; the instructor chooses whether or not to cite a certain source based on the solution to an educational challenge and available technology. As a result, the model that results can be regarded as a generalized scheme. As a foundation. This initiative resulted in several contributions to the field of communication pedagogy. First and foremost, the 12 Fundamentals proved to be a helpful tool that aided in both our teaching and the learning of our students. It might be suitable for a range of communication classrooms.

Information technology also comprises communication technology, which is used to send and disperse information, in addition to computer technology (hardware and software) that will be used to process and store information [16]. According to the aforementioned definitions, information technology can be thought of as merely the science required to manage information such that it can be quickly searched for or recovered.

Meanwhile, in its application, computer technology is required as an information processor and communication technology as a distant information transmitter to be able to manage this information appropriately, swiftly, and effectively [17]. Technology relating to long-distance communication tools like the phone, fax, and television is known as communication technology.

Information and communication technologies are integral to education. Therefore, the advancement of information and communication technology plays a part in setting the course for the growth of the educational sector. The growth of numerous online learning opportunities using internet resources, both in formal and non-formal education, is a sign that information and communication technology is being used to promote distance learning. Anyone has the chance to participate in various levels of education at any time and from anywhere thanks to this option. In order to maintain education during the Covid-19 pandemic, communication and information technology that is currently growing can be employed as an alternate medium or instrument. Learning can be done with the use of information and communication technology.

The Role of Information and Communication Technology in Online Learning

In addition, the role of information and communication technology in the learning process is crucial, particularly in the midst of a pandemic like the one we are currently experiencing. All tasks, including teaching and learning, must be completed at home due to the emergence of Covid-19. With the development of online learning platforms and applications, information and communication technology is rapidly helping the online learning process. Information and communication technology, then, contributes significantly to the success of online learning. In other words, when online learning is implemented, technology serves as a means of communication and exchanging knowledge. To facilitate the introduction of online learning, information and communication technology are required. Information and communication technology plays a critical role in online education.

ICT can be used to build learning infrastructure, provide teaching resources, facilitate learning, develop skills and competencies, and provide information for research [18]. In order to support the construction of learning processes and knowledge through interactions, online learning necessitates the use of media or educational tools that enable you to employ internet connectivity and high-quality information technology. In the realm of education, especially in online learning, information and communication technology is widely employed as a teaching tool and facility, a means of online contact between teachers and students, namely the use of digital platforms.

WhatsApp

Today, a lot of people utilize WhatsApp for both social and personal interactions. This platform is a tool for conducting talks over large distances while using writing, graphics, sound, or video. Teachers can transmit a variety of things via voice or video comments, including materials, evaluation questions, and explanations. Through video call services, WhatsApp groups are also able to support two-way learning. Even with small class size, this service allows students and professors to interact in person while providing materials and distributing the homework.

Zoom

Zoom is a conference app featuring video and screen sharing, and it supports up to 100 participants at a time, with the potential for up to 1000 more. However, because they have a sufficient amount of space for one meeting, this application is particularly

beneficial for teachers who wish to have direct dialogues with pupils via virtual rooms (ZAM 2021).

Chrome Classroom/Google Classroom
The goal of Google Classroom is to make learning more convenient for both teachers and students. With the use of Google Classroom, teachers can effortlessly manage learning and provide students with correct information. Teachers that use online instruction can benefit from the many features offered by Google Classroom, including the assignments, grading, communication, time-cost, archive course, mobile application, and privacy. On the Google Classroom platform, supporting tools include Gmail, YouTube, Google Drive, Google Maps, and Google Translate.

E-Learning
An information and communication technology-based learning platform or medium is known as e-learning. E-learning is the practice of delivering, assisting with, and enhancing teaching, learning, and assessment throughout the learning process.

No need to wear masks for activities in the room after a directive from the president regarding the increasingly under control Covid-19 condition and being given latitude seemed to be a breath of fresh air for education in Indonesia, with evidence that almost all schools and even universities were starting face-to-face learning while still adhering to the protocol. Good health, In particular, the location where the researchers conducted their interviews, SMKN 4 Tanah Grogot, started learning offline (off the network) or face-to-face by applying 50% of the class's capacity at first and has since implemented face-to-face learning for 100% of students who have been enrolled for less than one semester in accordance with the directives from the office that oversees education.

According to the findings of the researcher's interview with a vocational instructor for Visual Communication Design (DKV), regarding learning that can be done face-to-face, he said that: Thank God, after roughly two years we have carried out online learning and can only communicate through learning applications and existing groups with the direction from the president who provides leeway for activities in open spaces, this is a breath of fresh a.

When the researcher inquired about the students' first face-to-face interaction after a long period of solely communicating digitally, they responded as follows:

"Yes, initially, they felt uncomfortable when we started face-to-face learning since, as we all know, for around two years, they studied through electronic media and never actually met and interacted with professors and friends. Participants are now more focused on their iPhones and the games they frequently played during the pandemic when there is a gap. However, thanks to some of them gradually learning to adapt to their surroundings and being able to communicate and interact with one another, as well as with us educators through face-to-face learning, they have been able to be educated, accepted, and have an easier time understanding the traits of each of the students we foster".

He continued, saying that: "After we analyzed the learning we had provided during the epidemic, it came out that they grasped just a limited amount of the content we had given them. We discovered, after asking, that there were a number of barriers to knowledge entrance in them, including:

1. Insufficient infrastructure and facilities

As is well known, there are many schools in vocational schools. However, some of them have few facilities for putting the knowledge that has been taught into practice.

2. Learners

When a student lacks a strong desire to learn, it obviously lowers the standard of the student's education. This element can also be a barrier.

It means that it is possible to draw the conclusion that face-to-face instruction can assist educators in developing effective contact with students and help students appreciate the unique qualities of each of their classmates.

According to the findings of the aforementioned research, it is clear that effective communication between educators and students is crucial and must be able to endure no matter what. This is because good communication will have an impact on student's educational experience, and educators must take an active role in fostering this communication. The COVID-19 epidemic has affected the educational landscape. It is necessary to transition instructors and students from face-to-face instruction to distance learning. The utilization of communication and information technology is necessary for online learning.

With the existence of digital media and platforms like WhatsApp, Google Classroom, and Youtube, which provide alternative possibilities for educators and students, advancements in information and communication technology are tremendously useful for the success of online learning.

Internet access is obviously required for the media (application) to function. Technology for information and communication is acknowledged in an alphabetical order using a semicolon (;); e.g., (Sahlberg, 2012; Schunk, 2012; Retnowati, Fathoni, & Chen, 2018). For translated sources, author of the source book, year of the translation, and title of the source book are mentioned. In the case of referencing two sources with the same author and year, the lower-case letters are used after the year; e.g., (Schunk, 2012a) and Schunk (2012b).

4   Conclusion

Given the constraints of only being able to communicate and interact with students during the learning process and using WA Groups without being able to observe and comprehend each student's unique characteristics, the following example illustrates how communication occurs when learning is virtual or online; When using the Zoom application to study, it turns out that the quality of their learning has decreased, which can even cause pupils to become less interested in learning. After the introduction of face-to-face instruction, communication improved, and teachers were better able to assess the strengths and weaknesses of the instructional activities as well as the characteristics of each student.

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