




The Long-Term Impact of COVID-19 on the Teacher and Student Interpersonal Relations Scheme Case Study in Indonesia

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Abstract. The long-term impact of COVID-19 on the teacher-student interpersonal relationship scheme in elementary schools can take the form of changes in the way people interact and communicate. Distance learning can reduce direct interaction between teachers and students, which can affect the quality of these interpersonal relationships. This research was conducted with the aim of looking at the long-term impact of COVID-19 on the interpersonal relationships of elementary school teachers and students in Indonesia. This study used the case study research method. The sources for this research were elementary school teachers, students, parents, psychologists in the field of education, and the Head of the Education Office. The results of this study include the discovery of a problem where the teacher has difficulty getting to know his students more because of the intensity of the initial meeting, which is short, and in the end the child feels more comfortable outside the school environment. Some parents feel that their child is more fun with the device they have for school purposes, making it difficult for parents to supervise the use of devices in children. The attachment of children to devices has a negative and positive impact on them; if left unchecked, children will feel that devices are everything in their lives. The conclusion from this study is that teachers should pay more attention to interpersonal communication during the teaching and learning process even if it is done in online form with the aim of forming a conducive educational communication process and students thereby two-way communication occurs effectively so that educational goals in general can be achieved. Increasing effective communication can help increase student motivation and enthusiasm so that they are motivated to improve their learning abilities.

Keywords: Learning Innovation and Quality technology; millennial generation; mental health; relationship scheme

1 Introduction

During the COVID-19 pandemic, online learning or distance learning became the main choice in the teaching and learning process (1). The online learning system is a learning system without face-to-face meetings between teachers and students (2).

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However, it should be realized that teacher and student unpreparedness for online learning is also a problem (3). The transfer of conventional learning systems to online systems is very sudden, without proper preparation. There is a lesson learned from the world of education in the midst of the COVID-19 pandemic, namely that face-to-face learning activities with teachers have proven to be more effective than online (4). However, the teacher's success in conducting online learning in the COVID-19 pandemic situation is the teacher's ability to innovate in designing and concocting material and methods. In addition, there are several ways to study at home that are effective during a pandemic, such as modifying the study room, treating it like an offline school, avoiding multitasking, maintaining health, and staying social.

Several studies were conducted regarding online learning systems during Covid-19, including the use of internet-based technology which was well received by teachers, students and parents (5), the use of interpersonal communication in the teaching and learning process (6) as well as communication experience using communication technology in the learning process (7), but no one has discussed the communication process that occurred between teachers and students during the Covid-19 pandemic. These efforts were made so that the teaching and learning process was not disrupted during the Covid-19 pandemic. Communication is an important key in the teaching and learning process (8), therefore the research that will be carried out this time aims to see the extent to which the communication relationship scheme between teachers and elementary school students occurred during the Covid-19 pandemic. This research will be conducted using the case study research method, with the research object being a communicator in one of the elementary schools in Jakarta, Indonesia. This research is important to do in order to see how communication occurs between teachers and elementary school students in building an effective communication relationship during the Covid-19 era with challenges where students and teachers find it difficult to meet face to face. Elementary schools that should learn directly with teachers in classrooms now have to do it in a virtual space without face to face.

The process of communication between teachers and students in elementary schools that has been known by the public is a face-to-face communication process. This type of communication is known as interpersonal communication (9). Interpersonal communication is a form of communication that is carried out directly without using the media with the aim of increasing more effective interpersonal communication relationships (10). Interpersonal communication will increase into interpersonal relationships in the process and form patterns of communication between two individuals. Interpersonal relationships are interpersonal interactions that involve sending and receiving messages verbally and non-verbally (11). Building interpersonal relationships can bring various benefits to individuals, such as increasing emotional well-being (12), strengthening social networks, and increasing performance where they are. There are several stages in the formation of interpersonal relationships (13), namely initiation, exploration, intensification, dependence, and separation. Interpersonal relationship schemas serve as a framework that helps individuals understand and manage interpersonal relationships. These schemas allow individuals to predict the behavior of others and adjust their own behavior in interpersonal relationships.

The following is the influence of interpersonal relationship schemes (14) on relationships between individuals:

- Understand the dynamics of relationships: By understanding the schema of interpersonal relationships, individuals can understand the dynamics of interpersonal relationships and better manage those relationships
- Improving the quality of communication: Schematic theory of interpersonal relationships can help individuals improve the quality of communication in interpersonal relationships. By understanding the schema of interpersonal relationships, individuals can predict the behaviour of others and adjust their own behaviour in interpersonal relationships.
- Promotes emotional well-being: Building healthy interpersonal relationships can improve an individual's emotional well-being. By understanding the scheme of interpersonal relationships, individuals can build healthy interpersonal relationships and strengthen social networks.

An interpersonal relationship schema can help in understanding the dynamics of relationships between individuals in the following ways:

- Identify interpersonal relationship schemes: By understanding interpersonal relationship schemes, individuals can identify interpersonal relationship schemes formed from past experiences in interpersonal relationships. This schema can help individuals process new information in interpersonal relationships and predict the behaviour of others.
- Understanding the stages in the formation of interpersonal relationships, the interpersonal relationship scheme also explains the stages in the formation of interpersonal relationships, namely initiation, exploration, intensification, dependency, and separation. By understanding these stages, individuals can better understand the dynamics of interpersonal relationships and manage those relationships.
- Manage expectations: Schemes of interpersonal relationships can also help individuals manage expectations in interpersonal relationships. By understanding the schema of interpersonal relationships, individuals can predict the behaviour of others and adjust their own expectations in interpersonal relationships.
- Improving the quality of communication: interpersonal relationship schemes can help individuals improve the quality of communication in interpersonal relationships. By understanding the schema of interpersonal relationships, individuals can predict the behaviour of others and adjust their own behaviour in interpersonal relationships.
- Promotes emotional well-being: Building healthy interpersonal relationships can enhance an individual's emotional well-being. By understanding the scheme of interpersonal relationships, individuals can build healthy interpersonal relationships and strengthen social networks.

Interpersonal relationship schemes can be applied in the field of education, especially in the context of interpersonal communication between teachers and students. Follow-

ing are some of the applications of interpersonal relationship schema theory in the field of education:

- Building healthy interpersonal relationships: Teachers can build healthy interpersonal relationships with students by understanding the schemes of interpersonal relationships
- Improving the quality of communication: Schematic theory of interpersonal relationships can help teachers improve the quality of communication with students
- Increase student participation: By understanding the scheme of interpersonal relationships, teachers can build good interpersonal relationships with students and increase student participation in learning
- Managing conflict: Schematic theory of interpersonal relationships can help teachers manage conflict with students
- Improving the quality of educational services: In the context of educational services, the theory of interpersonal relations schemes can help improve the quality of professional education services

2 Method

This study employed a qualitative research approach with a case study. A case study was chosen for this study because it examines a specific situation by gathering information from multiple sources (15). Creswell & Creswell (2018) described a case study as an investigation of a confined system or cases where a case is worthwhile to explore due to its importance to other individuals. The research was conducted in Karawang Regency, West Java Province, Indonesia. The data collection was done by in-depth interviews, non-participant observations, and written documentation on the efforts made. The informants in this study were obtained using the snowball technique. The researchers found one person most related to the case being studied, conducted interviews, and asked the informants for recommendations on others who knew about the case and should be interviewed. The informants in this study numbered six people who had been intensely involved and had an interest in the communication activities of elementary school teachers and students during the Covid-19 pandemic, they consisted of teachers from two different elementary schools, namely public elementary schools and private elementary schools in Karawang Regency, child psychologists who are educational consultants in a private school in Karawang Regency, educational observers, parents from public and private elementary schools and the government who has been responsible for public education in Karawang Regency, Indonesia. The research question was developed from the theory of interpersonal relationship schemes, the theory of interpersonal relationship schemes assumes that this relationship scheme is influenced by life experiences, values, and norms that are owned by individuals. Individuals tend to interpret messages based on the schema of their relationship with the person who is speaking, the more comfortable individuals communicate, the easier it will be for them to receive the message conveyed so that the atmosphere of communication that is built will be more conducive and lead to an effective form of communication in the educational process. Effective communica-

tion in question is a communication that is in accordance with the goals of the communicators which then develops towards positive things such as increased motivation and enthusiasm between communicators to do the best and become the best version of the main tasks and functions of each communicator.

Research was conducted throughout 2021 while the covid 19 pandemic was happening all over the world and everyone was encouraged to form a crowd in any form. Following the data collection, the researchers performed data sorting, classification, and triangulation. Data triangulation was performed to assure the data validity, while data triangulation was done during the event, namely source and data triangulation, by validating the results in the field against the theory relevant to the findings (15).

3 Result and Discussion

The Covid-19 pandemic has forced everyone to stay apart from each other and follow the government's call to work, worship and study from home (16). This condition makes elementary school teachers have to modify the way of learning that was originally carried out in the classroom into a virtual space(17) and make use of internet-based information and communication technology. This is certainly not an easy thing considering there was no previous preparation or training to carry out a learning model like this (18). The Covid-19 pandemic forced teachers to learn and adapt to this technology. In elementary school education, teachers and students have a role in forming the character of communication between humans(19). Mrs. S as a teacher through interviews with researchers revealed how her communication experience was when she first taught online elementary school students

The sudden change when teaching online made me confused and didn't know how to build closeness with students whose concentration was easily distracted considering we weren't in the same room, communication limitations considering the signal wasn't always good so sometimes communication didn't go well not infrequently people Parents also complain because their children don't seem to be serious about studying. (Results of an interview with Mrs. S, an elementary school teacher at a private school in Karawang Regency in June 2021)

As a parent, Mrs. X told how the atmosphere of her home when her child who had just stepped on elementary school had to undergo school from home As a mother,

I am very worried when I see a child going through online school, it is very difficult for him to concentrate on studying and doing assignments and eventually loses motivation to study. Usually, my child is excited about doing the homework given by the teacher at school, but studying online makes my child lazy and instead uses his cellphone to play games. who is respected if he does not do or study properly and correctly (Results of an interview with Mrs. X whose child goes to a private school in Karawang Regency)

The role of teachers in elementary schools is very important in shaping character and helping students achieve better achievements, among others

- Conditioning so that students like, feel happy, and enjoy learning at school.

- Develop various ways and methods of learning according to the characteristics of students.
- Guiding students in dealing with problems and difficulties in learning.
- Be a good example for students in behavior.
- Educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education
- Improving social skills, creativity, self-confidence, and good moral values in students
- Creating an educational process that can be accounted for, both formally and morally
- Become a mediator in human relations

However, the Covid-19 pandemic, which began at the end of 2020, changed the facets of human life, including the world of education. The government's appeal regarding studying at home is one of the reasons the world of education has implemented an online learning system, including elementary school students. Elementary school students who should spend their time studying at school have turned to studying at home. Some of them are accompanied by their parents, but some are left to study independently by paying attention to assignments and lessons given by the teacher through assignments and learning in the network.

Online learning has several benefits(20), both for students and teachers, such as teachers having more free and flexible time to prepare lessons, teachers can be more creative in presenting learning materials because students can see clearly through teleconference applications(21), and the ability of teachers and students in using technology (22).

To maintain good interpersonal relationships between teachers and students in online learning, there are several strategies that can be implemented, including;

- Schedule regular online face-to-face meetings
- Teachers and students can schedule regular online face-to-face meetings so they can interact and communicate directly with each other. This can help build good interpersonal relationships between teachers and students.
- Using the right technology
- Teachers and students can use the right technology to carry out online learning. The right technology can help facilitate communication and interaction between teachers and students.
- Improve interpersonal communication skills
- Teachers and students can improve interpersonal communication skills so they can communicate well in online learning. Good interpersonal communication skills can help build good interpersonal relationships between teachers and students.
- Provide constructive feedback

- Teachers and students can provide constructive feedback to each other. This can help improve the quality of online learning and build good interpersonal relationships between teachers and students.
- Creating a conducive learning atmosphere
- Teachers and students can create a conducive learning atmosphere in online learning. A conducive learning atmosphere can help build good interpersonal relationships between teachers and students and improve the quality of online learning.

In online learning, teachers can apply schema theory of interpersonal relationships in the following ways:

- Building healthy interpersonal relationships: Teachers can build healthy interpersonal relationships with students by understanding the schemes of interpersonal relationships.
- Improving the quality of communication: Schematic theory of interpersonal relationships can help teachers improve the quality of communication with students
- Increase student participation: By understanding the interpersonal relationship scheme, teachers can build good interpersonal relationships with students and increase student participation in online learning
- Managing conflict: Schematic theory of interpersonal relationships can help teachers manage conflict with students in online learning
- Improving the quality of educational services: In the context of educational services, the theory of interpersonal relations schemes can help improve the quality of professional education services

Some of the difficulties experienced by teachers when building interpersonal relationships with students during the COVID-19 pandemic include:

- Technological limitations: Online learning requires adequate technology, but not all teachers and students have equal access to technology
- Limitations of face-to-face interaction: Online learning also limits face-to-face interactions between teachers and students
- Difficulty motivating students: Online learning can also make it difficult for teachers to motivate students to learn
- Difficulty managing conflict: Online learning can also make it difficult for teachers to manage conflict with students
- Difficulty building engagement: Online learning can also make it difficult for teachers to bond with students

Teachers can find creative solutions to overcome these difficulties and build healthy interpersonal relationships with students among other things

- Optimizing technology: Teachers can use technology to build interpersonal relationships with students, such as using video conferencing or discussion forums to interact with students

- Improving interpersonal communication: Teachers can improve interpersonal communication with students through the effective use of technology and providing constructive feedback
- Get to know individual students: Teachers can map students and parents to understand the needs and challenges faced by students during online learning
- Using a student-centered approach: Teachers can use a student-centered approach in online learning, such as providing interesting and relevant assignments to increase student participation
- Increase student engagement: Teachers can increase student engagement in online learning by providing constructive and responsive feedback
- Using creative learning methods: Teachers can use creative and innovative learning methods to build rapport with students, such as making learning videos or using educational games

Some of the challenges faced by teachers in helping students who find it difficult to be interactive during online learning during the COVID-19 pandemic:

- Limitations of face-to-face interaction: Online learning limits face-to-face interaction between teachers and students
- Motivational limitations: Online learning can also affect students' motivation to learn
- Technological limitations: Not all students have equal access to technology, such as internet access and sufficient devices to take part in online learning
- Individual characteristics: Each student has different individual characteristics, such as interests, talents and learning styles
- Time constraints: Online learning can limit interaction time between teachers and students

In helping students who find it difficult to be interactive during online learning during the COVID-19 pandemic, teachers need to pay attention to the challenges faced by students, such as face-to-face interaction limitations(23), motivational limitations, technological limitations, individual student characteristics, and time constraints. Teachers need to find creative solutions to overcome these challenges and build healthy interpersonal relationships with students.

4 Conclusion

Teachers must build interpersonal communication closeness with students in teaching and learning activities because it can help form a good learning environment and atmosphere and increase student involvement in learning, improve student interpersonal communication skills and help reduce student loneliness and tension, help change attitudes and behavior student behavior, improve the quality of interpersonal relationships between teachers and students, help overcome students' difficulties in online learning during the COVID-19 pandemic, increase the effectiveness of the learning process and help students achieve better achievements. By building close

interpersonal communication with students, teachers can help create a conducive learning environment, increase student involvement in learning, and help students achieve better performance. In addition, good interpersonal relationships between teachers and students can also help overcome students' difficulties in online learning during the COVID-19 pandemic.

The following are some of the implications that can be found in this research:

1. Teachers can use appropriate communication strategies to motivate students in the teaching and learning process.
2. Research also shows that communication has a very important role in helping achieve educational goals
3. Good communication between teachers and students can help in understanding the material and achieve better learning results.
4. The use of educational technology tools also has implications for the teaching and learning process
5. Teachers need to understand and use educational technology well in order to facilitate effective learning.
6. Teachers have an important role in increasing student learning motivation
7. Through good communication, teachers can help increase student motivation and create a positive learning environment.
8. Research shows that cooperative learning can improve discussion and communication between students
9. This learning model can have positive implications for student achievement.

In order to improve the teaching and learning process, the implications of educational communication research can provide guidance and recommendations for teachers and education practitioners to improve interpersonal communication, utilize educational technology, and implement cooperative learning strategies.

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