COMMUNICATION STRATEGY MANAGEMENT ON DISTANCE LEARNING IN THE TIME OF THE COVID-19 PANDEMIC

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Abstract

The purpose of this research is to describe the teacher's communication strategy during distance learning in the COVID-19 situation. This study uses qualitative methods, using data analysis from interviews and observations of teaching and learning process activities. The COVID-19 situation causes the world of education to stop immediately from doing face-to-face teaching and learning activities so that it can decide the widespread spread of the COVID-19 virus by replacing online / remote or home-centered teaching and learning activities. There are obstacles faced by teachers when learning to teach online / distance is the difficulty of dealing with students who are late and fall asleep while learning is in progress. In addition to the constraints of internet networks, teacher competence in the field of technology, especially during teaching and learning activities, internet networks that are less friendly during teaching and learning activities make communication less effective. The communication strategy used by the teacher for online / long distance teaching and learning is carried out optimally and effectively to be conveyed to students, before conveying knowledge, the teacher carefully prepares the material using power points, microsoft word, PDF as an applicator of the material presented to students so that they can easy to understand.

Keywords :

Strategic communication, distance learning, COVID-19 pandemic and descriptive qualitative

Introduction

The *corona virus disease* 2019(Covid-19) outbreak that has hit countries in the world, presents its own challenges for educational institutions, especially good public schools and private [1]. To fight Covid-19 the Government has prohibited crowding, social restrictions (*social distancing)* and maintaining physical distance *(physical distancing)*, wearing masks and always washing your hands. Through the Ministry of Education and Culture, the Government has banned schools of various levels of education (PAUD / TK, SD, SMP, SMA / SMK, SLB) from carrying out face-to-face (conventional) learning and has ordered online learning (Kemendikbud Dikti Circular No. 1 year 2020). Schools are guided to be able to organize online orlearning *online* (Sadikin & Hamidah, 2020).

In this policy, the effect of teaching and learning activities that should have been done face-to-face in schools now can only be done with the support of modern media and technology which is equipped and supported by a super fast internet network [1]. Schools are required to apply online teaching and learning activities not only to provide assignments but also to provide knowledge as is done in class so that students can still excel and do not miss lessons during the pandemic [2]. Online learning is a learning concept that is carried out using modern technology in the form of electronic technology such as computers, laptops or tablets, online learning can also be called electronic learning, *online learning*, *virtual learning*, or *web-based. learning* [3]. An open and distributed online learning system as well using pedagogical tools (educational aids), through a network-based internet to facilitate the formation of a teaching and learning process through meaningful action and interaction [4] The

The purpose of writing this report is to obtain an overview of distance learning communication strategies during the Covid-19 pandemic and other constraints. obstacles experienced by teachers when carrying out online teaching and learning activities *learning* during the Covid-19 pandemic. With the hope that students will not be left behind in receiving knowledge from the teacher, the material presented by the teacher can still be accepted easily understood and still have achievements like when learning before the COVID 19 pandemic was carried out face-to-face in the classroom.

This report uses descriptive qualitative research. Qualitative research is subjective in nature which is looked at from the participant's point of view in a descriptive manner which describes a problem in accordance with the facts in the field [5]. This report is expected to describe the existence

of a communication strategy for teachers when learning distance (PJJ) during the COVID-19 Pandemic.

Interviews were conducted to oneself in an *In-Depth Interview* or in-depth interviews. In-depth interviews are a process of digging for information in depth, freely, and openly with problems and have a research focus that is focused on the research center [6]. In this case, in-depth interviews were conducted by making a list of questions that had been prepared in advance. This observation method is carried out for observation by recording parts or things that are specific to the object of teachers who carry out distance learning (PJJ) [7], this observation is accompanied by documentation of distance learning that is practiced by teachers from home to students so that in a pandemic situation This is the duty to keep giving knowledge to students as expected. The documentation method is also used to collect data related to research objects such as photos, pictures, notes and so on [8].

The goal is to get answers to questions related to this research so that this research can provide objective reasons in discussing distance learning communication strategies (PJJ) in the COVID-19 pandemic situation. After all the data collected, the researcher then analyzed the data presented using qualitative descriptive research, which was then processed and concluded at the end of the study.

Discussion

B.1 Communication Strategy Communication

strategies in the world of education become a phenomenon in pandemic conditions. Communication is defined as the process of delivering messages from individuals to other individuals, from individuals to groups or from groups to groups so that they get feedback in two or more directions. Communication or in English *communication* comes from the Latin word *communis* which means "same", *communication* which means "to make the same. Berelson and Stainer suggest that communication is a process of conveying information, ideas, emotions, skills, and others. Through the use of symbols such as words, pictures, numbers, and others. The elements of communication consist of the source of the communicator (the person who delivers a message), the content or message that is conveyed, the media (the media or the device used as the sender of the message), the communicator (the person who receives the message from the communicant and the *feedback*. communication is to make social contact with the environment, create relationships with others, and also serves to express the identity of ourselves to others. strategy is a planning or *planning* and management to achieve a goal that can only be achieved through operational tactics. a communication strategy should cover everything needed to know how to communicate with target audiences. Communication strategy defines target audiences, the various actions to be taken, says how the target audience will benefit from their point of view [9].

Communication strategy is essentially a planning communication by paying attention to aspects of the communication process to achieve an expected goal or target. The way to communicate in a communication strategy, namely face-to-face communication, is usually used to see changes in the behavior of the communicant, because the core of communication requires feedback so that communicators and communicants know each other well so that the communication strategy can work effectively. Communication strategies are also used in teaching and learning activities in the classroom from the teacher and then conveyed and accepted by students, which ultimately makes the teaching and learning atmosphere in accordance with predetermined goals. The purpose of communication strategies in the classroom is so that teachers and students can discuss in order to achieve good and effective knowledge [10].

UU Number 14 of 2005 teachers and lecturers of article 1 paragraph 1 states that the main task of educators is to educate, guide, direct, assess and evaluate students. Today's teachers are required to learn about technology and must be able to use technology in teaching and learning activities. Teachers are required to be creative and innovative in teaching so that students can apply the material properly in accordance with the goals of a teacher who wants to educate students. Approaches verbally and non-verbally must be owned by a professional educator [11]. Basically, a communication strategy must be owned by a teacher with students, this is a plan in delivering messages and the language that the teacher conveys to students so that messages can be received and digested by students properly. In the world of education, the principle of online learning uses electronic media as a means of communication, online learning is structured with the aim of using an electronic system so that it is able to support a learning process as stated [10], (Safitri & Retnasary, 2020).

B.2 The Concept of Distance Learning during the Covid-19 Pandemic A

a form of distance learning that can be used as a solution during the Covid-19 pandemic is online learning. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. The use of

the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. Online learning is learning that is able to bring together students and teachers to carry out learning interactions with the help of the internet [12]

Distance learning is a learning system that does not take place in one room and there is no face-to-face interaction between the teacher and the learner. In an era of rapid development of technology, communication and information, distance learning during this pandemic can be carried out using various platforms, both in the form of *learning management systems* and in the form of *video conferencing*. *Learning management systems* that are widely used include, *google classroom* and portals *E-learning* owned by Schools or Colleges. Meanwhile,applications *video conferencing* that are widely used during distance learning include the application *zoom, google meet,* and *cisco webex* [13]. Apart from these applications, *Whatsapp Group is* also an alternative in the implementation of distance learning. However, not a few teachers and learners have difficulty using these applications due to the limited means of supporting distance learning, especially technology support and internet networks [14].

In the implementation of Distance Learning (PJJ) during the Covid-19 pandemic, challenges and obstacles are not only limited to the limitations of technology support facilities and internet networks. Other obstacles to the implementation of PJJ during the Covid-19 pandemic include the readiness of human resources, unclear government directives, and the absence of a proper PJJ curriculum. The readiness of human resources is an important part of the successful implementation of distance learning, this readiness is related to the ability of teachers and learners to use and manage all technological systems used in the distance learning process. The ability to use and manage technology, information and communication systems is often called technology literacy, information and communication [3].

B.3 Determinants of Successful Distance Learning during the Covid-19 pandemic The

implementation of distance learning during the Covid-19 pandemic needs to pay attention to factors that can encourage and support the success of implementing PJJ. The success factor of distance learning lies in 3 main factors, namely teachers, learners and technology. On distance learning. Teachers must have the ability and skills in using learning support media, besides that teachers must have creativity and experience in carrying out and packaging virtual interactions with learners. Meanwhile, the learner factor, which will affect the implementation of distance learning, includes culture, socio-economic background, interest, experience and level of education. Furthermore, another determining factor for the success of distance learning is technology, technology is a medium, tools and means of supporting the interaction process between teachers and learners [15].

Another opinion states that there are five crucial factors that can encourage the success of distance learning, namely 1) Institutional management, 2) Learning environment, 3) Learning design, 4) Support services, and 5) Learning evaluation. In the context of distance learning during the Covid-19 pandemic, these five factors are of course a factor that can support the implementation of distance learning. The institutional management factor relates to the design of the distance learning implementation plan during the Covid-19 pandemic which was designed by central educational institutions to schools as implementation in the field. The right and planned curriculum direction will make the implementation of distance learning run as expected. In line with this, it states that the support of the management of the education center management is one of the determinants of the success of distance learning (*E-learning*) [10].

The learning environment factor in distance learning during the Covid-19 pandemic is related to the location of teachers and learning when carrying out distance learning, the ability of teachers and learners to access the internet, and the existence of an online system that supports learning. This learning environment factor is a crucial factor in the implementation of distance learning in Indonesia, this is due to the uneven availability of internet access in Indonesia so that there are still many teachers and learners who cannot carry out distance learning. Based on the analysis of *International data telecommunication data* and the Central Bureau of Statistics, it is illustrated that the number of Indonesians who use the internet is below 40% and only 3% regularly gets fast broadband internet access. This condition caused many teachers and students to end up not carrying out distance learning during the Covid-19 pandemic. To anticipate this, the Ministry of Education and Culture has also created a learning program on the TVRI channel with the hope that it can be accessed by all people throughout Indonesia [16].

The next factor that will support the successful implementation of PJJ during the Covid-19 pandemic is the learning design. Learning design is an important part that teachers need to pay attention to and develop. This distance learning method is something new for most teachers and learners, so that if the learning design is not well designed, the learning that will be carried out will be unclear. The learning design includes several components, namely the clarity of learning objectives,

quality of content, learning strategies, learning psychology, and learning assessment. For the success of implementing distance learning during the Covid-19 pandemic, teachers need to design learning by paying attention to these components. For example, designing lessons related to actual issues that emerged during the Covid-19 pandemic [17].

Another supporting factor that drives the successful implementation of distance learning during the Covid-19 pandemic is support services. Support services in the implementation of distance learning consist of training and communication tools. In the context of distance learning during the Covid-19 pandemic, only a small proportion of schools held planned training for teachers and learners regarding the implementation of distance learning [18]. Most schools only simulate the implementation of distance learning using technology tools and applications that are easily accessible. The implementation of training services is very important for the smooth running of distance learning, this is because training can improve the ability of teachers and learners in managing technology which is a medium in distance learning [19].

The last factor that supports the successful implementation of distance learning during the Covid-19 period is learning evaluation. Learning Is an important part of a learning process that has been implemented, in the implementation of distance learning it is still necessary to evaluate learning both formative and summative in nature. However, the evaluation system implemented during this pandemic must be more flexible. The flexibility of the assessment includes the assessment methods, such as presentations, research papers, and *peer assessments* related to the issues being discussed, such as the impact of Covid-19 on various sectors and other issues. One of the flexible assessment methods is the *E-portfolio*, this *E-portfolio* offers a very flexible method for students to report every activity carried out during the Covid-19 pandemic. Other online-based assessment methods that are commonly implemented, including online tests using various *platforms test*/ applications, such as *quizizz, kahoot*, or *google form* [10].

B.4 Implementation of Communication Strategies in Learning

Examining the results of in-depth interviews with participants (school principals, teachers and some parents) conducted at state schools in Bontang City, East Kalimantan, it was found that the communication strategies carried out by teachers during the Covid-19 pandemic situation were by technically socializing online learning to all students arranged in meetings which are held regularly by the management and the principal. The online teaching schedule is made by the Deputy Principal of the Curriculum Field, the results of which will be shared with all teachers in the school. After that the teacher is in charge of filling out the schedule and providing material or lessons to students in each class through face-to-face which is carried out *learning online* using electronic technology in the form of computers / tablets accompanied by adequate internet.learning *Online For* each teacher or educator uses the group *WhatsApp* on their cellphone to discuss various technical problems in more detail regarding online learning teaching schedules, then to discuss what material will be delivered, as well as what quiz questions will be raised to students.

The implementation of online learning is carried out face-to-face like in class but currently it is done using computer / tablet-based technology and using mobile phone which is done at home remotely using a ZOOM application, GOOGLE CLASSROOM and also WHATSAPP, the presence or absence of students from each -Each class in online learning is also monitored by each teacher who provides material and is also monitored by the homeroom teacher of each class, on the other hand, the task of each homeroom teacher must ensure that the attendance or presence of students in virtual sports, and also during other online learning, it is certain to be present in order to create teaching and learning activities as desired by the school and also the government which has provided a policy of continuing to learn even though only studying at home.

The teacher's communication strategy when providing material and also providing discussions *online learning* so that it can be understood by students varies in each subject session. In delivering a learning material each teacher uses *powerpoint, microsoft word, PDF* in summarizing the material to be discussed together students through the face-to-face application, each material in general and also technically so that online learning is divided into material exposure first to students then after presenting the material the teacher conducts a question and answer session with students if there is some material that cannot be understood and understood clearly , then the teacher evaluates the students through the quiz that is presented. This is done so that students are given listening material and see in focus what is conveyed by the teacher who explains the learning. This information needs to be simulated and controlled through groups [20].

Some teachers also have to create special whatsapp groups for students they teach in online learning activities. This is done in order to evaluate the achievement of the subjects achieved with the goals agreed upon by the school. Specifically for class XII, the online learning development evaluation meeting is coupled with evaluation and preparation strategies for entering PTN as well as mapping of students' major choices, in class XII evaluations the principal,management, homeroom teacher, and teachers analyze graphs of the progress of student achievement in PTN try out. The teacher's

achievement was achieved when online learning or online learning bore fruit when class XII students were declared to have passed the PTN entry through the SNMPTN and SNMPTN pathways in 2020. This gave new enthusiasm for all educators that online teaching for them did not feel difficult at all with the existence of proof that studying at home can be achieved.

The author also explores and describes what are the obstacles experienced by teachers when carrying out online learning teaching and learning activities during the Covid 19 pandemic.The first obstacle faced by teachers when facing online teaching and learning is that there are still many teachers who experience bad signals, especially teachers who teach at home are found in in some areas where not all teachers' houses get a good signal, then the problem is that the two teachers also have difficulty having a quiet room to explain the material, there are still many poor voice controls when online learning is taking place so it is difficult to be digested and understood by students who pay attention to it, constraints the third is the difficulty of ensuring that some students wake up on time due to the COVID-19 pandemic conditions, there are still many students who are carelessly waking up on time to start online learning, because there are some students who experience messy sleeping hours due to the reason for the COVID-1 pandemic. 9 which makes many students stay up late and skip learning hours in the morning, then there are still some students who take part in the subject but while sleeping, this makes the teacher also has difficulty ensuring that whether the students understand and understand what is being said because at the time In the evaluation there were some students who were silent when asked questions.

Conclusion

Based on the results of the discussion, the following conclusions can be drawn: the teacher uses strategies that are already effective in conveying messages to their students and have made plans before doing online learning but what the researchers found is that teachers do not understand much about the character of their students who do not understand and understand. what was conveyed by the teacher so that in this online learning from distance learning still could not be said as effectively as it was done in school by face-to-face face-to-face. Teacher evaluation for dealing with online learning has been carried out optimally with routine evaluation activities carried out every week, technically the teacher has carefully prepared what will be conveyed to students by making material in the form of an interesting PowerPoint (PPT) to be understood. well by the students. On the other hand, the teacher has also prepared questions for students who already understand what is being said by the teacher, thus it can be concluded that which students pay attention to the teacher when explaining learning.

The obstacles that are difficult for teachers to face when doing online learning in the situation of the COVID-19 pandemic are the limitations of the internet that is not good for face-to-face through applications, bad signals still make it difficult for educators to present material well and clearly, sometimes the internet turns off when explaining material , situations and conditions that are inadequate to do at certain hours there are still many

students who are late and do not attend the predetermined class hours because they are still sleeping, due to the COVID-19 pandemic situation many students have changed their sleeping hours so that they are not before the pandemic. Obstacles that often occur are also environmental situations that are not as expected, there are lots of noise that disturbs when learning is taking place so that when presenting the material it is less effective to be accepted by students.

The overall analysis of the research conducted on teachers concluded that on the one hand online learning is very useful for the long term, not only for pandemic situations, but online learning can advance the nation's children and teachers in the world of technology in the future, but on the other hand there are many. students and teachers who are not ready to face online learning because of the lack of information about the technology used, some of which find it difficult to get an internet network that is too expensive. The ineffective learning of online learning is due to the difficulty of students providing feedback when learning, inversely proportional to students and teachers who carry out face-to-face learning in the classroom.

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