

DIGITAL MEDIA COMMUNICATION

Teacher and Student Communication Strategy in the Online Learning Process at SMA Negeri 10 Ambon

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Abstract

Communication activities are inherent in daily human life in socializing. The skill to communicate properly and correctly is a competency that a teacher must recognize. It is as stated in the Law of the Republic of Indonesia Number 14 of 2005, regarding Teachers and Lecturers, Government Regulation Number 19 of 2005, the issue of national education standards, and regulations Minister of National Education (Permendiknas) Number 16 of 2007 issues Standards for Academic Qualifications and Teacher Competency. This study aimed to find out the strategies used by teachers and students in the online learning process during the pandemic at SMA Negeri 10 Ambon. The type of research used is quantitative research. The location of this research was conducted at SMA Negeri 10 Ambon, with the consideration that there is an online teaching and learning process. The results obtained, testing the hypothesis that has been done hypothesis is accepted. It shows that teacher and student communication strategies have a significant influence on online learning at SMA Negeri 10 Ambon. The influence of teacher and student communication strategies on online learning at SMA Negeri 10 Ambon can be seen from the value of the coefficient of determination (R^2). Based on the calculations, an R^2 value of 61.2% was obtained. Teacher and student communication strategies for online learning at SMA Negeri 10 Ambon, while the remaining 38.8% was explained or influenced by other variables not examined.

Keywords: Communication strategy, online learning, school

Introduction

Communication activities are inherent in daily human life in socializing. The skill to communicate properly and correctly is a competency that a teacher must recognize. It is as stated in the Law of the Republic of Indonesia Number 14 of 2005, regarding Teachers and Lecturers, Government Regulation Number 19 of 2005, the issue of national education standards, and regulations Minister of National Education (Permendiknas) Number 16 of 2007 issues Standards for Academic Qualifications and Teacher Competency, education is an activity to change how individuals or groups behave to make someone more mature through teaching and training activities. Through teaching, teachers must strive to serve the needs of students in honing their abilities, potential, interests and talents, so that good interactions arise between educators, in this case, teachers and students and between students (Muhammad, 2009).

In order to achieve competence in learning activities, a teacher must be able to master communication strategies as a basic ability that must be carried out by coordinating students' willingness to be able to learn in a fun, creative, productive and innovative atmosphere. A communication strategy is an effective plan to convey a message to others so that it is easy to understand, which can ultimately change the attitude and behaviour of that person (Effendy, 2011). Therefore teachers must take the initiative by implementing communication strategies during learning so that whatever the conditions, students can understand the material well in an effective and fun way, especially during a pandemic like this one.

The strategy for communicating in the learning process is a very important problem for creating an effective learning process, especially during the Covid-19 pandemic. Because there is no communication, the learning process cannot run smoothly because communication is the main key to interactions between teachers and students (Mesiono, 2021). The impact of the Covid-19, which was increasingly widespread from 2020 to 2021, made Ambon 10 State Senior High School Educational Institutions carry out an educational process in person (Mesiono, 2021). Learning at SMA Negeri 10 Ambon is carried out with the help of online learning media features, one of which is a zoom meeting. There is no direct encounter between teachers and students because they are in different locations. From the results of the researcher's interview with several teachers at SMA Negeri 10 Ambon, there were several problems in the online learning process during this pandemic, namely that there was indiscipline among students in participating in learning. As a result, the internet network could have been better; even students did not have cell phones.

Research conducted by Mesiono (2021) shows that the problems faced by teachers during online teaching because that students wake up late, help their parents work, the internet network is not good, and do not have cellphones. Meanwhile, Pasapati (2022) states that the communication strategies used are (1) Choosing the communication media that best suits the needs of teachers and students, including Google Classroom, Google Meet, Google Drive, Zoom, WhatsApp, and Youtube (2) The teacher is active in communicating learning material through the WhatsApp group and scheduling Zoom and Google Meet video call three times a week; (3) Making video tutorials or case examples on Youtube in Islamic religious studies and Mathematics; (4) Al-Qur'an lessons utilize voice notes for memorization activities; (5) The teacher communicates privately with students if they do not understand the learning material. This study aimed to find out the strategies used by teachers and students in the online learning process during the pandemic at SMA Negeri 10 Ambon.

Theoretical Framework

Uses and gratifications theory

The uses and gratification theory is the development of the or theory hypodermic needle model. Herbert Blumer and Elihu Kartz introduced this theory in 1974 in his book *The Uses of Mass Communication: Current Perspectives on Gratification Research*. The theory says that media users play an active role in selecting and using a medium. Media users are looking for the best media sources to fulfil their needs. The uses and gratification theory assumes that Users have choices to satisfy needs.

Communication Strategy

Teacher Communication Strategy: According to Stephen Robbin, strategy determines the needed achievement in an organization's long term and decides on actions or ways to achieve goals. Previously, "the word "strategy" comes from the Greek word strategy which *originates* from the word *stretagos* and then develops from the word *stratos* (army) and the word again (to lead) so that the meaning of the word strategy is leadership over troops or the art of leading troops" (Syayidatul, 2018). "So that the strategy is a special effort designed to achieve the goals set efficiently." Meanwhile, the word "communication" comes from the English language communication, which comes from the Latin *communicatio* and from the word *communis*, which means the same or the same meaning (Effendy, 2011).

"Communication is an activity of conveying information from individuals to other individuals, from individuals to a group or from group to other groups to obtain a response from two or more directions." In addition, Berlin and Stainer argue that "communication is the activity of conveying messages, ideas, emotions, expertise, and others by utilizing certain symbols, namely words,

pictures, and numbers," (Mulyana, 2005). So, communication can be concluded as exchanging information between communicators and communicants to achieve the goal of the same understanding. According to Middleton, communication strategy combines all communication elements, including information senders, information, media and recipients, to achieve optimal communication goals. Meanwhile, Effendy (2011) said that "the communication strategy must be supported by theory, and one that is sufficient to support the communication strategy is "Who Says What in Which Channel to Whom with What Effect?" (Suratiningsih & Lukitowati, 2020). So that the communication strategy is a communicator's effort to convey messages more efficiently to achieve communication goals, namely being accepted and understood by the communicant so that it can cause certain effects that the communicator wants.

Face-to-face communication is usually done to see changes in the behaviour of the communicant because they know each other well. Communication strategies are also used in teaching and learning activities in the classroom by the teacher and then conveyed and accepted by students. It ultimately makes the teaching and learning atmosphere follow predetermined objectives. The purpose of the communication strategy in the classroom is so that teachers and students can discuss to achieve good and effective knowledge (Mesiono, 2021).

Developing a communication strategy takes a series of actions or steps to design a good communication strategy. So that the goals desired by the organization can be achieved. In communication, there are several elements, including the sender, the receiver, the message, the media and the effects. The organization must pass several processes in designing a communication strategy, which is as follows: 1) Appoint the Communicator. The communicator is the party that sends the message and the holder of control over the ongoing communication. Success and failure in communicating come from the communicator. Because the communicator's job here is as a message maker and media selector, as well as those who approach the communicant or the target, to become a communicator, it is mandatory to have communication, creativity, and broad insight competencies. Another requirement is that they must have credibility, attractiveness and strength so that the information conveyed is more easily accepted. 2) Setting Targets and Analysis of Needs Audiences' The communicant is the audience that is the target of the communication.

The target communication goals must be adjusted to the goals to be achieved. With this determination, the communicator can focus more on his goals and focus his attention on the right goals. Then analyze the audience's needs so that the ideals are achieved following the needs of the audience. Needs are adjusted according to gender, where they live, and their lifestyle. So that after the analysis, communicators and communicants will be connected and mutually beneficial. Determining and understanding the communicant is the most important thing because the information the communicator conveys is addressed to them. 3) Composing Messages. A message contains verbal and non-verbal information that the communicator wants to convey to the communicant. Based on the 'Over Power'em Theory, "A message that continues to be repeated, long-and-hard enough, the message will just pass from the communicator".

According to Glamor Theory, a persuasive message packaged beautifully will make the communicant interested in the idea. Meanwhile, based on the 'Don't Tele'em Theory," if the idea is not conveyed to the communicant, they will not know and ask about it, so they will not respond to the idea". 4) Choosing Media and 'Communication Channels' Media sends information from communicators to others. With the help of the media, sending messages will be faster and easier. For this reason, choosing communication media must also be adjusted to the message's contents and target audience. If the target communication tends to be small, the message can be channelled through group communication. Meanwhile, suppose the target of communication is broad and many. In that case, it will be more effective if they use mass media such as television, radio, newspapers, and magazines. 5) Communication Effects. In communication activities, the communicator aims to influence the communicant, or there is an effect of the communication. Some of the influences arising from communication include changes in knowledge, attitudes, and behaviour. Changes in knowledge, namely if the message is conveyed, can change the perceptions and opinions of the communicant. Attitude change occurs when the message can change a person's principles towards an object. In comparison, behaviour change is when the message can influence the communicant to take certain actions.

Online Learning

Learning is a process of activities carried out by students, which is designed and carried out and then evaluated by the teacher so that students achieve goals effectively by providing material or knowledge to get good knowledge. In learning, the teacher interacts face-to-face with students in the class. It is intended so that students can learn according to the goals set. Learning is also a change in behaviour or appearance with a series of activities, for example, reading and writing. Learning will be better if the subject experiences and does it (Arnesti & Hamid, 2015). According to KBBI Kemendikbud, online is a combination of the implementation of learning in the network, connected through computer networks, and the internet. Judging from various sources, teachers, lecturers, students, and students are now carrying out online teaching and learning activities, including when giving material and assignments. Online learning brings changes to the teacher's role in teaching and the role of students in learning, provides open access to interactive materials and information through the network, eliminates time and space constraints in the learning environment, supports the organization and management of educational learning, and also opens opportunities for collaboration between teachers and between students (Mesiono, 2021).

This online learning does not use face-to-face but uses an internet network whose activities are assisted by devices or gadgets such as laptops, computers or smartphones. Online learning also uses platforms that have been provided, such as online learning applications. All forms of study material are distributed online, and communication is also carried out online. Even the test is carried out online without having to do it face to face. Media often used in online learning is, for example, the WhatsApp and Telegram messaging applications and the Email platform. Learning media can also be through social media such as Instagram. For video conferencing, the teachers and students use Zoom or Google Meet. They can use this media to determine whether their students are following the lesson. For exams, they can use Google Forms to make corrections more automatically.

Zoom Meeting

Zoom cloud meetings (ZCM) is an online meeting application with screen sharing. This application allows users to meet face-to-face with more than 100 participants. Not only a PC or laptop, but this application can also be downloaded on a smartphone. So that most students who have smartphone communication devices become supporters of the use of internet technology developments in learning. Developments and functions on smartphones include supporting user communication with various available applications. Utilization is also not limited to sending messages and telephone. Almost everyone in the educational environment has widely owned and used technological developments. Utilization of technological developments that can be done with smartphones includes: using learning applications, browsing, chatting, voice calling, and video calling easily, freely, anytime and anywhere without having to depend on a computer or laptop. All of that can be done anytime without needing lots and heavy tools. Just use one smartphone with its various facilities. Its utilization if it is more directed to support the development of education in this case, namely the process of communication and the use of media in learning.

Zoom meeting is a new medium of learning that can be used directly with anyone, so it is very suitable for distance learning amid this pandemic. This zoom media will help lecturers and students in the learning process because they can interact and communicate face to face even in different places (Zulfikar, 2020).

Zoom can be categorized as an Online Learning media which can be interpreted as a type of teaching and learning that allows teaching materials to be conveyed to students using Internet media. Online Learning Media as an alternative to electronic-based learning provides many benefits, especially for the educational process that is carried out remotely. In making Online Learning media, it is necessary to consider their hopes and goals in participating in Online Learning media, speed in accessing the internet or network, bandwidth limitations, costs for internet access, as well as background knowledge regarding readiness to take part in learning (Brahma, 2020).

Material and Methodology

The type of research used is quantitative research. The location of this research was conducted at SMA Negeri 10 Ambon, with the consideration that there is an online teaching and learning process. The data collection techniques used in this study were questionnaires, observations, and interviews. The population in this study was 174 students, while the sample was 25 people. The data

analysis technique used in this research is grouping data based on variables and types of respondents. Tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test the hypotheses that have been proposed (Sugiyono, 2010). Data analysis to test the hypothesis using statistical tests: Simple Linear Regression using a Likert Scale. The Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena, namely;

1. Respondents who answered Very Know times the value of 5
2. Respondents who answered Know times the value of 4
3. Respondents who answered Do not Know times the value of 3
4. Respondents who answered Do not Know multiplied by 2
5. Respondents who answered Very Do not Know times the value of 1

While the data analysis method used in this study: Validity and Reliability Test, Reliability Test, Data Normality Test, t-test, F test, and Determinant Coefficient Test (R2).

RESULT AND DISCUSSION

Validity Test

The validity test was carried out to determine whether each statement in the questionnaire with the number of each variable could be used for data collection. The number of respondents in this study is 25; it is known that $df = (n-2)$, $df 25-2 = 23$, with a significant level (α) = 0.05, which is equal to the r-table value of 0.336. From the known r-table values, each can be used as a criterion for each item on the questionnaire. The questionnaire for each item is declared valid if the validity coefficient (r-count) is greater than the r-table, which is 0.336.

Table 1. Validity Test

No.	Question Item Variables	r count	r table	description
	<u>Variable Teacher and student communication strategy</u>			
1.	X1	0.541	0,336	Valid
2.	X2	0.578	0,336	Valid
3.	X3	0.668	0,336	Valid
4.	X4	0.536	0,336	Valid
5.	X5	0.421	0,336	Valid
6.	X6	0.434	0,336	Valid
7.	X7	0.539	0,336	Valid
8.	X8	0.518	0,336	Valid
9.	X9	0.619	0,336	Valid
10.	X10	0.562	0,336	Valid
11.	X11	0.620	0,336	Valid
12.	X12	0.711	0,336	Valid
13.	X13	0.697	0,336	Valid
14.	X14	0.567	0,336	Valid
15.	X15	0.428	0,336	Valid
16.	X16	0.395	0,336	Valid
	<u>Variables of the online learning process</u>			
	Y1			
1.	Y2	0.720	0,336	Valid
2.	Y3	0.620	0,336	Valid
3.	Y4	0.716	0,336	Valid
4.	Y5	0.796	0,336	Valid
5.	Y6	0.769	0,336	Valid
6.	Y7	0.666	0,336	Valid
7.	Y8	0.720	0,336	Valid
8.	Y9	0.413	0,336	Valid

9.	Y10	0.324	0,336	Valid
10.	Y11	0.307	0,336	Valid
11.	Y12	0.453	0,336	Valid
12.	Y13	0.356	0,336	Valid
13.	Y14	0.403	0,336	Valid
14.		0.375	0,336	Valid

Source: primary data

Based on the table above, it is known that the results of the data processing test show that the results of the r count $>$ r table, it is said that the results of the calculation are valid.

Reliability Test

The reliability test is a test that shows whether an instrument used to obtain information can be trusted to disclose information in the field as a data collection tool (Sugiyono, 2010). A questionnaire is said to be reliable or reliable if one's answers to statements are consistent from time to time. The smaller the alpha value indicates, the more unreliable items are. The standard used is Cronbach's alpha $>$ 0.80 to 1.00.

Table 2. Reliability Test

No.	Variable	Cronbach Alpha	Cronbach Alpha required
1.	Variable Teacher and student communication strategy	0.925	0.925
2.	Variables of the online learning process	0,902	0,901

Source: primary data

Based on table 4.12, it can be seen that each variable has Cronbach Alpha $>$ 0.92, so it can be concluded that all variables of teacher and student communication strategies (X) and online learning processes (Y) are reliable.

Data Normality Test

The data normality test is a test that is carried out to assess the distribution of data in a data group or variable, whether the data distribution is normally distributed or not. Data that is suitable for use in research is data that has a normal distribution. The normal distribution is a bell-shaped curve that extends infinitely in both the positive and negative directions.

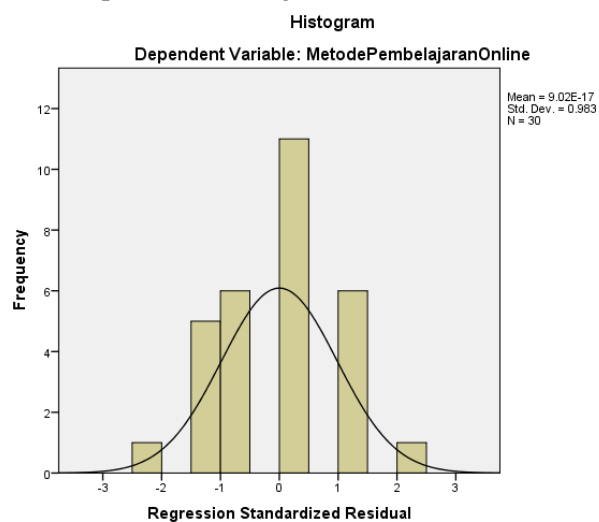


Figure 1. Data Normality Test

Source: Primery Data

Based on the histogram image with the normal curve of variable X, the SPSS output results support the results of the Skewness value, which is close to 0. The variable X's curve is not skewed to the left or right but tends to be in the middle and has a bell shape. So the trend variable is normally distributed.

T Test

The t-test determines whether the independent variable partially affects the dependent variable. The results of testing the influence of teacher and student communication strategies partially on the online learning process at SMA Negeri 10 Ambon can be seen in the table below:

Table 3. T Test
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.493	.561		.879	.389		
X	.903	.145	.792	6.230	.000	1.00	1.000

Source: Primary Data

Based on the table above, it can be seen that the t-count value of the teacher and student communication strategy can be seen that the t-count value is 6.230, which is greater than the t-table value of 1.713 and the sig value <0.05, which is 0.001, which is less than 0.005. Thus, the hypothesis is accepted, meaning that the communication strategies of teachers and students significantly influence the online learning process at SMA Negeri 10 Ambon.

F Test

The F test is used to determine whether the independent variables jointly have a significant effect on the dependent variable. The results of testing the influence of teacher and student communication strategies together on the online learning process at SMA Negeri 10 Ambon can be seen in the table below:

Table 4. F Test
Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.370	1	4.370	38.818	.000
	Residual Total	2.590	23	.113		
		6.960	24			

Source: Primary Data

Based on the table above, the F-count value is 38,818 with a Sig value of 0.000. It shows that the calculated F-value is greater than the F-table, and the significant value is less than 0.05. Thus the hypothesis is accepted. It means that the teacher and student communication strategies significantly influence the online learning process at SMA Negeri 10 Ambon.

Simple Linear Regression Test

Based on table 2, the simple linear regression equation is as follows: $Y = 0.493 + 0,903 X + e$. The simple linear regression equation is described as follows:

1. Constanta is 0.483, meaning that if the teacher and student communication strategy scores 0 (zero), then the effect of online learning (Y) has a value of 1.285.
2. The regression coefficient of the variable teacher and student communication strategy (X) has a positive value of 0.903 or 90.3%, which means that if there is a teacher and student communication strategy (X) that increases by 1% then online learning will increase by 0.903 or 90.3%.

Determination Coefficient Test

The Coefficient of Determination Test (R^2) determines the percentage of dependent change (X). The goal is to calculate the magnitude of the influence of the independent variables on the dependent variable. The higher the R^2 value, the greater the proportion of the total variation in the dependent variable that the independent variables can explain.

Table 5. Determination Coefficient Test Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	Df1	Df2	Sig. F Change	
1	.792	.628	.612	.33554	.628	38.818	1	23	.000	1.967

Source: Primary Data

Based on the table above, the coefficient of determination (R^2) is 0.612 or 61.2%. It shows that the percentage of donations p

The effect of teacher and student communication strategies on online learning at SMA Negeri 10 Ambon is 61.2%. In other words, choosing online learning can be explained or influenced by the teacher and student communication strategy variable by 61.2%. In comparison, the remaining 38.8% is explained or influenced by other variables not examined.

The hypothesis is accepted from the results of testing the hypothesis that has been done. It shows that teacher and student communication strategies significantly influence online learning at SMA Negeri 10 Ambon. The influence of teacher and student communication strategies on online learning at SMA Negeri 10 Ambon can be seen from the value of the coefficient of determination (R^2). Based on the calculations, an R^2 value of 61.2% was obtained. Teacher and student communication strategies for online learning at SMA Negeri 10 Ambon, while the remaining 38.8% was explained or influenced by other variables not examined.

The researcher also explored and explained the obstacles teachers experienced at SMA Negeri 10 Ambon when carrying out online teaching and learning activities during the Covid 19 pandemic. The first obstacle SMA Negeri 10 Ambon teachers faced when facing online teaching and learning was the limited internet quota. Owned by students, the internet network could be better, so it becomes an obstacle to communication. It is also difficult to ensure that some students wake up on time due to the conditions of the COVID-19 pandemic because many students are too lazy to get up on time to start online learning. After all, several students experience messy sleeping hours due to the COVID-19 pandemic, which makes many students stay up late and miss study hours in the morning. Then some students still took part in the subject while sleeping. It made the teacher also have difficulty ensuring that the students understood and understood what was being conveyed because, during the evaluation, some students were silent when asked questions. It can be seen from the number of students who turn off their cell phones or laptop cameras while the learning process is in progress.

Conclusions

Based on the research results above, it can be concluded that: (1). There is an influence of teacher and student strategies on online learning at SMA Negeri 10 Ambon. (2). Based on the calculation results, an R^2 value of 61.2% is obtained. Teacher and student communication strategies for online learning at SMA Negeri 10 Ambon, while the remaining 38.8% is explained or influenced by other variables not examined. (3). Based on the table above, it can be seen that the t-count value of the teacher and student communication strategy can be seen that the t-count value is 6.230, which is greater than the t-table value of 1.713 and the sig value <0.05, which is 0.001, which is less than 0.005. Thus, the hypothesis is accepted, meaning that the communication strategies of teachers and students significantly influence the online learning process at SMA Negeri 10 Ambon. Then the suggestions that the author can convey are as follows (1). The results of this study have not fully displayed the external factors of the online learning method at SMA Negeri 10 Ambon. Therefore further research

is needed, which presumably can be examined from other factors such as learning time management, focus on learning and learning structure. It will be known that these factors can contribute to online learning at SMA Negeri 10 Ambon. (2). Research on online learning at SMA Negeri 10 Ambon is still at a good standard or can be done well, meaning that it has a significant effect on the online learning process between teachers and students at SMA Negeri 10 Ambon.

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