

COMMUNICATION MODEL IN THE ONLINE LEARNING PROCESS DURING THE COVID-19 PANDEMIC AT UNIVERSITY

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Abstract: This study aims to find a communication model in the online learning process at the Faculty of Da'wah and Communication Studies, the Master's Program at the State Islamic University of North Sumatra, Medan. The method used in the application of the communication model in the online learning process at the Master's Program in Da'wah and Communication Studies at the State Islamic University of North Sumatra Medan, with a qualitative case study model method, research data in the form of a learning process using a communication model during. The data source was obtained from the UINSU Da'wah faculty master program, and data collection techniques were carried out by observation, interviews, and documentation. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The communication pattern used in the online learning process at the Faculty of Da'wah and Communication in the Master's Program at the North Sumatra State Islamic University of Medan in the application of the communication model is a one-way and two-way model. During the Covid 19 Pandemic, android media had to be used through Zoom accounts, Google Classrooms, Google Meet, and various other accounts such as WA and email. In this case, one solution is to carry out the learning process online in the hope that face-to-face lectures can be immediately conducted for students, and another solution is to provide package assistance to underprivileged students through the Ministry of National Education's assistance.

Keywords: Communication Models, Online Learning, Students.

INTRODUCTION

Since the Covid-19 Pandemic hit Indonesia in 2020, it has had an impact on all aspects of human life, including education, including higher education, where the government has issued a policy that mandates teaching and learning processes and lectures to be conducted online (remotely) starting in March 2020. The presence of this corona virus outbreak can clearly hamper face-to-face teaching and learning activities. However, the pandemic has accelerated education (GTC Secretariat, n.d.).

The distance learning system is implemented using information technology. Because online is a solution to learning activities during a pandemic, although the controversy and various obstacles, such as students' technological and economic mastery abilities. In this case, not all students have facilities to use in online learning, such as cellphones, laptops, or notebooks, and internet quota, which is quite expensive and unsupportive networks, especially students of the Faculty of Da'wah and State Communication I.

Even though COVID-19 has an impact on the conditions and circumstances of Indonesia, learning must continue. By changing the class schedule, universities have issued various policies. One solution to ensure that students fully understand the subject matter is to use online media or multimedia-based media.

The running online education system is a learning model used in the world of education today. This learning model utilizes computer technology as a bridge to assist lecturers in adopting teaching and learning models, as well as communication between lecturers and students." (Anugrahana, 2020). There is a distance between teachers and students in the distance learning process and system. There is no direct interaction, and all interactions are mediated by digital platforms. From a communications standpoint, CMC takes over individual communication interactions as a more digital platform. Enabling remote communication via text, audio, or video. One of the concepts investigated in relation to the quality of online learning is the extent to which a person is perceived as real, even if only through the mediation of communication (Inglis, 2020).

According to the Indonesian Minister of Education and Culture, Nadiem Makarim, Indonesia is still having difficulties adapting to online learning methods during the COVID-19 pandemic. Because there are many challenges in the learning process. One of them is the lack of internet access and uneven electricity supply. As a result of Covid 19 which resulted in online learning, there has been a change in communication patterns in the learning process, including in tertiary institutions. Due to various obstacles and limitations faced by all parties, both lecturers and students, online learning must be carried out effectively (Prodjo, 2020).

As is known, the online lecture process for students of the Department of Islamic Communication and Broadcasting, especially the Master's Program at the Faculty of Da'wah and Communication at the State Islamic University of North Sumatra, Medan, is carried out using media such as Android, laptops with a zoom system in the process of explaining the material, WA in the form of limited assignments, and email is a double task. In terms of systems, communication is certainly effective in the learning process, but from a technical point of view, the researchers see that communication is less effective due to various limitations of facilities and infrastructure, both in terms of sources of communication, namely lecturers, as well as from objects, namely students.

From the results of initial observations in the field, it appears that the ineffectiveness of online learning communication in the teaching and learning process, including in tertiary institutions, is due to distance learning. There is no face-to-face interaction between lecturers and lecturers, especially at the Faculty of Da'wah and Communication, Sumatra State Islamic University North, Medan. As a result, it is not clear whether students pay attention when the teacher explains the lecture material. The indicators of this problem are the absence of a question and answer room, as well as various other problems so that the communication that is built is one-way communication. The media used is Android media with google classroom, zoom, email, blob, and so on,

In accordance with the conditions that occurred related to various studies conducted by previous researchers, communication through the learning process with online media during the current COVID-19 pandemic has not been effective; This is caused by several factors, including internal factors, namely ownership and limited ownership. Use of the system for lecturers/teachers and students/students, limited quota, limited network, because most online learning is carried out using Zoom, Google, images, videos, and email, among others.

The system used in the online learning process Zoom, Google, images, videos, and email, is considered quite effective, but from a technical point of view, the learning process with this system is less effective due to the limited facilities and infrastructure owned by lecturers and students. Students receive learning materials in the form of text, images, audio, video, and interpersonal interactions through various online applications in online learning. One of the main functions of digital media in modern society is to facilitate knowledge sharing. Digitizing libraries or knowledge collections as digital resources for education is one of the keys to developing digital infrastructure in the field of knowledge.

According to Jurriens and Tapsell, online education has been present in Indonesia since 1990 (Jurriens & Tapsell, 2017). In the context of knowledge sharing, creative and academic initiatives also grow in the public space. On the other hand, new issues arise regarding the limitations of technology and the ability to use technology. Among the factors inhibiting the effective use of technology for online learning are the limited and uneven mastery of communication and information technology by educators and students, expensive and inadequate technological facilities and infrastructure, limited and uneven internet access and networks in remote parts of the country, and lack of access to the Internet. Budgets for technology and online learning costs are available. The categories of online learning barriers are shown in Table 1.

Table 1. Barriers to Online Learning

No.	Obstacle	Explanation	Example
1.	Communication	Individual and environmental internal noise (external or environmental noise).	Lecturer's ability to deliver material, style, method, learning situation, distraction environment, etc.
2.	Culture	Habits, values, behaviors, ways of life, ideas, ideas that develop in the world	Regarding learning methods, values, rules, language, habits in class, greetings, jargon, terms, etc.
3.	Technical	Education and society.	Barriers due to media, tools such as gadgets, network connections, applications, foreign language skills, etc.
4.	stature	Technical glitches, technology	Physical fatigue, eye or sight, hearing,
5.	Emotional	Regarding physical abilities	Feelings of alienation, fear, loss of trust or distrust, stress, etc.
6.	Gender	Changes in the emotional aspect of the relationship between educators and students.	There is an assumption that men are superior to women in the use of technology.
7.	Personal/Psychological	The ability to use technology among lecturers, male and female students	Embarrassed to speak in online forums because of the attention of many people, ignorant, not paying enough attention to the lecture process, lazy to study groups, etc.

(Source: Elaborated from Sarisakaloğlu et al., 2015; Abramenska, 2015)

According to Joseph and Czarnecki in Delwiche and Henderson, 2013, the use of digital media in the learning process requires students to release their freedom while providing opportunities for them to express themselves personally (Delwiche, A. & Henderson, 2013). The ability to express oneself is a rare experience in traditional (offline) educational programs. According to Joseph and Czarnecki (Delwiche, A., & Henderson, 2013), the environment in digital media is highly controlled, regulated, and, to some extent, artificial. Students do not always or will not always get the desired response. When compared to receiving more natural student answers or responses, digital media forces students to "force" themselves to answer what the educator wants. This means that student responses in online learning are not as natural as in offline lectures. Students struggle to understand learning maps, anticipate responses, and develop their own knowledge and abilities as a result of using online media. Noise or technical glitches often interrupt media communications, resulting in miscommunication between the parties involved. One of them instills in students the belief that they are judged negatively by their teacher.

In terms of online learning methods, Marani et al. (2020) conducted research entitled "Use of Computer-Mediated Communication (CMC) in Distance Learning During the Covid-19 Pandemic: Pros and Cons." According to research, learning methods using computer-mediated communication are considered less effective because there are still many obstacles in terms of internal, external, and contextual factors. The relation with the research of Priyono et al. (2020) entitled "Application of Online Learning During the Covid-19 Pandemic on Madura Island". This study explains how distance learning is hampered in remote areas due to limited signal and internet access. However, online learning cannot replace the effectiveness of face-to-face learning (Priyono, 2020); (Kurniawan, 2020). This has similarities with the research conducted by Rendika et al., which states that there is an influence of "Zoom" online-based learning on student learning readiness during the co-19 pandemic (Vhalery et al., 2021).

The online learning system used in teaching and learning activities is what distinguishes this research from previous research. Whereas previous research only focused on implementing online learning systems in learning activities, they did not explain the proper communication model in online learning systems during a pandemic. This study aims to find a communication model in the online learning process at the Faculty of Da'wah and Communication Studies, the Master's Program at the State Islamic University of North Sumatra, Medan.

METHOD

Research methods in this research are qualitative, with a case study model in the master program of the UINSU faculty of da'wah. Research data on the learning process using a communication model for one month. Sources of data were obtained from 10 informants, namely five lecturers and five students of the UINSU Da'wah faculty master program. The data collection technique was carried out using observation techniques carried out on online learning activities carried out by the UINSU faculty da'wah master program. Interviews were conducted with ten research subjects, namely five lecturers from the Faculty of Da'wah and Communication who teach courses in the study program and five active students from the Faculty of Da'wah and

Communication. Documentation is taken from emergency curriculum documents or academic guidelines that regulate learning during the Covid 19 pandemic.

RESULTS AND DISCUSSION

Results

Communication Models in Learning During the Covid-19 Pandemic in the Faculty of Da'wah and Communication Masters Program at UIN Sumut Medan

The learning model used can be used to determine the effectiveness of the communication model in online learning at the Master's Program in the Faculty of Da'wah and Communication, UIN Sumut Medan. In theory, it is clear that many communication models are in common use. However, the two most common communication models in educational institutions are the one-way communication model and the two-way communication model (Mulyana, 2008).

Table 2. Communication Models in Learning During the Covid-19 Pandemic

No.	Communication Models	Activities performed
1.	One-way communication model	<ol style="list-style-type: none"> a. Email when lecturers give assignments and exam questions. In this process, of course, the teacher only gives instructions to students, and students in this condition are obliged to carry out and carry out the teacher's orders. This is a form of one-way communication built into the lecture process. b. What is it? In conditions where the lecturer gives instructions and course assignments that must be done by students.
2.	Two-way communication model	<ol style="list-style-type: none"> 1. Zoom in The use of the Zoom application is carried out in the lecture process where the lecturer does Zoom meetings with all students. In this process, the lecturer delivers lecture material that students can see and hear directly so that students have a good opportunity to interact or ask questions of lecturers and lecturers have the time and opportunity to answer student questions. 2. Google Classroom Google Classroom is an application where all students are also registered in this application, where one teacher gives assignments and courses in written form, and each student has the right to ask questions and ask for explanations. 3. Google Meet Google Meet is an application where meetings occur through existing applications, which are almost the same as Zoom, and lecturers in delivering lecture material can be heard and seen by students, and in this process, there is interaction or question and answer. 4. What is it It is an application that sends messages via WA from lecturers to students. For messages given, students have the right to ask unclear questions, and lecturers have the right to provide explanations via WA both personally and in the WA group.

The process of conveying messages from communicators to communicators, using or without media, without any feedback from the communicant; in this case, the communicant only acts as a listener. A lecture is an example of communication in which information or messages are conveyed from the communicator to the communicant without any feedback. In short, a one-way communication pattern is a written message from the research subject, and the instruments used

are conveyed by the source to the target, and the target is unable or does not have the opportunity to provide feedback or ask questions. Found in everyday life.

While two-way communication, as conveyed by the concept and theory of communication, is a two-way reflex communication, where the communicator and communicant exchange functions and carry out their functions. In the first stage, the communicator becomes a communicant, and in the next stage, 27. Face-to-face communication indicates that the communication party can provide feedback to the communicator when conveying messages or information, resulting in an interaction between the communicator and the communicant. Two-way communication also occurs when the recipient responds or provides feedback on the sender's message.

Media Used In The Online Learning Process To Implement The Communication Model in the Faculty of Da'wah and Communication Masters Program at UIN Sumut Medan.

Table 3. Learning Media Online Learning Communication Models

No.	Media Used in Online Learning
1.	Zoom account
2.	Google Classroom
3.	Google Meet
4.	WhatsApp
5.	Email

Based on the author's interviews with all of the informants mentioned above, the learning media used in lectures at the Master of Da'wah and Communication Program at UIN Sumut Medan are mainly Android media via Zoom, google met, google classroom, and wa, while the one-way communication model is mainly used in the process of giving assignments and during the exam. If it is related to the concepts and theories of the communication model as explained above, the learning media used by the Faculty of Da'wah and Communication at UIN Sumut Medan is Android media through Zoom accounts, Google Classrooms, Google Meet, and various other media. Accounts such as WA and email.

Obstacles and Efforts to Implement the Effectiveness of the Communication Model in the Online Learning Process

Every activity and activity carried out must encounter obstacles and challenges, including the online learning process at the Faculty of Da'wah and Communication Studies, UIN Sumut Medan. In the following, the researcher describes the obstacles and efforts made for the effectiveness of the Communication Model in the online learning process.

Table 4. Obstacles and Efforts for the Effectiveness of the Communication Model in the online learning process

No.	Obstacle	Attempts made
1.	Poor network or signal and students don't always have a data plan.	Provide assistance packages through the assistance of the Ministry of National Education.

2.	Constraints related to network and student quota.	Overcome through packages and efforts to conduct face-to-face learning.
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It is said to be effective in the online learning process because the media and applications used run smoothly, effectively, and efficiently, thus enabling lectures to run smoothly. Even though it is based on the fact that sometimes there are obstacles and obstacles encountered, such as networks and quotas, these are common problems faced by students in the online learning process.

Discussion

The distance learning system is implemented using information technology. Because online is a solution in learning activities during a pandemic, despite the controversy and various obstacles such as students' ability to master technology and the economy, in this case, not all students have facilities to use in online learning such as cellphones, laptops or notebooks, internet quota which is quite expensive and unsupportive networks, especially students of the Faculty of Da'wah and Communication at the University of North Sumatra Medan.

According to Joseph and Czarnecki in Delwiche and Henderson, 2013, the use of digital media in the learning process requires students to release their freedom while providing opportunities for them to express themselves personally. The ability to express oneself is a rare experience in traditional (offline) educational programs. According to Joseph and Czarnecki, digital media is highly controlled, regulated, and, to a certain extent, artificial. Students do not always or will not always get the desired response. When compared to receiving more natural student answers or responses, digital media forces students to "force" themselves to answer what the educator wants. This means that student responses in online learning are not as natural as in offline lectures. Students struggle to understand learning maps, anticipate responses, and develop their own knowledge and skills as a result of using online media. Noise or technical glitches often interrupt media communications, resulting in miscommunication between the parties involved. One of them instills in students the belief that they are judged negatively by their teacher.

Online learning during the COVID-19 pandemic in universities has become a significant topic in the current educational context. In this context, the communication model plays an important role in facilitating an effective and efficient learning process between teachers and students. Let's discuss several communication models that are relevant to online learning during the COVID-19 pandemic at universities. There are two types, namely the One-Way Communication model. In this model, the teacher sends learning material to students via video, audio, or text. Previously recorded. Communication in this model tends to be passive, where students receive information without many opportunities to interact directly with the teacher. Although this model can be efficient in delivering learning content, lack of interaction can reduce the involvement and active participation of students. Two-Way Communication Model (Two-Way Communication): This communication model involves direct interaction between instructors and students. Teachers can use video conferencing platforms or online discussion forums to communicate directly with students. In this model, students can ask questions, discuss, and share

their thoughts. The two-way communication model provides opportunities for students to be more involved in the learning process, clarify doubts, and build a better understanding. Relevant to the findings of research conducted related to the communication model in the online learning process during the Covid-19 pandemic at the Faculty of Da'wah and Communication Masters Program, State Islamic University of North Sumatra, Medan.

CONCLUSION

The communication pattern used in the online learning process at the Faculty of Da'wah and Communication in the Master's Program at the North Sumatra State Islamic University of Medan in the application of the communication model is a one-way and two-way model. During the Covid 19 Pandemic, android media had to be used through Zoom accounts, Google Classrooms, Google Meet, and various other accounts such as WA and email.

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