



## Changes of Learning Communication Models in New Normal Adaptation: From Classroom Learning to Distance Learning Environment

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**ABSTRACT:** Covid-19 pandemic has a significant impact on various aspects of life, both individually, organizationally and nationally. The decision of various countries in the world to do a "lockdown" in order to limit the transmission of the plague has an impact on continuity of economic wheels to education. Educational institutions began to close because of scarcity of students and difficulties in covering operational costs so that many teachers and management were laid off. For educational institutions that still survive must play a strategy to stay afloat and maintain their students able to learn, with the policy 'Work from Home' and 'School from Home'. The pandemic to this day is not over yet and it is predicted that it will last long until the antivirus is found. However, in anticipation of bankruptcy, the government adopted adaptation of new habits (New Normal), habits that emphasize the implementation of health protocols in every activity. To carry out health protocols, educational institutions change the learning patterns from learning in classrooms to online learning. This has an impact on lecturers with demands to adapt quickly to existing changes. This study tries to analyze and examine the ability of lecturers to adapt learning communication models from classroom-based learning to online-based learning. With hope that this research will become a reference for the developed communication model and its application in adaptation of new habits (New Normal). The study was conducted by examining the results of previous study and in-depth interviews with lecturers to get a diverse picture so that generic conclusions can be drawn.

**Keywords:** Communication, Learning Communication, Online Learning, Classroom Learning, Learning Environment.



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## INTRODUCTION

The number of cases of world corona virus continues to grow and has not shown a significant decline. The latest data from [worldometer.com](http://worldometer.com) (4/8/2020) showed there were more than 18 million cases with more than 600 thousand deaths. Likewise, in Indonesia the number of cases reached 115 thousand with the number of deaths reached 5 thousand people and the average increase in daily cases during the past month has reached more than 1 thousand per day. This brought the impact of Indonesia's economic growth in the second quarter predicted to be minus 4-6%. The new normal adaptation policy has been carried out by the government since one month ago ([LaporCovid-19, 2020](#)).

New Normal emphasizes the changing culture of society to behave in a healthy life amid the Covid-19 pandemic or can be said to adapt to Covid-19. The government hopes that the new normal scenario can keep people productive amid the inevitable risks of corona outbreaks by implementing strict health protocols. Some sectors will be reopened, such as the education sector, especially in Higher Educations ([Corazza et al., 2021](#); [Krammer, 2021](#)).

McKensy Global Institute's research shows that the Covid-19 pandemic has an impact on number of things, start from teaching and learning process, lecturers, to financial condition of universities. Scenario that can be carried out during a pandemic and adaptation of new habits is online learning, where most students will complete lectures this semester by online and graduation will be done virtually without formal ceremonial ([McKinsey Global, 2020](#)).

Then, a significant shift occurred in online learning which certainly a major challenge for universities. Appropriate online learning standards need to be developed by universities to be able to facilitate consumer needs, in this case students. In addition, lecturers who are not ready for online learning are required to give more effort to be technology literate and to be creators of creative educational content ([Gandolfi et al., 2021](#)).

Some conditions may cause obstacles in the process of teacher adaptation from classroom learning to online learning. The communication model must also experience adjustments and instructors are expected to be able to elaborate several techniques or effective communication models for each condition ([Rahmanti et al., 2021](#)).

The Government through the Ministry of Education and Culture has issued Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units as an anticipation of the spread of Corona virus in various schools and colleges, so the implementation of academic activities in the emergency period of the spread of Covid 19 in Politani Samarinda Campus eliminates face to face learning activities and replace them by working from home (WfH) and learning from home (LfH) through online learning with a variety of media.

This is done to prevent and avoid the spread of the Covid-19 virus that is currently spreading in several countries including Indonesia. Working from home (WfH) and Learning from home (LfH), not gathering and keeping a distance are considered the best ways to break the chain of spread of this virus.

Through online learning, students can study as usual and will not miss lecture material, as well as more flexible time. But in this online learning, it turns out that there are many things that still need to be addressed, there are obstacles that also inform the learning process.

Learning in class is faced with a room that is arranged in such a way by placing a blackboard in front and the instructor's table in front facing the students ([Ramakrisnan et al., 2012](#)). The presence of students is done every day to attend various subjects taught by instructors.

Traditional classroom learning, education is mainly based on teaching systems and often focuses on the material itself rather than on students and the difference between learning abilities and skills ([Kinshuk et al., 2005](#)). At the same time, learners are naturally obliged to harmonize their own techniques and learning abilities. Traditional classes do not stimulate senses or mind, and instead inspire rote learning.

Online learning broadly refers to instructions that are assisted electronically, and often associated with instructions offered via computers and internet. By using various electronic delivery methods, learning can be facilitated in aspect of information transmission and interaction. So online learning has its own special characteristics, including advantages and disadvantages compared to traditional classrooms ([Baeten et al., 2010](#)). At present the trend of teaching in universities to become more centered on learners, the use of electronic delivery has been popularized as an alternative or addition to traditional lectures ([Stephenson et al., 2008](#)), and student-centered teaching means that students will be more involved in class. So it can be understood that one of main goals of higher education in classrooms supported by current information technology to make students more active in learning process ([Baeten et al., 2010](#)).

Teaching is a very noble profession that aims to instill knowledge, traditions, values etc. in children. This is where more mature personality guides less mature one especially in areas related to cognitive side of mind. According to Gage, "Teaching is a form of interpersonal influence aimed at changing the potential for other people's behavior." Teaching is basically a social activity that has a significant impact not only on children's learning but also their overall personality. The teacher is now being appointed as a facilitator who facilitates the learning process of children in all possible ways. He/she is considered a friend, a philosopher and a guide for students who help children in process of cognitive development.

Communication according to Oxford Dictionary in a nutshell means the act of instilling especially news or science and the practice of transmitting information. Communication has been defined as "Process of sending information and general understanding from one person to another" ([Keyton, 2011](#)).

Communication plays an important role in all areas of life. Being the essence of each and all society, it helps people to share and understand its meaning. Communication comes from the word 'communicate' which means 'to share or make things in common'. Communication plays a vital role in creating understanding and building relationships. Being the most important as a social tool, communication has the power of change, negotiation and the power to leave a long-term impact on one's mind. Therefore, it needs to be handled carefully to avoid some confusion and controversy ([Jedwab et al., 2021](#)).

But communication has a major role in all walks of life; especially in the teaching and learning process. The teacher's communication skills are very important. Problems in education are problems in communication. Teachers' mistakes in communicating will cause failures in misunderstandings that result in ineffective and unproductive teaching ([Valtonen et al., 2021](#)).

The communication model refers to the conceptual model used to explain the process of human communication. The first major model for communication came in 1949 by Claude Elwood Shannon and Warren Weaver for Bell Laboratories. Following the basic concept, communication is the process of sending and receiving messages or transferring information from one part (sender) to another (recipient). The original model was designed to reflect the functions of radio and telephone

technology. Sender is the part of the telephone the person is talking to, line is the telephone itself, and receiver is the part of the telephone where people can hear other people. Shannon and Weaver also admit that there is often static that interferes with someone listening to telephone conversations, which they consider to be noisy. In a simple model, often referred to transmission or display standard model of communication, information or content (for example messages in natural language) are sent in several forms (as spoken language) from emisor / sender / encoder to destination / receiver / decoder. General conception of communication views communication as a means of sending and receiving information. The strengths of this model are simplicity, generalization, and quantification.

Shannon and Weaver's linear communication model (1949) has modified to SMCR Communication Model ([Berlo, 1960](#)). The Sender-Message-Channels-Receiver communication model separates the model into clear parts that have been developed by other scholars ([Stead, 1972](#)). There is a transactional communication model with basic premise that individuals are simultaneously involved in sending and receiving messages. In slightly more complex form, sender and receiver are reciprocally linked ([Barnlund, 1962](#)). This second communication attitude, called the constitutive model or constructionist view, focuses on how a person communicates as a determining factor in the way messages are interpreted. Communication is seen as a channel; a part where information moves from one person to another and this information becomes separate from communication itself. Examples of certain communication are called speech acts. The personal filter of sender and receiver of personal filter can vary depending on different regional traditions, cultures, or gender; which can change the meaning of intended message content. In "communication noise" on transmission line (air, in this case), reception and decomposition of content may be wrong, and thus speech acts may not achieve the desired effect.

Shannon and Weaver argue that there are three levels of problems for communication in this theory. Technical problem: how accurately can messages be sent? Semantic problem: how exactly does 'conveyed' mean? Effectiveness problem: how effective is the accepted of meaning affecting behavior? Daniel Chandler criticized the transmission model by stating: This assumes that the communicator is an isolated individual. There is no leeway for different interpretations. There is no elimination for unequal power relations. There is no elimination for situational contexts where the signal is adjusted for transmission. The receiver, who 'translates' (reconstructs) the message from the signal. Destination where the message arrived.

CMC or commonly known as Computer Mediated Communication is defined as communication using computer media or communication using a computer as the intermediary. The study of CMC began to develop in 1987. In this discussion, CMC computers are not only PC or laptop devices, but all computer-based devices such as smartphones, tablets, and the like, these tools are called new media of communication. CMC is simply defined as communication that occurs between people using computer media or via computers.

Computer Mediated Communication (CMC) is a process of human communication through computers, involving people, being in a certain context, being involved in the process of shaping the media for various purposes ([December, 2017](#)). Computer Mediated Communication is communication that occurs between humans through computer instruments. The focus emphasized on research, refers to the CMC theory, namely online communities and their context on Organizational Communication ([Herring, 1996](#)).

The scope of the CMC itself includes a chat system, World Wide Web (WWW), including textual, graphic, photographic, audio and video systems besides aspects of hyperlinks, CMC also includes video sharing such as Youtube and social networking systems and friendship search systems such as Facebook and others.

There are several opinions about CMC, some say communicating with CMC is less socio-emotional than face to face communication however, according to [Wardlaw et al \(2014: 707\)](#) everything is passed on to CMC users, each user of this pattern has different goals, some use it because they are seeking social relationships but some aim to minimize involvement with other people.

In teaching and learning activities, interpersonal communication is a must, so that a harmonious relationship occurs between the instructor and the learning participants. The effectiveness of communication in teaching and learning activities is very dependent from both parties. However, because the instructor is in control of the classroom, the responsibility for communication in a healthy and effective classroom lays on the instructor in this case the lecturer. The success of lecturers in carrying out these responsibilities is influenced by their skills in conducting this communication.

Teaching as a subset of the education process must be able to contribute to improving the quality of education, which in turn will affect the quality improvement of human resources. In order for learning to support the improvement of the quality of Education, effective communication must occur in terms of the learning process, which is able to provide students with in-depth understanding of the message or learning material obtained.

Effective communication in learning is the process of transforming messages in the form of science and technology from educators to students, where students are able to understand the purpose of the message in accordance with predetermined goals, thus increasing knowledge of science and technology and causing changes in behavior for the better. The educator is the most responsible party for the ongoing effective communication in learning, so that lecturers as instructors are required to have good communication skills in order to produce an effective learning process.

The effectiveness of communication towards the media includes five components, namely: Attractiveness, comprehension, acceptability, self-involvement and belief (persuasion). The first four components (Attraction, comprehension, acceptance and involvement) are relatively easy to measure ([Bertrand, 1978](#)).

Elearning can be defined as a form of information technology that is applied in the field of Education in the form of virtual schools. E-learning is the basis and logical consequence of the development of information and communication technology. With e-learning, students do not need to sit in the classroom to listen to every remark from a lecturer directly. E-learning can also shorten the target time schedule of learning, and of course save costs that must be incurred by a study program or Education program.

In various literatures, e-learning is defined as follows: e-learning is a generic term for all technologically supported learning using an array of teaching and learning tools as phone bridging, audio and videotapes, teleconferences, satellite transmissions and the more recognized web-based training or computer aided instruction also commonly referred to as online courses ([Soekartawi, 2002](#)). Thus e-learning is learning which implementation is supported by the latest technological devices such as telephone, audio and videotapes, websites, social media, satellite or computer transmission.

## **METHOD**

The research method is basically a scientific way to get data with specific purposes and uses. To achieve these objectives requires a method that is relevant to the objectives to be achieved. This research is survey research involving respondents from university lecturers in several big cities in Indonesia by distributing questionnaires with open questions. Questionnaire distribution is done online through the Whatsapp network and Facebook groups. The result is that the incoming data are 204 copies. Then data screened and coded to facilitate recapitulation. The recapitulation results are processed in a simple way, but with caution and accuracy, in order to get the expected picture in accordance with the research objectives.

Survey methods is: "Research conducted using a questionnaire as a research tool carried out in large and small populations, but the data studied are data from samples taken from these populations, so that relative events are found, distribution, and the relationship between variables, sociologists and psychologists ". The purpose of survey research is to provide a detailed description of the background, characteristics, and characteristics of a case or event that is general in nature.

The data obtained is then processed, analyzed and processed further with the basic theories that have been studied to draw conclusions. While the analysis is done through a quantitative approach that uses relevant statistical methods to test hypotheses. For this reason, steps are taken that begin with the operationalization of variables, the design of hypotheses measurement, and data collection methods ([Sugiyono, 2019](#)).

Quantitative research methods can be interpreted as research methods based on the nature of positivism, used to examine specific populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistical in order to test the hypotheses that have been set ([Sugiyono, 2019](#)).

The purpose of this research is to make a systematic, factual and accurate description or description of the facts, nature, and relationships between the phenomena investigated. There are two instruments used in this study, namely using interviews, and distributing questionnaires. The indicators for the two variables are then elaborated by researchers into a number of questions in order to obtain primary data. This data will be analyzed using relevant statistical tests to test hypotheses. The technique used is the Likert Scale technique.

## **RESULTS AND DISCUSSION**

Based on the results of research that has been done, the data obtained by distributing questionnaires through Whatsapp and Facebook were 204 copies. In distributing the questionnaire, it involved teaching staff spread across several cities in Indonesia. Each questionnaire is given to the respondent and it is hoped that the respondent can fill in the statements submitted on the questionnaire in accordance with the actual situation. From the results of the questionnaire obtained the following results:

### **Learning in Classroom**

Classroom learning needs to be prepared especially by lecturers. In preparation before teaching besides preparation of teaching standards, based on data shows that what the lecturer prepares before teaching includes preparation of presentation material, preparation of supporting videos, adding current insight and preparing teaching methods to be used.

Based on the data above, 85.25% of higher education lecturers prepare presentation materials in class before doing their activities in class. The platform that is often used is Powerpoint. Then followed by 37.50% of preparation of the method to be used. This means that presentation material becomes the first priority before teaching in class and then teaching methods need to be prepared as good as possible.

Beside verbal communication, nonverbal communication in form of visualization of teaching materials is prepared by lecturers in the classroom, so that learning communication can be more effective. Then teaching method is part of what the lecturers must considered to get an optimal positive response from students.

Findings in classroom learning, related to how lecturers attract students' attention to the teaching material, generally involve discussions, lectures, presentations, problem solving activities. Based on the graph above, it can be explained that the instructor prefers to use student center learning. It appears that (84.38%) of the lecturer relies on discussion as a major part of learning and followed by problem solving activities (21.88%), while presentations (15.63%) and lectures (9.38%) are driving the classroom to be more interactive.

In the student center learning communication model is built interactively, where the lecturer functions as the first message source to convey subject matter information to students as recipients of the message face to face, then students will provide feed back. Feed back will be a follow-up message that will be received by members of the class community so that other feedback appears and so on. The lecturer in the learning center-based learning communication model will then act as a facilitator or controlling the course of interactivity in the classroom.

The related terms that the preparation of material is important in the learning process but the method is no less important in learning in the classroom. Communication in the classroom will be effective if the method used is appropriate and the findings illustrate this, which in preparation is more secure on presentation material and methods while in practice utilizing the student center learning model. Presentation material is used as the initial message needed by students to discuss.

Related to problems during class teaching, they were found that the condition of passive students, lack of concentration of students, lack of creativity were problem that were often encountered included in this study. But if the teaching method is right and is able to communicate to all students in the class, then the problem can be minimized.

In online teaching, the first survey is related to the readiness of institutions to meet the adaptation of normal habits through online teaching facilities. The data shows that there are still many higher education institutions that are not yet able or fully ready to conduct online learning. If you look at the data, then actually online learning has not been fully implemented by higher education institutions in general. This certainly will disrupt the implementation of teaching conducted by lecturers. Lecturers cannot fully explore material through online facilities. Then related to the ability of lecturers to adapt to the use of online media, this study found variations in the platform used by lecturers in delivering teaching material online, namely by Whatsapp, Zoom, Google Classroom, Google Meeting, E-Learning Management System (EMS), Microsoft Team, and Youtube.

Based on the data in the image above, the use of online learning platforms as a channel in communicating learning materials varies considerably, most of the lecturers have used Whatsapp (95.24%) and Zoom Meeting (95.24%), besides that, there are also quite dominant use of E-learning Management System (52.38%), Google Classroom (42.86%) and Google Meet (23.81%). General

use is not done with just one platform. This shows that technologically, lecturers have minimal experience in online learning systems as part of the adaptation of new habits.

The ability of lecturers to quickly adapt to these new circumstances will greatly determine the delivery of teaching material to students. Platform limitations can be minimized by collaborating with platforms or systems. The Zoom meeting platform and Google Meet, these media are suitable for carrying out an online Synchronous learning system that can replace the learning model in class, because of its characteristics that seem to be able to replace the face to face communication in the classroom. Whatsapp, communication via interactive text messages in the class community and the delivery of material can be done asynchronously. EMS, if it has been created in an integrated manner, it can perform as collaborative between Zoom Meeting and Whatsapp as well as Google Classroom which is more dominant in asynchronous text-based online learning management.

How are the lecturers' perceptions of the readiness or response of students in the implementation of online learning, the results of the survey show several variations of opinion, some do not matter and can accept it well, some said that they had problems with online learning without specifically explaining what the problem was, there were also those who responded that online learning was less able to follow and less fun. As illustrated in the following graphic image.

The data shows that 37.50% think there is no problem, meaning that they can accept the existing conditions with online learning. But there are 28.13% of all respondents stated that online learning is less enjoyable and 18.75% stated problems with online learning. This condition becomes a challenge for lecturers to be able to communicate well and be interesting in online learning, so that student problems in the acceptance of online learning can be reduced or minimized.

The above problems can also occur due to technical obstacles, the survey results found that there are obstacles that are quite disturbing in the online teaching process, namely the problem of network connections and the need for quota costs.

Network condition was ranked first which became a technical problem in online learning, which amounted to 62.50%. Second is the economic problem, namely the quota cost of 46.88% of respondents said that this is an obstacle. And next is the obstacle of the audience (students) who are less able to focus on learning and have not been able to feel the formalities of learning as in the classroom.

The aforementioned obstacles cannot be separated from the State's ability to provide good internet network facilities, in addition to that, Indonesia's territory, which is mostly rural, has not yet been reached by many internet network relays. The second problem is the economic condition of the country during this pandemic which affects individuals, both lecturers and students, because to be able to access the internet requires funds for quota fees which are currently considered high cost compared to other countries. Then the third problem related to student activities in learning, teachers tend not to have control especially in the learning environment, although using media that can interact synchronously but cannot control the audience (students) as recipients of messages or information to focus by not doing other activities.

## CONCLUSION

Based on the findings and discussion above, several things can be concluded from this survey. **First**, learning in the classroom can be done interactively and controlled between lecturers and students. The use of student learning centers becomes a communication model developed in the classroom.



Student learning centers is the main choice so that learning can be more effective and optimal. **Secondly**, online learning which must be implemented now, has a problem in the network connection problems that are less stable and limited costs to get quotas and control problems in learning. Campus readiness in facilitating online learning systems is also the main thing that needs attention. With the existing conditions, learning communication cannot be optimized. **Third**, most current lecturers have tried to adapt this online learning system. The online-based learning communication model is applied according to ability by using various existing platforms, both paid and unpaid. Communication can be done synchronously or asynchronously according to the media channel used.

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