Analysis of Intercultural Communication in Implementation of Independent Student Exchange Program

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ABSTRACT: Online distance learning has been implemented as the most possible alternative at this time for continuous learning while maintaining a distance to prevent the spread of the corona virus and obeying the rules not to gather in one place. Research was conducted to investigate the effectiveness of online learning by distributing questionnaire through the google form link. Data were obtained from 112 students related to media and learning methods that support the implementation of effective online learning . The result showed that 71% or 80 students mentioned that online learning at their university is effective. Blended Learning which is a combination of system synchronous learning and asynchronous learning is chosen by the majority of respondents. Related with the learning media, the use of google meet is the most popular learning media because apart from being able to be used as a medium in synchronous learning, it can also be used in the synchronous learning through Google classroom.

Keywords: Online Learning, Learning Media, Learning method*.*

INTRODUCTION

The global COVID-19 pandemic has an impact on almost all sectors of life such as the economy, health, social, and education (Alghamdi, 2021; Saladino et al., 2020; Susilawati et al., 2020; Syahputri et al., 2020). In particular, the United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that the spread of COVID-19 had an impact on the education sector throughout the world and threatened the educational rights of students in the future (UNESCO, 2022). In Indonesia, around 60 million school-age children in Indonesia out of 1.5 billion children in 188 countries around the world have been affected by COVID-19 (Anugrahana, 2020; Huda, 2020; Putria et al., 2020). The impact most felt by students is the change in service delivery in educational institutions, such as formal schools at all levels, non-formal schools, to universities (Abidah et al., 2020; Joesyiana, 2020; Kurniati et al., 2020). The

Indonesian government sets a policy on the implementation of education in the emergency period of the spread of COVID-19 in the circular letter of the Ministry of Education and Culture Number 4 of 2020 as a solution to continue to be able to realize effective education (Alchamdani et al., 2020; Ganesha et al., 2021). One of the policies is the distance teaching and learning process carried out from home online. to prevent the spread of the virus in the educational environment (Akbar et al., 2021; Lubis & Dasopang, 2021). Therefore, Indonesian education requires an online distance learning system to continue the learning process but still prioritizes health (Aulia et al., 2021; Kuswoyo, 2021).

Online means exchange information with media connected via the internet. Online learning is a process of learning interaction using computers and internet access (Hermanto & Srimulyani, 2021). Online learning is an implementation of the teaching and learning process by exchanging information using the internet network to get a more massive target (Roman & Plopeanu, 2021). Through the use of information and communication technology developments, online learning systems are considered to be the most possible alternative at this time for continuous learning while maintaining a distance to prevent the spread of the corona virus and obeying the rules not to gather in one place (Abuhammad, 2020). Online learning with the use of the internet network can be held and followed for free or at a certain cost. One of the reasons why there is so much discussion around online learning is that there are many benefits and uses for online learning (Camden et al., 2019). Some of the most important are: its effectiveness in educating students, its use as professional development, its cost effectiveness to combat the rising costs of university-level education , credit equality at the university level , and the possibility of providing a world-class education to anyone with an internet connection (Castro & Tumibay, 2021; Cohen & Baruth, 2017; Suwannaphisit et al., 2021; Taplin et al., 2013).

The results of the research questionnaire given to respondents via google form at the tertiary level obtained 100 % of 1 12 respondents who already knew the meaning of online learning . This means that most universities have implemented an appeal from the Indonesian Minister of Education and Culture to conduct distance learning via online during the COVID-19 pandemic. In the implementation of online distance learning that, led to a need to be media which are expected to deliver learning is effective . Some relevant research on the selection of the right learning media must consider several aspects such as the goals to be achieved, the characteristics of students, environmental conditions, clear concepts and in accordance with the learning styles of students (Mustakim, 2020). Thus, the selection of the right media is needed to be able to provide maximum access to learning for students during the COVID-19 emergency. The selection of the right platform in online learning can have a positive impact on the learning process if it is understood by its users. Online learning media that are easily accessible and can support learning affect the results of the teaching and learning process (Wilson, 2020). Based on this description, researchers want to know the types of online learning methods and media that are most widely used by students at the tertiary level in achieving the effectiveness of online learning . So that it is expected to be a reference for lecturers to choose media and learning methods that can facilitate online learning effectively.

METHOD

The method in this study uses a descriptive method with a qualitative approach to analyze a phenomenon to be studied through the support of literature studies so as to strengthen the results of the research obtained in making conclusions. Elaboration of statistics and data description were conducted based on answers from students' questionnaires. The steps in implementing the descriptive method are as follows; (1) Formulating the problem, (2) determining the type of information needed, (3) determining the data collection procedure, (4) determining the information in the data management procedure, and (5) drawing research conclusions (Salim & Haidir, 2019).

The object of this research is online learning activities during the COVID-19 pandemic. Sources of primary data obtained by respondents as many as 112 students at the university level . While secondary data comes from reference books and journals related to the effectiveness of online learning . To obtain optimal data, the researchers distributed questionnaires via a google form link filled out by students in the city of Surabaya, East Java Province, Indonesia. The questionnaire consists of 8 statements including respondent identity, learning effectiveness, selection of learning media and learning methods. The analytical technique used in this study uses Miles and Huberman's qualitative analysis model by emphasizing the effectiveness of online learning according to students during the COVID 19 Pandemic from data collection, data reduction, data presentation and drawing conclusions (Sugiyono, 2019).

RESULTS AND DISCUSSION
From the questionnaire distributed through the google form link, data were obtained from 112 students related to media and learning methods that support the implementation of effective online learning . The following are the statistics of respondents' answers along with a description of the statements given. Effectiveness of Online Learning According to students, the results of the questionnaire show that from 11 2 respondents, as many as 24% or 27 students feel that online learning at their university is very effective and 71% or 80 students feel that online learning at their university is effective and the rest 5% or as many as 5 students feel that online learning at universities is less effective.
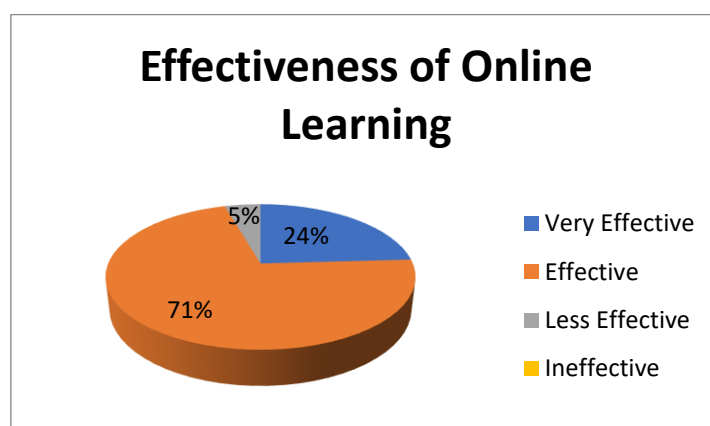

Figure 1. Effectiveness of Online Learning

The effectiveness of online learning can indicate that lecturers and students have been able to adapt and are familiar with online learning systems that utilize e-learning which has been going

on for approximately two years. The application of digital classes can achieve complete learning and there is a significant increase in students' interests and learning outcomes (Lanusi, 2018). Based on the results of questionnaires completed by respondents indicated the effectiveness in learning online can be demonstrated from the ability of students and faculty in the use of instructional media online optimally. In addition, students are also able to understand the subject matter delivered by the lecturer through online learning. This is in line with the research conducted by Abidin et al. (2020) examines the effectiveness of distance learning in terms of understanding the subject matter. Meanwhile, according to students, the ineffectiveness of online learning can be caused by technical problems such as unstable internet signals and supporting media such as gadgets and laptops used in online learning.

Online Learning

Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). In its implementation, it is usually widely used to support the concept of Distance learning of The National Education System which is defined as education in which students are separated from educators and learning uses various learning resources through communication technology, information, and other media. Broadly speaking, it can be concluded that future education will be more open and two-way, diverse, multidisciplinary, and related to work productivity, just on time, collaborative, and competitive. These descriptions tend to lead to a distance learning system that has the potential to be developed in Indonesia today.

Online learning in its implementation is usually widely used to support the concept of Distance learning (DL) or distance education in Article 1 paragraph 15 of the National Education System Law which is defined as education in which students are separated from educators and learning uses various learning resources through communication technology, information, and other media. . Broadly speaking, it can be concluded that future education will be more open and two-way, diverse, multidisciplinary, and related to work productivity, just on time, collaborative, and competitive. Based on this, the current learning system tends to lead to a distance learning system through online learning which has the potential to be developed in Indonesia today.

Distance learning through online learning has characteristics that distinguish it from conventional face-to-face education methods. The characteristics of distance education are :

1. An education system whose implementation separates lecturers and students;
2. Using learning media (e-learning) to unite lecturers and students in the teaching and learning process with the material presented in more varied, innovative, and attractive modules;
3. Learning is independent, through distance learning, students can determine their own study time and deepen the material.
4. Two-way communication between lecturers and students, either delivered directly (synchronuous) or indirectly (asynchronuous). Communication without face-to-face is carried out using the help of electronic media
5. The learning system is carried out systematically (structured), regularly in a certain period of time. Sometimes meetings are also held between lecturers and students, either in discussion forums, tutorials, or with face-to-face meetings (residential classes) that are structured according to the Lecture Program Unit (SAP). But basically, face-to-face meetings should

not dominate the implementation of education. The dominance of face-to-face in the implementation of education indicates a very large dependence of a student with his teaching staff.

6. The new paradigm that occurs in distance learning is the role of lecturers who are more "facilitators" and students as "active participants" in the teaching and learning process . Therefore, lecturers are required to create good teaching techniques, present interesting teaching materials , while students are required to actively participate in the learning process.

Learning Methods in Online Learning

Online learning has benefits for students and lecturers that can be optimized by adjusting the right learning method. This is in line with the statement of Nguyen (2015) One reason why there is so much discussion around online learning is that there are many purported benefits and uses of online learning. There are three learning methods that can be applied to online learning, namely: Synchronous learning; Asynchronous learning and Blended learning. The use of learning methods is based on the needs of each class. Based on the results of questionnaires that have been filled out by student respondents, the types of online learning methods that are most in demand by students are: Synchronous Learning, Asynchronous Learning and Blended Learning with the following proportion
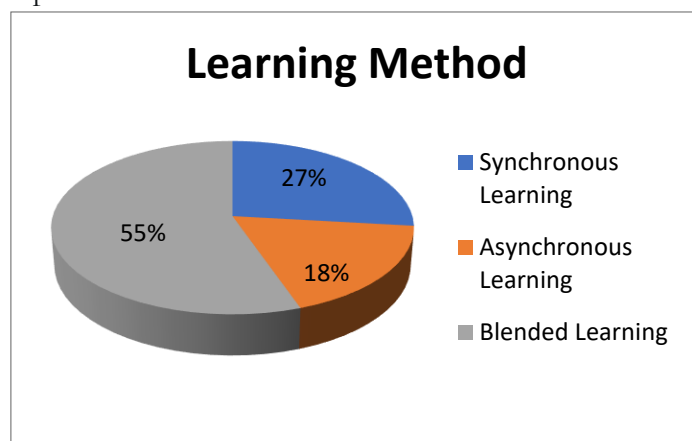

Figure 2. Learning Method

Synchronous Learning is the most common learning system that has been implemented for a long time . This learning process is called synchronous learning because lecturers and students are present to carry out the teaching and learning process at the same time. The method of application can be done face-to-face or online, where lecturers and students meet each other directly in the classroom to carry out the learning process. Meanwhile, in the online learning method , it can be implemented in the form of virtual interactive lectures, presentations, and class discussions. In this study, as many as 30 students or 27% of respondents chose the synchronous learning method because it has several benefits :

1. A more flexible place to carry out the teaching and learning process.
2. Can still interact directly and interactively between lecturers and students .
3. Can take part in the learning process with an unlimited number of participants, such as national and international webinars.

While Asynchronous learning selected by 18% or 20 students, which in this learning method does not require professors and great students to carry out the learning process in accordance with an agreed time. Through this learning process, lecturers can send lecture materials and assignments which can be in the form of documents, videos, power point texts and so on through learning media, then students can study and process the materials and assignments at a more flexible time. With the process of online learning such as this, all- students can learn the material anytime and anywhere. Some of the benefits that can be felt from the Asynchronous learning method are:

1. Lecturers have flexible time in preparing learning materials.
2. Students have more time to learn da n repeat learning materials as well as work on a job
3. Can be applied anywhere, even in different time zones.
4. No need to worry about internet connection because it doesn't have to be present at the same time.

In method Blended Learning which is a combination of system synchronous learning and asynchronous learning is chosen by the majority of respondents, 55% or 62 students . With the system online learning this mixture, teachers and students can balance the two methods of study according to the needs of each class. Lecturer and students can decide to implement Asynchronous or Synchronous learning in accordance with the needs of the material being studied. Some of the benefits of blended learning is students have more time to explore the material through Asynchronous learning , and faculty and all- students can also discuss the matter more in depth through the system synchronous learning . With this balance between synchronous and asynchronous learning systems , teachers and students can get a more effective and immersive teaching and learning experience.

Learning Media in Online Learning
Learning media has a very important role in the achievement of learning objectives effectively. The instrument can be used as an intermediary between the sender and the recipient of the message, if the media that carry messages or information that aims instructional or containing purpose of teaching the media called learning media. In supporting the online learning process , it is necessary to choose the right learning media in order to optimize the learning process according to the needs of the class. Selection of online learning media in synchronous learning is carried out through online media applications that will connect lecturers and students at mutually agreed times and hours. Currently we can see the widespread use of online media such as Google Meet, Cisco Webex Meeting, Skype, Zoom Meeting, and so on. Based on the questionnaires that have been distributed to students, the results show that the most frequently used online media in Indonesia is Google meet which was chosen by 49% of respondents, Zoom Meeting by 36 % , Cisco Webex 9% and others 6%.

Learning Media in Online Learning

Zoom Meeting 36%
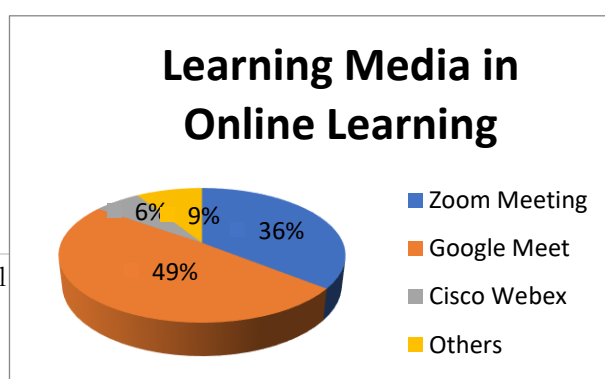Google Meet 49%
Cisco Webex 9%
Others 6%

Figure 3. Learning Media

The use of google meet is the most popular learning media because apart from being able to be used as a medium in synchronous learning, it can also be used in synchronous learning through Google classroom. Google classroom is the most preferred medium by students as an online learning medium because its use is considered easy and practical (Mustakim, 2020). One of the Google for Education features makes it easy for educators to design, share, group assignments and save results by directly connecting to Google Drive. Assignments collected in the form of paperless documents are commonly referred to as paperless. Google Classroom has been designed for the convenience of four users, namely educators, students, guardians, and administrators (Komariah et al., 2019). Educators can create and manage classes, provide grades, submit assignments with deadlines, and provide real-time feedback. Learners can monitor the material or assignments given with notifications via email, share documents and interact with classmates as well as ask the teacher, send assignments and get assessments and responses directly. Registered guardians can also get email summaries related to student assignments to monitor their children's learning outcomes. Administrators can create, manage, monitor or delete classes in the domain and add or remove student and teacher accounts. According to respondents, the advantage of Google Classroom is that it makes it easier to access materials, assignments, and collections. There is even a time reminder for task collection and can communicate personally to the relevant educators. Based on the results of research the use of Google Classroom learning media can have an influence on students' interests and learning outcomes. In addition to these advantages, it turns out that Google Classroom learning media has several disadvantages (Komariah et al., 2019). This was conveyed by several respondents who said that the use of Google Classroom consumes a large amount of internet data quota so that economic spending increases. The learning process through Google Classroom is less efficient in terms of the relatively large cost to buy an internet data package, but this can be addressed by minimizing the provision of material with large-capacity videos or files (Finch & Jacobs, 2012; Jansson et al., 2021).

CONCLUSION

Online distance learning that is enforced to comply with government policies related to physical distancing is the implementation of the teaching and learning process by utilizing the internet network without being limited by space and time. Based on the results of the questionnaire, all student respondents have known and have implemented online learning. The majority of respondents, namely 71% think that online learning is very effective and 24% think that online learning has been implemented effectively. While the remaining 5 % think online learning has not been effective. The effectiveness of online learning is shown by a good level of student

understanding of the material presented by lecturers through online learning. The effectiveness of this learning is also supported by the ability of lecturers and students to use online learning media. The effectiveness of online learning is strongly influenced by the accuracy in choosing the methods and learning media used online. Based on the results of the questionnaire, the method most favored by students is blended learning by 55% which is a combination of synchronous learning and asynchronous learning. In supporting online learning, it is also necessary to have the right online media with the needs of learning methods. Based on the results of the questionnaire, the most widely used access as an online learning medium is Google Classroom with a percentage of 49 %. Google Classroom is the most popular platform because of its easy and practical features.

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