Instructional Communication Process in Online Learning (School From Home) during Covid-19 Pandemic

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Abstract

Indonesia government taking some actions to break the chain of Covid-19 virus and one of them is Study from Home or online learning that allows teachers and students to study online from their home. This research aims to see how the process of instructional communication applied by teachers in the online learning process in the past few months due to the Covid-19 pandemic. The methodology used in doing the research was a qualitative and descriptive approach of having perspective from teacher and students. This research used Post-Positivism as a research paradigm. Data collection techniques were deep interviews with the teacher and online classroom observation. This research revealed that instructional communication applied in teaching vocational students is verbal and non-verbal communication. There are two important points for the communication between the teacher and the students during the online learning process, which are teacher character and the variety of media used. The use of media is divided into two sub points which are main media (*Google Classroom* and *Google Meets*) and supported media (*Power Point*, *learning material video* and W*hatsapp* group). Teacher used those media in delivering the lessons to the students to support the online learning process.

How to Cite: Boer, R. F., Wahyuni, D. R., & Aulia, V. (2021). Instructional Communication Process in Online Learning (School From Home) during Covid-19 Pandemic. *JTP - Jurnal Teknologi Pendidikan*, *23*(2), 81-94. https://doi.org/10.21009/jtp.v23i2.20455

INTRODUCTION

The spread of the COVID-19 virus in Indonesia began on March 2, 2020, allegedly starting from one of the residents which was the Indonesian resident who makes direct contact with foreign nationals from Japan. Over time, the spread of the COVID-19 virus has increased significantly to date and requires immediate treatment. The COVID-19 virus can easily spread and infect anyone regardless of age. This virus can be transmitted easily through contact with sufferers and has become a threat to global health security in Indonesia, because this virus outbreak affects various activities of the lives of many people, from an economic, health, and educational perspective. Therefore, the government has prohibited crowding, such as not going to markets, sports venues, cultural venues and so on, social distancing and physical distancing, wearing masks and always washing hands, so that people who work in offices are endeavored to do work

from home (Work from Home) and in the field of education, learning is done from home (Learning from Home).

In the field of education, COVID-19 pandemic is also having a tremendous impact in which most schools in Indonesia had been closed to stop the spread of COVID-19. With by way of the circular letter regarding schools' policy in pandemic circumstance which was published by Indonesia Ministry of Education and Culture, the provisions of the policy especially regarding the learning process is now held at students home with consideration to maintain the schools activities for students through online or distance learning, and stop the spread of the pandemic itself. With this regulation, teachers are demanded to have capabilities to teach effectively through online, and in home merely. Teachers are also demanded to have capabilities to hold the learning activities through online learning, and teachers' ability to utilize technology and information is necessary, and the last but not least teachers are demanded to transform the learning process with online methods. This method is also important to be effective, so the learning process will run effectively and the knowledge can be conveyed by students. One of the platforms for learning process through online learning that can be used by teachers are via media applications such as Google Classroom and Zoom Meeting.

In the current situation, the communication process between teachers and students during online learning is one of the factors in learning outcomes. This means that there is delivery of messages from communicators to communicants through the media which can have an effect or results. By having good communication and language skills carried out by communicators, the communicant can understand and convey thoughts and express a desire to meet their needs. One form of communication that is usually faced in the teaching and learning process is instructional communication. Instructional communication is one that prioritizes reciprocity / response. Instructional communication is a communication process designed specifically as a tool in order to change receiver behavior (educative) in the instructional field (Absah, 2018). Instructional communication is important in education to deliver lessons or lectures from the teacher to the students. In the teaching and learning process the teacher gives instruction to students and also observe students behavior in the classroom. Teacher gives instruction to students using some methods such as commands method, individual method, practice method and question and answer method. The use of media in teaching and learning processes are also important from the use of computers, projector, white board and other supporting media (Anggraini, 2017). In this instructional communication, teachers, lecturers, instructors or coaches are the main source in giving lessons, methods, and delivering subject material to students as receivers. In the learning process, instructional communication is the good or the bad way a teacher teaches, the teacher's attitude, curriculum, learning media and tools help teach, classroom and other learning elements to increase the learning achievement (Shah, 2011). Several instructional communication processes generally depend on the way teachers deliver the messages to the students who have many different characteristics with the specific program given and which influences the environment. To achieve the instructional communication target in the learning process, depends on some factors such as students' characteristic, teacher's characteristic, interaction and methods of delivering the messages, physical facility and surrounding environment.

With advances in information and communication technology, there are changes and improvements in various sectors, especially in the field of education. The role of information and communication technology in the field of education is very important and can provide convenience to teachers and students in the learning process as long as the pandemic has not yet ended. Online learning has been carried out in a massive way and can be accessed anytime and anywhere so that makes it easier for the students to keep

learning during the pandemic. It is stated on Permendikbud No. 109/2013 that distance education is a teaching and learning process carried out remotely through the use of various communication media. Online learning is very different from learning as usual in conventional ways, according to Riyana (2019:114) online learning emphasizes the thoroughness and foresight of students in receiving and processing information presented online. Online learning is now implemented in most all the schools in Indonesia from March 2020 until now as one of the actions to break the chain of Covid-19 pandemic. The Ministry of Education and Culture, Mr. Nadiem Makarim and the Indonesia Government have announced that starting in January 2021 face-to-face learning will be reinstated.

In the current pandemic situation the use of instructional media is a very important component in the teaching and learning process. The learning media used by teachers are such as *Google Classroom* and *Google Meets* and supporting media in the teaching and learning process such as *GroupChat Whatsapp*, *Microsoft PowerPoint* (PPT), and learning material videos. In the learning process, the media is also one of the communication tools in delivering messages, and it is very useful if implemented. The media used in the learning process is referred to as learning media and has a very important role in supporting the success of the process. This learning media is a media tool for carrying messages or information which are instructional or contain learning objectives or materials. The use of instructional media as a teaching and learning tool to stimulate students' thoughts, feelings, attention and abilities or skills in the learning process takes place. This was stated by Hamalik (2005) that the use of instructional media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students.

The e-learning media that can be used in the current pandemic situation are *Google Classroom* and *Google Meets* which are considered to be one of the best platforms for e-learning, as they improve teacher workflows, help teachers save time, keep classes organized and improve communication with students. According to Herman (in Japar, 2019:153) that *Google Classroom* is an application that allows the creation of classrooms in cyberspace. *Google Classroom* application is designed to help teachers create and distribute assignments to students in a paperless manner. Meanwhile, the *Google Meets* application is a part of the video conferencing application from Google that can be connected directly to the *Google Classroom* by entering the Classroom and aims to conduct virtual face-to-face in the teaching and learning process. It can be concluded that the *Google Classroom* application is an application that is specialized as an online learning medium or online class so that it can make it easier for teachers to create, share and group each assignment without using paper. Meanwhile, *Google Meets* is a part of Google's application in the form of a video conferencing application that can be used virtual face-to-face in the learning process.

The online learning process not only uses *Google Classroom* and *Google Meets,* but also uses several other learning support media such as *Whatsapp Group Chat*, Microsoft Powerpoint (PPT) and video learning material. Whatsapp is a chat application that is quite popular in Indonesia. *Whatsapp* has various features that can be used to communicate with the help of internet services. According to Larasati, et al (2013) that the *Whatsapp* application is an application for instant messaging and allows users to exchange pictures, videos, photos, voice messages, and can be used to share information and discussions. One of the features of the *Whatsapp* application that is used in E-learning at this time is the use of *Whatsapp Group Chat* that can be used to communicate with several friend contacts on *WhatsApp*. The existence of this *WhatsApp Group* chat makes it easy for sending messages inside spread information where the message or information can be received by the recipient of the message at the same time.

According to Maryatun (2015), learning media using Power Point is a presentation application program that is most often used and the most widely used in the learning process. Microsoft PowerPoint is also a multimedia-based program designed to present material. This is also stated by Mardi, et al (2007:69) that Microsoft PowerPoint is an application program from Microsoft that can be used to make presentations, both for conducting a meeting and planning other activities including being used as a learning medium in schools. The use of this learning media if it is packaged in an attractive manner will stimulate students to find out information related to the teaching material presented and easily understand the virtual messages conveyed by the teacher. In addition, learning using PowerPoint media is more accessible and practical because it does not require an internet connection when opening it. Therefore, PowerPoint is a presentation application program from one of the application programs under Microsoft Office, which is easy and often used as a learning medium in schools.

The use of instructional media will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. One of the supporting media in the learning process is using video. According to Kustandi (2013:64) that video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time and influence attitudes. In the teaching and learning process, the video media used by the teacher is called instructional video. Instructional communication is a communication process designed specifically as a tool in order to change receiver behavior (educative) in the instructional field (Absah, 2018).

The online learning process itself faced some challenges and obstacles for both the teacher and the students. As explained by Rahman & Firman (2020) that teachers cannot monitor the students' activities during the teaching and learning process directly due to the separate locations of teacher and the students. Teacher cannot guarantee and be sure that the students are 100% paying attention to the teacher's explanation. Students are mostly unable to concentrate and imagine other things in the online learning process than face-to-face learning (Szpunar, Moulton & Schacter, 2013). Thus online learning must be implemented in a short time because students sometimes have difficulty maintaining concentration if the learning process is carried out for more than 1 hour (Khan, 2012).

The online learning process during the Covid-19 pandemic mostly focuses on giving assignments to the students as one of the regulations implemented in some schools in Jakarta. Many students complained that the assignments given by the teacher are quite a lot more than the face-to-face learning in the short period deadlines (Sutrisno, 2020). Students need to get used to doing assignments in each subject within a week. It will be more complicated if the students have to do the assignments independently without having a partner or friends to discuss with. Mastuti (2016) explained that online learning makes students struggle to discuss as a form of understanding the materials. For students, online discussions have a limited time because students are not free to discuss due to the internet connection.

A lot of learning materials also cannot be understood well by the students. Students feel that reading learning materials and doing the assignment are not enough and the students need the direct explanation verbally from the teacher in some complex materials. During online learning, the communication process is mostly done by using message applications such as *Whatsapp* or discussion columns that are available in learning media platforms. Students agreed that the communication process with the teacher using message application cannot give a clear explanation about the material or lesson that is being discussed (Rahman & Firman, 2020). Thus, make the interaction and communication during online learning become less interactive.

The most important thing in doing online learning is connectivity and the availability of the internet. Many of the students are struggling to follow the online

learning process due to the poor internet connection especially in the suburbs (Firman & Rahman, S.R, 2020). Students sometimes are late in submitting and collecting the assignments and understanding the learning materials during the online learning process due to the bad signal that has become a crucial problem for students (Rasmitadila,et al, 2020). Besides, the cost of purchasing expensive data internet packages is also a challenge. Students admit that the video conference consumes a lot of data, thus making them have to spend more to buy the data internet package. As explained in Firman and Rahman, S.R (2020) a student has to spend around Rp.80.000 – Rp. 200.000 in a week to buy the data internet package. Many students admitted that one of the obstacles faced during online learning is (Rahman & Firman, 2020). The learning media can be a concern too because not all parents have laptops or cell phones to support their child during the online learning process. Problems can arise if these technical issues cannot be overcome and the students' participation in online learning is not optimal. As a result, some students cannot follow the lessons effectively and submit the assignments on time. Students must have the availability of data packages, good internet networks and gadgets such as laptops and smartphones so that the implementation of online learning process can be followed smoothly (Rasmitadila, 2020).

The unexpected pandemic and the regulation of study from home by the Indonesia Government made students and teachers endeavor various preparations to implement the regulation. The students and the teachers are required to have a good skill in technology because of the changes of the learning system that now all switch to online learning (Khasanah, D.R.A.U, 2020). According to a survey by the Ministry of Education and Culture, more than 60% of teachers in Indonesia do not have the ability to use technology in the teaching process. However, teachers have responsibilities to change from face-to-face learning in the classroom to online learning that are not easy. Teachers also need strategies to deal with the problems that might occur in online learning to continue the learning process and achieve the learning outcomes (Rasmaditadila, et al, 2020). The school administration staff, teachers and students make efforts in various ways to adapt to the new online learning system. Therefore, the emergency of an online learning system is operated just for a while and its way different from the other online learning system that is already well organized. Thus, both teachers and students have struggled and need time to adapt with the new school from home system (Handayani, 2020).

The regulation of study from home has attracted some organizations and media to evaluate the online learning system. The organization named *Federasi Serikat Guru Indonesia* (FSGI) has evaluated the online learning system and gave a 'red report' which could be bad to the ministry of education and culture. In response to the score by FSGI, Mr. Dede Yusuf as Deputy Chairman of the XI DPR RI commission explained that the ministry of education and culture basically has various interesting ideas to improve the quality of education but it was hindered due to the Covid-19 pandemic. As cited in online media by batamclick (2020), Mr. Dede explained that the regulation of school from home is not effective because the regulation was taken in the emergency situation as one of the actions to prevent the spread of Covid-19 in Indonesia.

Based on the discussion above, this research is intended to see the process of school from home and how instructional communication is applied in the school from home. The school from home faces challenges and obstacles both from the teachers and the students. The obstacles itself are mostly from the facilities and the availability of infrastructure. This research also wants to see how the interaction and communication happen in the process of school from home.

METHODS

Scherer, Siddiq & Tondeur (2018) described that two aspects can be discovered. First, Beller, 2013; Flórez et al., 2017; Siddiq, Hatlevik, Olsen, Throndsen, & Scherer, 2016 described that world educational systems use digital systems and technology in assessing the students and conducting the curricula. The second, Shute & Rahimi, 2017; Straub (2009) also explained that the teachers are recommended to include and use technology to support the teaching and learning process. This research used Post-Positivism as the research paradigm. The methodology of this research is qualitative descriptive approach. It was stated by Salim (2001, p. 48-49) that the Post-Positivism paradigm emphasizes socially meaning full action, which means that the researcher does not try to interpret the research subject under study. The researcher only wants to know the reality in the field regarding the online learning instructional communication process during Covid-19 Pandemic. By using the Post-Positivism paradigm in this study, the researcher wants to explain the subject according to the existing reality by going down directly through conducting research.

This research is using a qualitative descriptive approach by applying data collection methods or techniques through interviews and data sources. Rakhmat (2009: 24) said that descriptive research is only drawing the subjects or events. This research does not seek or explain relationships, neither test nor make predictions. This research was conducted by researchers by going directly to the field as observers, observing symptoms or problems to obtain the necessary data by interviewing key informants and other informants. With this descriptive approach method, the writer can describe or explain how the online learning instructional communication process works during Covid-19 Pandemic.

The data collection techniques were done by interview with a teacher who teaches the subject classroom. The interview was done in order to know the process of online learning. The classroom observation through Google Meets was also done in order to reveal and dig deep about the communication process of online learning. The participants were class 11 of vocational high school in SMK Gita Kirtti 2 which was class XI BDP consisting of 16 students who participated in the online learning process and a teacher who teaches in the classroom. The interview was done in October 2020 while the classroom observation was done on 30th November 2020.

The data analysis techniques are grouping the data based on the analysis model by Shah (2011) that has been modified into 2 main factors (teacher characters and media). After that, describe the research results about the characteristics of the teachers in delivering the message during the online learning process and media used in the online learning process; and the last technique was to conclude the information and data based on the description.

RESULTS & DISCUSSION

Results

The results of this study are based on direct classroom observation and deep interviews with several research informants for analysis the instructional communication process in online learning at SMK Gita Kirtti 2. The table below is figures of total number of students in XI BDP as the participant on this research. This data is collected from the teacher who also the informant on this research.

Table 1. Number of Students in XI BDP

The Number of Female Students	The Number of Male Students
21	15
Total number of students	*36*

Based on the number of the students who are in XI BDP class above, here are the results of this online learning instructional communication process will be divided into two main important factors:

1. Teacher Character

Teacher character is the main point of the online learning process. From observation, reveal that characteristics of teacher are friendly, humorous, firm and polite. One of the characteristics of teacher is friendly. It can be seen when teacher started online learning process by greeting students and asked their state of affairs. In learning process, teacher tried to follow students' classroom environment by sometimes inviting students to indulge humor in order to make the students not bored and feel sleepy during the online learning process and make students engage to online learning process. Then, teacher was firm and polite towards students so that students could imitate teacher's attitude or speech. This can be seen when teacher reminds students firmly to collect the assignments which are given according to the schedule set by teacher before.

Other characteristics of teacher had found in this research were initiative and interactive as well. Teacher was trying to make classroom interactive and build the two-way communication process with students. Teacher interacted with students through clear communication so that the message conveyed is achieved. Interaction between teacher and students was like doing questions and answers. Teacher initiated for asked questions to students and gave students chances to speak. Teacher lets students share their opinion related to the material and ask questions to them then teacher will answer it and shall give correct and clear explanations. When teacher has already given a chance to students to speak but there is no answer from students, teacher will try to ask again, initiate first, or give an example so that students understand what the teacher means. Teacher also finds topics related to the learning material to be discussed with students. These are examples of one teacher's characteristics which is initiative. In order to build interaction and communication with students, sometimes teacher asked learning materials that had been shared in Google Classroom in order to check students' understanding and wants to know a respond from the students.

2. Media

Media is the second factor that is important in the online learning process. The online learning process cannot be run without media. The media that are used during the online learning process at SMK Gita Kirtti 2 Jakarta are online learning platforms that will be divided into main media and supported media.

Below here is the table from previous research by Wargadinata, Maimunah, Dewi & Rofiq (2020) that have arranged based on the highest percentage level of the effectiveness of online learning models or application used during online learning process.

Table 2. Previous Research of Effective Online Learning Models

No	Online Learning Models	Percentage (%)
1.	WA Group	48.9
2.	WA Group & e-Learning	4.3
3.	Zoom	14.9
4.	Google Classroom	4.3
5.	e-Learning	23.4
6.	WA Group & Zoom	4.2

Based on table above, it can be seen that teachers mostly use WA group in communicating with students through online learning using WA group as the most effective media during pandemic situation. This research also found that the learning media used are quite the same and not too different with previous research. The main media used are *Google Classroom* and *Google Meets*, while the supported media used are P*owerPoint*, video learning material from the teacher, and *Whatsapp Group* application. The variety of media used by teacher and students because the media applications are free, easy to use both for the teachers and the students, and up to date.

Table 3. The Media used by The Teacher

No.	Media Used by the Teacher
1.	Google Classroom and Google Meets
2.	Whatsapp Group
3.	Power Point
4.	Video learning materials

The teacher usually used main media such as *Google Classroom* to share learning material as a substitute media for face-to-face learning. Both teacher and the students can share learning material in *Google Classroom*. The teacher usually will share the learning material before or after the video conference begins so that the students can read it after the video conference ends and to help the students to do the assignment. The teacher will give an assignment in *Google Classroom* and the students can submit it through the link provided by the teacher within the specific period deadline.

The *Google Meets* are used as the substitute media of face-to-face learning where the teacher and the students will do conference calls and teach the students. Both the teacher and the students can see each other through conference or video call. The online learning process will run as usual like normal face-to-face learning, but it is just changing to online. The teacher and the students can still interact, communicate and do the whole face-to-face learning process. The conference call is really needed as the substitute to face-to-face learning. The teacher used *Google Meets* because it is free, easy to use and has a stable connection in their areas.

In fact, the use of these media is still insufficient to support the online learning process and other supporting media are needed to support online learning. Therefore, the teacher used other media such as PowerPoint, video learning material which contains explanations from the teacher and *Whatsapp Group* application. The researchers reveal that during the conference call via *Google Meets*, the teacher uses PowerPoint as well, just like face-to-face learning, to help the teacher explain to the students and to make the students understand easily by seeing the important points of the topic. The teacher can also share *PowerPoint* to *Google Classroom* so that the students can re-open outside the conference video via *Google Meets*.

Video learning material used when the students still do not understand the message from the teacher. In video learning material contains explanations from the teacher about specific topics that students have not understood yet. The teacher will share the video to Google Classroom or through a chatting application used by the teacher and the students. Students admit that video learning material helps them a lot in understanding the material and message by the teacher.

Whatsapp Group chat application is a chatting application to help the teacher and the students to communicate outside the classroom. Besides Google Classroom, sometimes the teacher and the students also create a *Whatsapp Group* to communicate and share about the online learning process, because the frequency of using this app is more frequent than other online learning media platforms. Either the teacher or the students can also ask directly through personal chatting from *Whatsapp*.

Besides those two media above, the teacher sometimes uses other supported media such as games or quizzes as assignments or to check students' understanding about the learning topic. The use of games and quiz is to make the students not bored with the form of assignment. The teacher tries to find alternative and interesting ways to make the students understand the topic and the message can be delivered well.

Discussion

The character of teacher based on result is friendly, humorous, firm and polite to students. In the research from Thadi (2019) it also found that the characteristic of the teacher is friendly, firm, and well mannered towards the students so that the students can learn the teacher's characteristic and language to implement in their daily life. The research also found that every teacher who teaches in the classroom always maintains speech to all students so that it will give a good input for students' behavior.

During online learning, the use of media is the most important factor because the learning process cannot run well without the use of media. This research also highlights media as the most important factor. The media that are usually used during online learning and from observation are Google Classroom, Google Meets, Video conferencing Zoom, PowerPoint, Material Video from the teacher and *WhatsApp* application. The ability of laptops and smartphones to access the internet allows students to follow lectures that are implemented in the form video conferencing as well as held in virtual classes using the learning service applications which available online (Kay & Lauricella, 2011; Gikas & Grant, 2013; Chan, Walker, & Gleaves, 2015; Gökçearslan, Mumcu, Haşlaman, & Çevik, 2016). The research from Maimunah, et al (2020) has classified the learning media used during the online learning according to the highest percentage level of the effectiveness of online learning that runs, namely by using; *WhatsApp Group* with 48.9% used, e-Learning with 4.3%, Zoom Application with 14.9%, Google Classroom with 4.3%. Based on the percentage of the result it can be seen that online learning using WA Group is very effective in the Covid-19 pandemic. The results of interviews and surveys from the research show that WhatsApp (WA) is a familiar social media, which is undoubtedly used by all lecturers and students. In this research, the media that is usually used by teachers to communicate with the students are divided into two parts : main media and supported media. The main media include *Google Classroom* and *Google Meets* while supported media include video learning material, powerpoint and *Whatsapp Group*. As can be seen from the classification of the learning media used during the online learning above, this research used *Google Meets* as an application for doing the video conferencing rather than Zoom. For other media such as *Whatsapp* and *Google Classroom*, this research uses these media as the same as the research done by Maimunah, et al (2020).

The implementation of online learning allows students to study from homes. Students can access teaching materials and submit assignments given by the teacher without having to come to school. This can reduce the emergence of crowds in school as might be the case with face-to-face learning advancements in the classroom is still implemented. WHO (2020) argues that by limiting mass gatherings can reduce the potential for the spread of Covid-19. Rasmitadila, et al (2020) discussed that the impact of the changes in the teaching and learning process from face to face learning to online learning has affected teacher performance and the quality of education, especially in Indonesia. In this current study, the participating teachers believed that instructional strategy needed change and that all stakeholders, including governments, schools, social organizations, school committees, and parents must discuss together to determine and arrange online learning goals that are in line with a national curriculum. To support the success of online learning, the technological readiness including technology capacity, whether online use (TV learning, radio, online applications) or offline (printed teaching materials, modules, textbooks) was necessary.

Student involvement and participation in online learning must be lifted because students seem to have lost interest over time and many students do not attend online learning. The use of varied instructional methods will encourage more enthusiastic participation in online learning. The students prefer face-to-face learning over online learning, because students can understand easily, can improve their skills and also get more knowledge (Drysdale, Graham, Spring, & Halverson, 2013; Guzer & Caner, 2014; Huang, 2016, p. 16-24). This might be because in face-to-face learning, teachers create the learning process and also give impact to influence the students in certain conditions (Baran, Correia, & Thompson, 2011, p.436; Compton, 2009, p.88). The teachers in face-to-face learning also play greater roles than in online learning. Thus, the government should develop online educational resources that align with the national curriculum and help teachers in the process of online learning. (Vlachopoulos, 2020).

However, the teachers do not need to put extra effort and time to create effective learning or make online learning the same as face-to-face learning. Based on Allen & Seaman (2014:23), more than half of public institutions in the USA agreed that it is not easy to teach online learning and it needs more effort and time. It can be seen that in face-to-face learning, the teachers only need an hour to give feedback to the students, on the other hand it is needed an extra time such as 3 to 6 hours in online learning (Allen & Seaman, 2014:23). It is also supported by the research from Scherer R., Siddiq F. & Tondeur J. (2018) that the teachers need to prepare the online learning for days while in the implementation of online learning, the learning activities can only take minutes or an hour because of the limitation of time. Therefore, the teacher's role is much less noticeable in all aspects of the online learning process.

CONCLUSION

Based on discussion of the results from classroom observations, this research concludes that the instructional communication process applied in online learning process has verbal and nonverbal communication. The verbal communications in this case were the teacher usually uses words that are easily understood by the students to deliver the message. The nonverbal communication can be seen from the form of body movements by the teacher. Despite the learning being conducted online, the teacher still can used body movements that students can see from the camera. The teacher character plays an important role during the online learning process. The behavior of the students can be built from the teacher's character. While, the instructional communication processes in this research can be seen where the teacher mostly focuses on the use of media in

communicating with the students. The used of media in this research is divided into two types, main media and supported media to support the online learning process. Both types of media have different functions that are important one and another. The teacher tried to maximize the time to deliver the lesson, to engage with the students and to build interactive communication with the students with only 30 minutes of study time.

The existence of technology helps the learning process to still run even in the pandemic era. Both the teachers and the students can learn anytime and anywhere using a variety of sources but of course by having a good connection. The communication between the teacher and the students might become less interest during the learning process and the students might be losing interest over time. Thus, the variety of media used besides main and supported media such as games, quiz that are now available in online media platforms are very important to support online learning and the teachers should be creative to design learning activities to build communication with the students. The teacher can also use online games to check students' understanding. The video conferencing also can be done twice a month considering the data package that students have to buy. The teacher can also design learning activities that not required students to always do the video conferencing via Google Meets, the teacher can mix it. For example the video conferencing will be done in the first week of the month when to explain the new chapter. The second week the online learning will be doing exercises about the new chapter. The third week will be about open discussion where the teacher allows the students to ask about the material that the students have not understood yet. The discussion can be done through W*hatsapp* group, video sharing or chatting. The last or the fourth week, the teacher can evaluate the students by giving online quizzes, games or other online activities that make students more engaged with the learning. The results of this study may serve as a reference for implementation of how the process of communication happens between teachers and students during online learning, especially under pandemic conditions.

CONFLICT OF INTEREST

There is no conflict between the researchers, the subject of the research, manager of the journal, and the place of research during the registration process, review, and publication.

ACKNOWLEDGEMENT

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