

Interpersonal Communication Challenges in Online Learning at the Faculty of Social Sciences, Manado State University

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Abstract: The Covid 19 Pandemic period had an impact on the implementation of online learning at the Faculty of Social Sciences, Manado State University. Interpersonal communication is needed in the context of building an educational civilization in shaping the whole student personality. The challenge today is the loss of interpersonal communication caused by online learning. The purpose of this study is to see the problems about Interpersonal communication in online learning at the Faculty of Social Sciences, Manado State University. The data collection technique was carried out through observing student activities in online learning, direct interviews and documentation. Researchers also performed data reduction, data display and data analysis. The findings and discussions in this study are (1) messages that are not conveyed optimally (2) There are many disturbances that arise in the online learning process such as network availability, noisy atmosphere during online learning (3) Student responses are not optimal, such as seriousness and activeness in participating in online learning. The three findings are discussed in order to find the best solution. The conclusions and suggestions in this study are as follows: (1) Interpersonal communication between lecturers and students is an important element to be maximized (2) Disturbances that arise during the online learning process need to be anticipated with the seriousness of the student. (3) Student responses need to be activated by finding the right solution.

Keywords: *Challenges, Interpersonal Communication, Online Learning*

Introduction

The latest latest developments in the Covid-19 case in Indonesia at the end of February 2021 can be seen in the following data: “On Saturday (27/2): Positive cases of Covid-19 increased by 6,208 to 1,329,074 cases. Patients recovered increased by 7,382 to 1,136,054 people. Patients died increased from 195 to 35,981 people. On Sunday (28/2): Positive cases of Covid-19 increased by 5,560 to 1,334,634 cases. Patients recovered increased by 6,649 to 1,142,703 people. Patients died increased by 185 to 36,166 people (Wisnoe Moerti, 2021). Zhong (2020) found that the epidemic’s disparate impact on rich and poor, city and country, is a reality that more of the rest of the world is fast beginning to confront. More than 770 million learners worldwide are now being affected by school and university closures, according to the United Nations.

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The Covid-19 pandemic currently occurring in various parts of the world has greatly affected the mobility of people on all fronts, both in terms of culture, politics, economy and without exception in the world of education. Airborne transmission of virus-19 limits human interaction and communication either directly or face-to-face. And in facing this condition, activities in the world of education in Indonesia, must continue. This is reinforced by the issuance of the Minister of Education and Culture, Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit and Number 36962/ MPK.A/ HK/ 2020 concerning learning on line. In this case, educators are expected to carry out a fun learning process for their students. Online learning is an option in overcoming this condition. Learning activities are carried out using online media and face-to-face learning is replaced with internet-based virtual learning (Putra et al., 2020; Surani & Hamidah, 2020). Therefore, it becomes a fundamental question at this time as well as a challenge for educators, namely how online learning can help students, to be continuous and active and are able to learn independently (Lin et al., 2017).

Rapid advances in technology offer strong support for using ICTs in teaching. The existence of information and communication technology (ICT) allows online lectures to be held. Online learning can intensify in improving the student learning process and make it possible to reach more students than by face-to-face learning. Therefore, it is important for lecturers to have and be able to gain knowledge about how to design teaching using technology (N. Brouwer, P. J. Dekker, 2013). Information technology is a structure or medium of communication. They are communicative means of production (Fuchs, 2016). On the basis of the use of this technology, it is ultimately possible for teachers to conduct online learning using several available applications such as zoom meetings, google meetings, WhatsApp Group, Telegram, YouTube and others.

It becomes a problem today, that, interpersonal communication is needed in the context of building an educational civilization in forming a complete personality for every student. The current challenge is the loss of interpersonal communication caused by online learning.

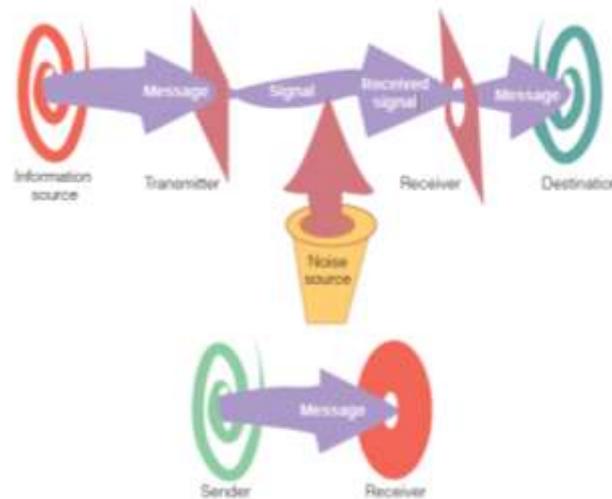
Literature Review

The existing Historically the word communication, comes from the Latin word "Communis" which means "to share". The word 'Communication' is then defined as the matter of sharing concepts, ideas, messages and words which are expressed through language that is easily understood by listeners. In this context, communication is presented as a comprehensive transmission and reception of messages where language plays a very important role in the process (Lamichhane, 2016).

The communication process involves several elements: sender, message, media, and receiver. Communication flows from the sender who is the source of communication (both individual and group). The message is sent to the recipient using certain media. In an organizational context, the characteristics of the media into conversation depend on the content and purpose of the message the sender wants to convey to the recipient. The recipient then tries to understand which message the sender is trying to convey (Turkalj & Fosic, 2009). Claude E. Shannon and Warren Weaver (1964) found that systematically, the linear communication process consists of 5 important parts as follows: (a) An information source that produces a message or sequence of messages to be communicated to the receiving terminal (b) Transmitters which operate in a certain manner produce signals suitable for line transmission (c) A channel is simply the medium used to transmit signals from transmitter to receiver. During transmission, or at one of the terminals, the signal may not get through (d) The receiver usually performs the reverse operation of the transmitter to reconstruct the message from its signal (e) The goal is the person (or thing) for whom the message is. For more details, this can be seen in the following figure 1:

Figure 1

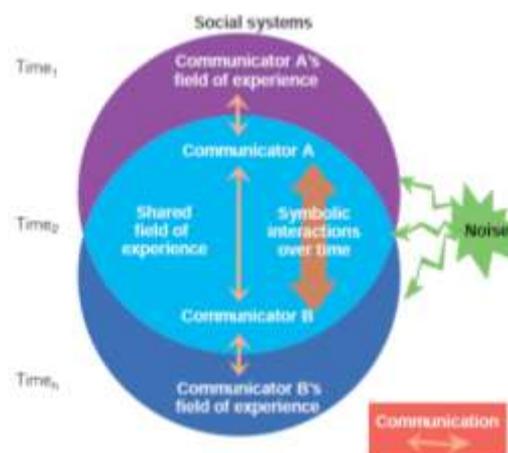
A Linear Model of Communication (Claude E. Shannon and Warren Weaver, 1964; Wood, 2008)



In the figure above, what needs to be improved from the linear model of the communication process is that communication flows only in one direction, from sender to receiver. It appears that the speaker is only talking and never listening. On the other hand listeners only listen and do not participate in sending messages. This is very contrary to the pattern of communication, especially when it is applied to interpersonal communication. In other words, communication should have a response from the recipient and on the other hand the sender needs to listen to messages from the recipient. In this context, feedback is needed in the form of verbal, non-verbal or both. (Wood, 2008) offers a better figure for dealing with communication in a model of not labeling one person as the sender and the other as the receiver. Instead, the two people are defined as participating communicators active in the communication process. This is clearer when we look at the figure 2 below:

Figure 2

An Interactive Model of Communication (Wood, 2008)



Sometimes the communication process is interrupted by noise in the communication channel, which can hinder the communication process. The problem that often arises in

organizations is the amount of information that is conveyed. Therefore it is very important in communicating that the sender only provides information that is relevant to the recipient (Venter, 2017). The thing that usually happens in every communication exchange is the sender and receiver. The sender is a person who wishes to convey a concept or idea to others. Recipients are individuals who receive messages from a sender. The Sender then sends the message by selecting the symbols, words, or gesture that will be used to compose the message. Messages are sent via media or channels, which are the carriers of communication (Lunenburg, 2010). Communication must play a major role in organizing and planning an activity, if you want to understand an event as a powerful communication tool. Therefore there must be an ongoing effort to meet and listen to your audience. It is intended to identify wants and needs. Furthermore, an awareness is needed that every decision made regarding these activities is consistent, clear and transparent with the identity of the institution (de la Cierva et al., 2016).

Interpersonal communication cannot be separated from psychological relationships where there are reciprocal processes and interactions. The most obvious examples are evident in the kinship relationship, the relationship between teacher and student, co-workers and in the relationship between someone who leads and is led (Shan et al., 2018). In the context of online learning, the teacher's role is very decisive in communicative learning. The interpersonal communication that occurs greatly determines the learning objectives, so that the delivery of the material is easier to understand. This relates to teacher performance in preparing and managing online classes. Tuerah et al., (2019) "Interpersonal communication has a positive effect on teacher performance, meaning that if excellent interpersonal communication will improve teacher performance."

In interacting with others, interpersonal communication skills are one of the competencies of students that need attention. The development of creativity and increasing academic achievement in schools will experience problems if interpersonal communication is hampered. This shows that it takes the teacher's efforts to develop students' understanding of the importance of interpersonal communication and the factors that affect the low level of interpersonal communication skills (Barseli et al., 2019). The essence of interpersonal communication in learning is exchange behavior, which is expressed in emotional exchanges and material exchanges between teachers and students and between classmates (Shan et al., 2018). Interpersonal communication is a communication process that takes place between two or more people face to face. Therefore, in interpersonal communication, the intention to communicate is to give and receive information that involves a personal element, because interpersonal communication is defined as a process of communication that is carried out by someone with another person directly. It becomes clear that interpersonal communication emphasizes the element of transferring information from one person to another (Alvidayenti et al., 2020).

Online learning has become a benchmark in academic institutions that focus on transferring educational content to the digital world so that teaching methods are delivered online. As a consequence, educational institutions are responsible for paying attention to the willingness of adequate internal access and the use of technology that makes it easier. This is intended so that more students will participate in digital learning (Zhong, 2020); (Muhammad Adnan & Anwar, 2020). On the other hand, there is still a need for instructors with maximum abilities in online learning. In online learning, students can only communicate with their peers digitally and never see fellow students directly (Muhammad Adnan & Anwar, 2020).

Online learning can be said to be more flexible even though its supporting facilities are limited. There is convenience for lecturers and students because they are not bound by time and place when discussing material in online learning. If there are problems in livestreaming, the lecturer can share explanatory videos or learning materials in text via email or by using other online applications. Thus, online learning makes it easy for teachers to send material anywhere

and anytime, and students can also take part in the learning process anywhere and anytime (Febrianto et al., 2020).

Bahasoan et al., (2020) found that “the online learning system conducted during the COVID-19 pandemic is effective and inefficient. Effectively implemented because of the conditions that require online study and inefficient because the costs incurred more when compared with offline lectures”

Research Methods

This study uses a qualitative approach. The reason for this study using a qualitative approach is because in this study the resulting data are descriptive data obtained from data in the form of writing, words and documents originating from sources or informants who are researched and can be trusted. Informants were interviewed, namely representatives of students and lecturers taken from 8 study programs in the Faculty of Social Sciences, Manado State University. Data collection techniques were carried out through observation of student activities in the field, direct interviews and documentation. Researchers also do data reduction, data presentation and conclusion drawing. Finally, the data analysis technique used was descriptive qualitative.

Findings & Discussion

Manado State University is accredited B and has 7 Faculties and 1 Postgraduate Program with a total number of 797 lecturers and 15,783 students (Kemdikbud, 2020). One of the faculties at Manado State University, namely the Faculty of Social Sciences with 105 lecturers and 2,357 students. The Faculty of Social Sciences, Manado State University consists of 8 Departments / Study Programs which include 5 Departments / Educational Study Programs and 3 Non-Educational Study Programs. Among the 8 Departments / Programs of study at the Faculty of Social Sciences, there are 2 Departments with A accreditation, namely the Department of Citizenship Education and Pancasila Education. The other six Departments / Study Programs are accredited B. Furthermore, the data on the number of students / lecturers and the ratio can be seen in the table 1 below.

Table 1

The number of students and lecturers in the faculty of social sciences, Manado State University

Nu.	Departments and Study Programs	Number of students (Percentage of total students)	Number of lecturers (Percentage of total lecturers)	Ratio
1.	Pancasila and Civic Education	253 (9.07 %)	9 (8.57 %)	28.78
2.	History Education	251 (8.79 %)	11 (10.48 %)	22.82
3.	Geophraphy Education	244 (8.55 %)	11 (10.48 %)	22.18
4.	Sociology Education	295 (10.33 %)	12 (11.43 %)	24.67
5.	Social science education	114 (3.99 %)	7 (6.67 %)	15.29
6.	Legal studies	695 (24.34 %)	30 (28.57 %)	23.20
7.	State Administration Science	871 (30.51 %)	19 (18.10 %)	45.84
8.	Geographical Sciences	125 (4.41 %)	7 (6.67 %)	18.00
	Total Number	2357	105	

There are many online platforms used by lecturers to communicate with students in online learning at the Faculty of Social Sciences, Manado State University. Based on the answers of the 54 students interviewed, subtract the results as shown in the table 2 below.

Table 2

Online platform (application)

online platform (application)	No. of respondents (%)
Zoom Meeting	51 (27.54)
WhatsApp Group	34 (18.36)
Google Classroom	31 (16.74)
Google Meet	26 (14.04)
Email	13 (7.02)
Google Form	12 (6.48)
YouTube	5 (2.70)
Edmodo	4 (2.16)
Facebook	3 (1.62)
Amelia	3 (1.62)
Skype	2 (1.08)
Telegram	2 (1.08)
FaceTime	1 (0.54)

Three of the most widely used online platforms (applications) are zoom meetings, WhatsApp Group and Google Classroom. The data obtained shows that the Zoom meeting application is the most widely used in online learning. Zoom is a video conferencing service that has the practical ability to present a meeting atmosphere online. The results of field observations show that zoom users suddenly skyrocket because of the ease of zooming media in dealing with distance learning. The use of zoom meetings and their effectiveness in the learning process with video conferences is one of the driving forces for lecturers to communicate in online learning (Surani & Hamidah, 2020).

There are several findings found in the context of online learning, specifically relating to interpersonal communication. The most prominent findings were: messages that were not conveyed optimally, disruptions that appeared in the online learning process and student responses were not optimal. This is a challenge in the communication process that occurs to students at the Faculty of Social Sciences, Manado State University.

(a) Messages that are not conveyed optimally

From various interviews with students and information from students that online learning has occurred so far, there are times when it is not well understood. This condition occurs because the lecturers who deliver the courses concentrate more on providing material, without the need to look at the conditions of students who take on line learning. One student participant who was interviewed said:

At that what happened in online learning was that we could not be particularly actively involved in answering with lecturers who were teaching courses. Opportunities for discussion with lecturers are very limited. (Field Notes, December 2020)

Messages that are not delivered optimally arise from the experience of students in the aspect of time constraints due to using the free zoom which is widely used by lecturers and in terms of sub-optimal material delivery due to relying heavily on lectures from lecturers. Furthermore, learning materials need to be distributed both powerpoints and the provision of textbooks at affordable prices. One student expressed his experience as follows;

"If you use a zoom meeting, you should upgrade to zoom pro, so that the lecture time will be longer and more effective, because using Zoom Meeting, which is free, the time is limited to 40-45 minutes and I feel annoyed when I pay attention to the delivery of material suddenly. run out and have to log in again. In the use of learning media, don't just rely on lectures, or if possible, optimize the use of Microsoft Power Points and need to be shared by students. I still recommend the provision of textbooks for each subject but only pay attention to the price that can be reached by each student "
(Field Notes, January 2021)

There are messages that are not conveyed in online learning because not all subjects are compatible with online learning. There are courses whose material requires direct explanation such as research methods courses, specifically for quantitative research, statistics and computer applications. One of the lecturers expressed his opinion;

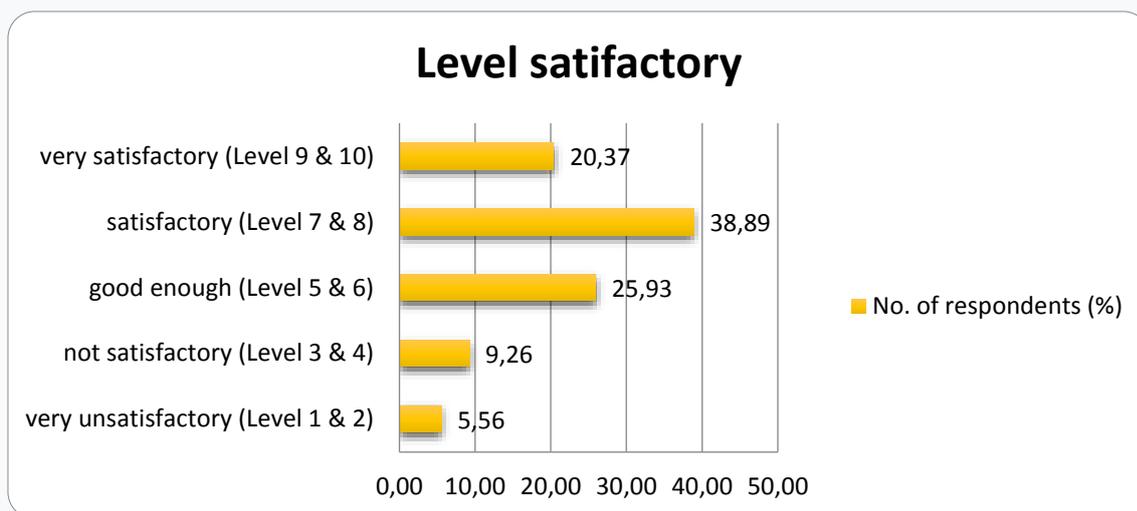
It seems that in online learning, professionalism and good techniques are needed to provide knowledge to students specifically in subjects that are usually given face-to-face activities. There are difficulties in computer application courses, for example. Students who are usually given face-to-face practice to practice formulas in Microsoft Excel, now can only be explained through boldly. As a result, the expected results are not optimal. Moreover, only 25 percent of students who attend online classes via zoom / google meetings use computers. The rest uses an application on an Android mobile phone. It is also for teaching the Quantitative Research Methods course, which has to be given in a lot of hands-on practice.
(Field Notes, October 2020)

54 students were interviewed in relation to student assessments related to the online learning process associated with student satisfaction levels with an answer range of 1 to 10. It was also explained to students that for answer 1 means that the satisfaction score is the minimum and for answer 10 is the maximum score. Then the researcher classified level 1 and 2 for very unsatisfactory answers, level 3 and 4 for unsatisfactory answers, level 5 and 6 for satisfactory scores, level 7 and 8 for satisfactory answers, while levels 9 and 10 for very satisfactory answers. Student answers can be seen in table 3. The highest score for the level of student satisfaction in following online learning is at a satisfactory level (38,89 %). Then followed at a good enough level (25,93 %), while a very satisfactory level ranks third (20,37%). This can be seen in figure 3. This means that the messages received in interpersonal communication online learning still need to be improved. There needs to be feedback from lecturers who teach to cover up obstacles that are still happening.

Table 3
Satisfaction Level

characteristics	Satisfaction level	No. of respondents (%)
very unsatisfactory	Level 1	1 (1.85)
	Level 2	2 (3.70)
not satisfactory	Level 3	1 (3.70)
	Level 4	3 (5.56)
good enough	Level 5	10 (18.52)
	Level 6	4 (7.41)
satisfactory	Level 7	10 (18.52)
	Level 8	12 (20.37)
very satisfactory	Level 9	7 (12.96)
	Level 10	4 (7.41)

Figure 2
Satisfaction Level



In a study conducted by Surani & Hamidah, (2020) on students at Bina Bangsa University, it was found that 18% of students stated that their internet access was dependent on the weather. This was caused by many students whose homes were in the most remote and mountainous areas far from internet access. Therefore, 13% of students stated it was "very difficult" to access the internet from their place. Based on the results of open-ended questions, it is known that online learning, for example through the zoom application, is often constrained by an unstable signal. This needs to be difficult for students to optimally capture what messages are conveyed in online learning. And if learning is maintained it will result that not all students can take advantage of and understand the material presented in online lectures.

Ezra Sihite & Dinia Adrianjara, (2020) found that the results of a survey by Saiful Mujani Research and Consulting (SMRC) reported that many students admitted that they experienced difficulties and obstacles while studying online during the COVID-19 pandemic. Apart from the problem of internet costs, economic factors also exacerbate the situation. The survey, which involved 2,201 respondents, reported that around five percent of residents were still in school or university. Of the respondents who studied or studied online, almost 92 percent

felt that there were too many or quite a lot of problems that interfered with studying or studying online

Lack of non-verbal cues makes online communication more impersonal. This creates a sense of loneliness and isolation because communication occurs while sitting isolated in front of each other's digital devices. Digital or computer-mediated communication does not have the wealth of, for example, using tone, gestures, gestures or facial expressions to convey messages. Lack of non-verbal communication and physical presence can be experienced as a lack of social presence from other humans (Venter, 2017). It is difficult to interpret aspects such as irony and humor in mediated communication, due to the lack of non-verbal cues. This can lead to misunderstanding and conflict. People often present idealized versions of themselves, due to a lack of face-to-face communication. so that it becomes less inhibited, involves less self-disclosure (Venter, 2019).

(b) There are many disturbances that arise in the online learning process

The condition of the internet network is one of the obstacles faced by students whose homes have difficulty accessing the internet, sometimes the internet quota is also part of learning constraints, internet quota has problems if the parents of students sometimes have difficulty in their economy. This is also a problem that often occurs in students who take online learning so that the learning implementation is not optimal. A student revealed the problems that arise in online learning as follows;

The obstacle I experienced was the cellular network, where in the area where I live the network is still not good. As a result, the voice of the lecturer is sometimes lost or even not heard during the learning process. Thus I can only attend lectures when the network is in good condition. There are times when the electricity in my area goes out, so the network will stop, so in this case it causes me difficulties in attending lectures. On the other hand, my internet quota needs which are sometimes insufficient due to the economic difficulties of my parents during the Covid 19 period.

(Field Notes, January 2021)

Research conducted by Bahasoan et al., (2020) aimed at students of the Management Study Program, Faculty of Economics, University of West Sulawesi emphasized that: in online lectures, 48% of respondents stated that they were effective and inefficient. The reason is the situation that forces them to finish college online, but on the other hand there is their inability to buy a large enough quota. They also categorized them as "inefficient" when compared to face-to-face lectures. On the other hand, there are as many as 36% of respondents who stated that online lectures during the COVID 19 pandemic were ineffective and inefficient due to the costs incurred to buy a large enough quota and their unpreparedness to attend lectures online, especially for them it took time to adjust. What is meant by adjustment here is that the assignment given is too much and the material sent is very concise without detailed explanations and the online lecture time is very uncertain. Only 17% of respondents stated that online lectures were quite effective and efficient.

Based on the experiences of students who took part in online learning, (Irawan et al., 2020) found that most of the participants stated that the participants felt angry with the situation if there were many environmental disturbances and internet network disturbances.

The availability of internet network was mostly complained by students in the on line learning process. Zhong (2020) found that "Between 56 million and 80 million people in China reported lacking either an internet connection or a web-enabled device in 2018, according to

government statistics. Another 480 million people said they did not go online for other reasons — for instance, because they didn't know how”.

Noisy atmosphere often occurs in online learning in lectures due to, for example, the sound of vehicles, the whispering voices of people around students can be heard in the virtual meeting room. One of the lecturers explained that

I was forced to turn off the voices of students in the online classroom, because of the noise that is often heard, for example conversations between student families, peers and even the sound of dogs barking. As a result, students cannot ask questions directly if there is material that is unclear (Field Notes, January 2021)

(c) Student responses are not optimal

The seriousness, participation and activeness of students still need to be grown in online learning. From the acquisition of attendance lists in online classrooms, student attendance only reaches 60 to 70 percent. And among the students who attended, there were 10 to 15 percent who were late to class. Students who do assignments and send them via online media reach the highest of 85 percent. A lecturer who was interviewed said that;

*Student response through attendance in classrooms on line or in doing assigned assignments, needs to be improved even though there are many obstacles that always accompany it. There are even some students who appear to be passive in online classrooms. This indicates that there are no more than 65 percent activating the camera in the zoom meeting application when I teach.
(Field Notes, January 2021)*

From the student's point of view, the response was less than optimal, among others, the result of lectures being delayed unilaterally by the lecturer which resulted in a decrease in the aspects of student attendance and activeness. On the other hand, according to students, there must be justice in giving sanctions to students who do not attend or are late for college based on their reasonable reasons. There are several tasks that are not done due to the accumulation of tasks assigned, the difficulty level of the task and the deadline for assigning tasks that are not considered. A student boldly expressed his experience in online lectures that had been going on so far:

"First: In the case of lecture time which is sometimes delayed or delayed several hours later. Cancellations or postponements of online lectures, often done unilaterally by the lecturer even though we are ready, we often leave some important personal things that we have to do. Cancellation of this lecture. it was only replaced by giving assignments. But there were also some lecturers who had important reasons why it was canceled one-sidedly, and this we as students can understand.

Second, discipline in the lecture process which is determined not to be late should be enforced not only for students but also for students. If a student is a few minutes late, he will get a penalty even though every student who is late has a reason. No student wants to be late or take too long to join online courses.

Third, in assigning tasks which need to be considered the level of difficulty, the number of tasks given and the deadline for submitting assignments"

(Field Notes, January 2021)

From the experience of students, it can be stated that there are problems with a sense of trust in lecturers in interpersonal communication through the online learning process. If there is trust from students to lecturers in the learning process, then interpersonal communication will run well.

On Higher Education students in Pakistan, Muhammad Adnan & Anwar, (2020) found that 71.4% of students reported that conventional classroom learning was more motivating than distance learning. In the opinion of these students, in traditional or face-to-face classes, students usually participate more actively directly with lecturers and classmates, including being able to take part in group discussions. Therefore, 42.9% of students reported that they found it difficult to work on projects or group assignments through online learning while only 34.1% of students felt that projects and group assignments could be completed digitally. And related to the effectiveness of face-to-face interactions, there were 78.6% of students who felt that face-to-face contact with the instructor was necessary in online learning.

Kunnel (2021) found that responsible communication requires a sense of trust in social relationships. Moreover, with the increasing number of digital communication channels we are faced with a new awareness of the benefits and potential dangers of social interaction. In other words, communication needs to be accompanied by high trust between the two communicating people. Trust in each other will make communication more effective. In this case, through interpersonal communication can change and shape our sense of connection and our feelings of security in interactions with other people so that the role of communication and information processing will be better. Communication on the basis of trust from others maximizes the message conveyed.

Feedback is very necessary occurs when the recipient responds to a message from the sender. Feedback indicates that the process of sending messages has been received and understood well (Lunenburg, 2010). Therefore, in every interpersonal communication process, feedback is needed by the lecturer who teaches, so that every problem that arises can be sought for a good solution.

P. R. Tuerah et al., (2019) found that In normal conditions before the Covid-19 pandemic, discipline created a bad impression on lecturers. There are some students whose attendance percentage does not reach 100%, even below 80%. Academic provisions that apply at the Faculty of Social Sciences, State University of Manado, that the attendance of students in lectures below 80% can have an impact on the student's graduation rate. another phenomenon, where there are still a handful of students who like to delay their tuition fees. Consequently, long queues appeared to pay tuition fees one or two days before the payment limit was determined. There are even those who are no longer able to contract the Class Plan Card. Most often, students are still slow to submit their assigned assignments on time.

The best way to convey emotions and attitudes, is through direct communication. It provides synchronous feedback between two or more people and conveys both verbal and non-verbal social cues to improve understanding. Communication through verbal and non-verbal cues that occur in this communication process will further enslave us in making decisions and solving problems. In other words, face-to-face communication is a good way to develop meaningful relationships and interact with other people (Venter, 2017). Irawan et al., (2020) found that "there are 3 psychological impacts of students in implementing online learning during the COVID-19 pandemic. First, after the first two weeks of learning from home the students were bored with online learning. Second, there is anxiety from students whose parents

have low income which results in the provision of internet quotas. Third, there is a change in mood in their emotions caused by too many tasks in online learning.

Febrianto et al., (2020) found that “Online learning also provides a stimulus for the students to be actively involved in the learning process even though it is through virtual media. Changes also occur when conventional (face- to-face) learning switches to online learning, which causes major changes in the learning styles and systems.

Conclusion and Summary

The Covid 19 pandemic had an impact with the implementation of online learning at the Faculty of Social Sciences, Manado State University. Online learning, which is one of the emerging ways, has a number of challenges, especially from the perspective of interpersonal communication because lecturers and students concentrate more on using online media as a learning tool. The findings and discussion in this study are (1) The messages that have not been conveyed optimally, because the lecturers concentrate more on providing material, not paying attention to the condition of students while participating in online learning Therefore it is necessary to provide feedback to students as well as to check whether the messages given have been conveyed properly or not. (2) Many disruptions that arise in the online learning process are caused by the instability of the internet network, the number of quotas, power outages, noisy atmosphere during learning. These things need to be minimized and the right solution is found. (3) The reduced student response in online learning can be seen in their activeness during online learning. The fact that there are still facts and absence, including being disciplined in doing assignments on time, are a challenge in online learning. In giving assignments, the lecturers need to see the difficulty level of the assignment, the number of assignments and the ideal time limit for the assignment. Based on the above recommendations, based on the request: (1) Interpersonal communication needs to be considered especially by lecturers so that messages in lectures can be conveyed properly. In this case, a lecturer is required to be able to do online classes well. (2) The active attitude of students in learning needs to be maximized during online learning. (3) Online learning needs to be evaluated in its implementation by paying attention to interpersonal communication between lecturers and students.

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