

The Relationship of Lecturer's Communication Pattern and Peer Group Communication Intensity to Learning Interest in Online

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Abstract: Online learning is learning that is developed with the aim that learning can be carried out without any time and space constraints. Utilization of information technology is one of the keys to the success of online learning. However, there are also weaknesses in online learning which can reduce student interest in learning. Barriers to the ability of lecturers to communicate learning materials, communicate with students, and the togetherness of students in peer groups among them are factors that play a role in student interest in learning online. This research is a descriptive correlative research with the aim of describing the communication patterns of lecturers, the intensity of peer group communication, student interest in learning and analyzing whether or not there is a relationship between lecturer communication patterns and peer group communication intensity with student learning interests at the Universitas Surakarta (Surakarta University). The research sample was 60 students majoring in Communication at the Universitas Surakarta class of 2019 and 2020 which were determined using the proportional random sampling technique. Research data collection using a questionnaire, and data analysis using univariate and bivariate analysis using the Spearman Rank correlation test. The conclusion of the study is that there is a direct and significant relationship between lecturer communication patterns and the intensity of peer group communication with student interest in learning at the Universitas Surakarta.

Abstrak: Pembelajaran Daring merupakan pembelajaran yang dikembangkan dengan tujuan pembelajaran dapat dilakukan tanpa adanya halangan waktu dan ruang. Pemanfaatan teknologi informasi merupakan salah satu kunci terhadap kesuksesan pembelajaran Daring. Walaupun demikian terdapat pula kelemahan-kelemahan pembelajaran Daring yang dampaknya dapat mengurangi minat belajar mahasiswa. Hambatan kemampuan dosen dalam mengkomunikasikan materi pembelajaran, berkomunikasi dengan mahasiswa, serta kebersamaan mahasiswa dalam peer group diantara mereka menjadi faktor yang berperan terhadap minat belajar mahasiswa dalam pembelajaran Daring. Penelitian ini merupakan penelitian deskriptif korelatif dengan tujuan mendeskripsikan pola komunikasi dosen, intensitas komunikasi peer group, minat belajar mahasiswa serta menganalisis ada tidaknya hubungan pola komunikasi dosen dan intensitas komunikasi peer group dengan minat belajar mahasiswa di Universitas Surakarta. Sampel penelitian adalah 60 mahasiswa jurusan Komunikasi Universitas Surakarta angkatan 2019 dan 2020 yang ditentukan dengan teknik proportional random sampling. Pengumpulan data penelitian menggunakan kuesioner, dan analisis data menggunakan analisis univariat dan bivariat menggunakan uji korelasi Rank Spearman. Kesimpulan penelitian adalah terdapat hubungan yang searah dan signifikan pola komuni-



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kasi dosen dan intensitas komunikasi peer group dengan minat belajar mahasiswa di Universitas Surakarta.

INTRODUCTION

Covid-19 pandemic appearing in early 2020 has affected the elements of human life, including education realm. In the attempt of controlling COVID-19 transmission, government, through the Minister of Education and Culture's Circular No.4 of 2020, decided to cease teaching-learning activities at school temporarily. School is considered as one of media potentially expanding COVID-19 transmission due to direct interaction between students, teachers, and parents in near distance. Alternatively, the learning activities are done at home. Point 2 of the Minister of Education and Culture's Circular No.4 of 2020 explains that the study-from-home process is held through long distance learning through either online and offline learning implemented to provide meaningful learning experience to students, without burdening them with the demand to complete all curriculum gains for grade rise and graduation (Aan, 2020).

Online learning is a learning method in which education process occurs separately from learning process, so that the communication between educating staffs and students should be facilitated by printed material, electronic media, and other media. Educators can deliver teaching material to students without direct face-to-face interaction in the same room. Such learning can be done at either same or different time. Basically, long distance education is a type of education in which the students are far from educators; thus education cannot be done using face-to-face method. Therefore, the delivery of message is conducted by educators to students through media (Luh DH, Nurhasanah, Maria ES, dan Heru K, 2020).

The spread of Covid-19 pandemic requires educational element to keep maintaining online education system. Such condition requires educational actors including educators and students to make innovation and to adapt to the use of information technology available to support learning process (Ahmed S, Shehata M, & Hasanein M, 2020).

Educational practice requires both educators and students to interact and to transfer knowledge online. Online learning can be done by utilizing some platforms: application, website, social network, and e-learning management system (Gunawan, Suranti, & Fathoroni, 2020). Those platforms can be used to support the transfer of knowledge that supports one-way, two-way, discussion learning processes, etc.

Learning process experienced by students during Covid-19 pandemic requires educators and students to adapt to the limitations in learning process, involving both human resource and supporting facilities and infrastructure available. The successful learning process, particularly online learning during Covid-19 pandemic, is affected by some factors: the extent to which educators and students can understand online learning process and apply online learning design in achieving the objective of learning (Aan, 2020).

The implementation of online learning by lecturers as educators to college students as students is expected not to reduce students' ability of receiving teaching material during online lecturing. Some studies found several constraints and grievances expressed by lecturers and students in the implementation of online learning. Generally, the grievance expressed is related to internet network in Indonesia, in which there is a wide gap between that in urban and that in rural areas, teaching

material delivered incompletely in each of meetings, limited facilities and infrastructures to support online learning, and difficulty in controlling students' learning activity when the learning is not conducted using direct teleconference (Aan, 2020).

In fact, students still think that the online learning is difficult to implement. Some problems arise in online learning: students' readiness to adopt communication technology, unstable internet network leading the students to access learning media and to understand the material delivered by lecturers difficultly. In addition, generally the learning experienced by students during online learning involves receiving material and doing the assignment, in which the activities are done repeatedly. It generates bored and lazy feelings among the students and leads to the students' low learning interest (Silvia F, Hani N, Bustanul A, Isra H dan Zailani, 2021).

Students' learning interest is one of factors contributing to the successful learning. Students' learning interest in attending the learning is important to the smooth teaching-learning process. Students with high learning interest can support the good performance of learning process, and thereby, the objective of learning can be achieved maximally (Waraney MK, Viverdy M, dan Janne DT, 2021).

The role of teaching staffs becomes a determinant of a successful online learning. The process of achieving the objective of learning requires lecturers or teaching staffs to create active, creative and joyful learning. The method used should be compatible to the learning material that will make students easily understand and absorb the material presented. Furthermore, if the learning is implemented monotonously and not attractive, students will find difficulty in learning and then feel bored (Mutawakkil

dan Nuraedah, 2019).

Students are individuals coming from adolescent group, on average, commonly having interactional relationship to peers. Peers highly affect adolescent behavior, either positively or negatively. Reference group theory explains that reference group is the one to which an individual refers to assess him/her self or to create attitude. Peer group as the adolescent reference group becomes the main source of acting. Intimate friendship with high communication intensity tends to lead an individual to make decision based on his/her peers' decision (Rakmad, 2007).

Considering the background aforementioned, the author is interested in analyzing the effect of lecturers' communication pattern and communication intensity in peer group on the learning interest of students in Universitas Surakarta. This research generally aims to describe lecturers' communication pattern, communication intensity of student peer group, and students' learning interest in the implementation of online learning. This research also aims to prove whether or not there is an effect of lecturers' communication pattern and communication intensity in peer group on the learning interest of students in Universitas Surakarta.

Previous studies showed the importance of lecturers' communication pattern to online learning. Nurida's (2021) study found that student academic lecturer communication pattern affects significantly the learning achievement of students in Social Science Education Department in UIN Malang (Nurida, 2021). Yunie's (2018) study found the significant effect of communication intensity in peer group on the students' learning achievement in FED of Undip Semarang (Yunie, 2018).

METHODS

This study was a descriptive quanti-

tative research with crosssectional approach, wanting to describe lecturer's communication pattern, peer group's communication intensity and student's learning interest, and analyzing the relationship of lecturers' communication pattern and peer group's communication intensity to the students' learning interest. This research took place in Universitas Surakarta. The population of research consisted of 2019- and 2020 generation students in the Communication Department of Universitas Surakarta having ever attended learning using online method. The sample of research consisted of 60 students taken using proportional random sampling technique, the sample determined based on the representativeness of each generation. Having known the representativeness of each generation, the sample of each generation was taken randomly.

The sample was taken using questionnaire about lecturer's communication pattern, peer group's communication intensity, and students' learning interest. The responses to questionnaire were analyzed using likert scale with the answer choices of Strongly Agree, Agree, Disagree, and Strongly Disagree. The research instrument used to collect data first undertook instrument feasible test, and validity and reliability tests with 20 students of Communication Department of Universitas Surakarta in the 2021 generation. The result of validity and reliability tests showed that all question items in the three questionnaires were valid and the three instruments were reliable and thereby was reliable to be used as an instrument of collecting data of research.

Considering the response to questionnaire, the variable of lecturer's communication pattern is divided into three categories: poor, fair, and good, then variables of peer group's communication intensity and student learning interest are

divided into three categories: low, medium, and high. The category of variables was determined using mean and standard deviation (SD). Data analysis involved univariate analysis using frequency distribution table and bivariate analysis using Rank Spearman Correlation test.

RESULTS AND DISCUSSION

Univariate Analysis

Table 1. Frequency Distribution of Lecturer's Communication Pattern

Category	Frequency	Percentage (%)
Poor	7	11.7
Fair	36	60.0
Good	17	28.3
Total	60	100.0

Source: data processed (2022)

The frequency distribution of lecturer's communication pattern shows that the highest distribution belong to fair category (60.0%) and the lowest one to poor category (11.7%).

Table 2. Frequency Distribution of Peer Group's Communication Intensity

Category	Frequency	Percentage (%)
Low	11	18.3
medium	38	63.3
High	11	18.3
Total	60	100.0

Source: data processed (2022)

The frequency distribution of peer group's communication intensity shows that the highest distribution belongs to medium category (63.3%) and the lowest one to low and high categories (18.3%).

Table 3. Frequency Distribution of Learning Interest

Category	Frequency	Percentage (%)
Low	7	11.7
Medium	38	63.3
High	15	25.0
Total	60	100.0

Source: data processed (2022)

The frequency distribution of learning interest shows that the highest distribution belongs to medium category (63.3%) and the lowest one to low category (11.7%).

Bivariate Analysis

The Relationship between Lecturer's Communication Pattern and Students' Learning Interest

Table 4. Relation between Communication Pattern and Students' Learning Interest

Relation	rs	p-value
Communication Pattern and Students' Learning Interest	0.402	0.001

Source: data processed (2022)

The result of Rank Spearman correlational test on the relation between communication pattern and students' learning interest shows coefficient of correlation (rs) of 0.402 at significance value (p-value) of 0.001. The significance value of correlation is $0.001 < 0.05$; therefore H_0 is not supported, meaning that there is a significant relation between lecturer's communication pattern and students' learning interest.

Furthermore, the coefficient of correlation is positive (0.402), meaning that there is a one way relation between lecturer's communication pattern and students' learning interest. Considering the relational pattern, the better the lecturer's communication pattern, the higher is the students' learning interest.

The Relation between Peer Group's Communication Intensity and Students' Learning Interest

Table 5. Relation between Peer Group's Communication Intensity and Students' Learning Interest

Relation	rs	p-value
Peer Group's Communication Intensity and Students' Learning Interest	0.604	0.000

Source: data processed (2022)

The result of Rank Spearman test on the relation between peer group's communication intensity and students' learning interest shows coefficient of correlation (rs) at significance value (p-value) of 0.000. The significance value of correlation is $0.000 < 0.05$; therefore H_0 is not supported, meaning that there is a significant relation between peer group's communication intensity and students' learning interest.

Furthermore, the positive coefficient of correlation (0.604) means that there is a one way relation between peer group's communication intensity and students' learning interest. Considering the relational pattern, the higher the communication intensity of peer group, the higher is the students' learning interest.

Relation between Lecturer's Communication Pattern and Students' Learning Interest

From the result of Rank Spearman correlational test, it can be concluded that there is a significant relationship between lecturer's communication pattern and students' learning interest. Furthermore, based on the coefficient of correlation, it can be concluded that the better the lecturer's communication pattern, the higher is the students' learning interest.

This research shows the relationship between lecturer's communication pattern and students' learning interest in Universitas Surakarta. The result of current research is confirmed by previous studies. Alifia and Fajar's (2021) study found that there is an effect of teachers' communication style on students' learning motivation in MTs Negeri 4 Bantu, in which the better the teachers' communication style, the higher is the students' learning interest (Alifia NF dan Fajar I, 2021).

The Relation between Peer Group's Communication Intensity and Students' Learning Interest

From the result of Rank Spearman correlational test, it can be concluded that there is a significant relation between peer group's communication intensity and students' learning interest. Furthermore, based on the coefficient of correlation, it can be concluded that the higher the peer group's communication intensity, the higher is the students' learning interest.

This research shows that the communication intensity of peer group is a factor relating to students' learning interest

in Universitas Surakarta. It can be explained according to Santrock's argument explaining that peer is children or adolescents at the same age or maturity level. Interaction between individual at the same age or maturity level involving relatively high intimacy between their groups in which friends' recognition and acceptance appear will generate the feeling of secure in the children or the adolescents (Santrock, 2007). Furthermore, the feeling of secure owned will lead to the feeling or the defense attitude between individual adolescents in a peer group. Defense attitude to the fellow members of group makes an environment either good or bad in the learning. When the environment built in peer group is conducive, the peer group contributes to the development of positive attitudes in adolescents, one of which is learning interest (Slameto, 2015).

This research shows that there is a relation between peer group's communication intensity and students' learning interest. The result of research is confirmed by that of previous studies, for example Wening's (2014) study finding that there is a significant relation of parenting discipline and peer group's communication intensity to children's learning interest in Pedurungan Sub District, Semarang (Wening, 2014). Then, Nugrahani's (2015) study found a significant effect of peer group's communication on students' learning behavior in Bandung (Nugrahani, 2015).

CONCLUSION

Considering the result of research, it can be concluded that: (1) the communication pattern of Universitas Surakarta lecturers during online learning belongs to fair (adequate) category, (2) the peer group's communication interaction of students in Universitas Surakarta during online learning belongs to medium category, (3) learning interest of students in Universitas Surakarta belongs to medium category, on average, (4) There is a one-way

significant relation between lecturer's communication pattern and students' learning interest in Universitas Surakarta, and (5) there is a one-way significant relation between peer group's communication and students' learning interest in Universitas Surakarta. Considering the conclusions of research, the author recommends the lecturers of Universitas Surakarta to keep maintaining and even to improve their communicating ability in order to improve their abilities of delivering learning material and of mastering learning situation; thus the learning process will be more attractive and in turn will improve the students' learning interest.

SUGGESTION

The result of research proves that the lecturer's communication pattern is a factor relating to the change of learning interest in the students. It is in line with Hidayat and Noeraida stating that online learning has some strengths: access to material enrichment through internet, flexible learning activity, and unlimited by space and time. Nevertheless, it also has some weaknesses: sometimes unstable internet network, limited two-way communication, less dynamic learning potentially leading to the students' bored feeling, students' risk of receiving non-verbal message delivered by the instructor, many assignments with deadline, and limited time for students to ask some questions to the instructor. These weaknesses can result in the students' decreased learning interest and low learning motivation (Hidayat, D., & Noeraida., 2020).

Teacher or instructor is a factor playing an important role in a successful online learning. Harnani revealed that in online learning, a teacher or an instructor serves to provide material and to teach, despite students at home or in other different places. Teachers play a very important role in delivering material that can be understood by students, building good communication

with students and thereby the students can construct the knowledge from online learning, from either the understandable material or the communication pattern between instructors and students enabling the students to improve their comprehension ability, through both formal and informal communications (Harnani, 2020).

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