

Communication Barriers in Online Learning for Teachers, Students and Parents of Students of Public Elementary School I Teluk Pucung



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ABSTRACT: This research was conducted to explain how communication barriers during online learning for teachers, students and parents of grade 3 students at Teluk Pucung State Elementary School in North Bekasi. The approach in this study uses a qualitative approach using phenomenological methods. The subjects or informants selected in this study were grade 3 teachers, grade 3 students and parents of grade 3 students. Data collection is carried out through observation, interviews and documentation. The results of this study show that there were communication barriers in the online learning process that took place yesterday, such as: teachers, students and parents experienced technical obstacles. Students and parents experience semantic barriers when the teacher delivers the material in a high tone/voice because the teacher anticipates if his voice is not heard when delivering the material but the student thinks that the teacher is angry. Students and parents experience behavioral barriers or humanitarian barriers such as students feeling bored and saturated quickly and students showing lazy behavior / attitudes during online learning, Parents of students are easily angry with their children if they are explaining or accompanying their children to do online learning. The three communication barriers that occurred in grade 3 of SDN I Teluk Pucung North Bekasi during online learning took place yesterday.

KEYWORDS: Communication Barriers, Online Learning

1. INTRODUCTION

All learning activities that started were carried out face-to-face then became distance online learning. Due to the transmission of the Covid-19 virus, the Government made regulations based on the Ministry of Education and Culture, in SE Number 4 of 2020 regarding "the implementation of educational decisions in an emergency spread of the Covid-19 virus" in this circular letter it was also stated that the purpose of implementing Learning From Home (BDR) is the fulfillment of the right of students to get educational services during Covid-19.

The implementation of online learning methods makes teachers, students learn from home, teachers also need a period of adjustment to new things that cannot directly affect the implementation of this online learning process, so that the quality and results of online learning are not optimal. One of them is constrained by a poor internet network connection and the average student and parents who do not have a cellular phone or PC in supporting the process of organizing online learning, so that it becomes a factor in online learning obstacles (Amelia, 2021)

Researchers have conducted pre-research during the 50% online and 50% offline learning process in several schools in Pucung Bay, such as Teluk Pucung State Elementary School III, V, VI, VII and VIII. Researchers made observations at State Elementary School VII, and researchers saw that at the time of implementing online learning, there were no barriers to communication between students and teachers. Likewise, at Teluk Pucung State Elementary School III, V, VI, these three schools are located in one environment, where researchers see that the communication that occurs in the implementation of online learning is more effective, because teachers, parents and students work together during the implementation of online learning. And finally the researcher saw at the Teluk Pucung VIII State Elementary School, that there was the same as in the previous Teluk Pucung State Elementary School, namely in the implementation of online learning, students and their teachers and parents could work together so that in the implementation of online learning 50% became active and effective.

Referring to these conditions, the researcher decided to research at the Teluk Pucung Bekasi State Elementary School I on grade 3 students, parents, and teachers at the school as research material to be researched by researchers. Because the researcher received information from the grade 3 teacher if in grade 3 there was a phenomenon that strongly supported the researcher to conduct research that adjusted to the conditions that arose at that time, there were several factors that were indeed obstacles in 100% online learning in grade 3 of Teluk Pucung State Elementary School I such as facilities and infrastructure and the role of parents who were not supportive for grade 3 students to carry out the 100% online learning process.

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As experienced by grade 3 students at Teluk Pucung Bekasi State Elementary School I, this happens because not all grade 3 students in the elementary school have android cellular phones or laptops, and do not use wifi or have good internet quotas and a lot to be able to access online learning. If during the online learning process it is hampered because students do not have facilities such as, android cellular phones and laptops as well as stable internet access. So that students do not understand the learning material given by the teachers because the information obtained by students and students is incomplete and unclear because when the teacher is explaining, the voice becomes not smooth so that students have difficulty understanding the material that has been delivered.

From the background of the above problems, researchers want to conduct research on communication barriers for teachers, grade 3 students, and parents during the implementation of online learning, which later this communication process during online learning will be much more active and useful for teachers and students to be more active and effective when implementing the online learning process. So that researchers carried out a study with the title "Communication Barriers in Online Learning for Teachers, Students and Parents of State Elementary School I Teluk Pucung Elementary School Students".

2. METHODOLOGY

In this study, the type of research used by researchers is phenomenological qualitative research. Based on Moleong (2017) explains that phenomenology does not assume that researchers know the meaning of something to the people being researched by them. So, phenomenology makes real life experiences the basic data of reality.

The paradigm that researchers use is the interpretive paradigm, this method is an effort to find exposure to social and cultural experiences based on one's perceptions and events in the study. Based on this interpretive method, it is a social model that gives meaning to actions in detail and directly observes in the field (Mulyana, 2018), interpretive will explain from fact to a uniqueness and context with a special meaning to a feeling when understanding social meaning. Actions and words can be meaningful that are interpreted on various models (Mulyana, 2018).

The subject of this study is someone who provides data on the situation in accordance with the phenomena that occur in the place chosen as research material. And the research carried out by the author, the subject of the research was Mrs. Oom Komariah as a teacher who taught as well as being a homeroom teacher and students from grade 3, then grade 3 students and parents of grade 3 students who the researcher chose there were 2 people named Fauzia and Hikmal and mother Rina and Mrs. Salfa as parents at State Elementary School I Teluk Pucung North Bekasi.

The staking of informants in this research will use purposive sampling techniques so that they have been selected with a certain intention. Researchers choose someone to be a sample of informants, because they are considered capable of fulfilling and can provide the data that the author needs. The criteria for informants in the research were grade 3 teachers and grade 3 students as well as parents of grade 3 students at Teluk Pucung Bekasi State Elementary School I who carried out activities or assisted teaching and learning online 100% online during the Covid-19 era.

The type of interview used by the author uses structured interviews, the author makes these observations with non-participation indications, namely observations about events that are determined and needed in research. The author does not involve himself in being part of mentoring teachers and students and parents at State Elementary School I Teluk Pucung Bekasi during online learning.

Documentation is the most important data reference to research to encourage the accuracy of information at the research stage. The file in the documentation is the validity of a research. Documentation is composed of documents, images, and research videos. Documentation is the most important thing because the facts and information obtained become a store so that it can encourage research and data analysis.

In this study, the author will use the validity of the data, namely the triangulation of the source, because the researcher wants to juxtapose and review a data obtained through other informants with the results of observations and research carried out by the author, it is carried out to find out again the truth of a data obtained on the informant whether it is true or not.

The data analysis technique that the author used in this study used three stages, namely: Data reduction, data presentation and drawing conclusions. The location of the study is at SDN I Teluk Pucung, Bekasi City, North Bekasi. The reason why researchers prefer this location is because based on the results of observations, researchers see that during online learning, there are many communication barriers during the implementation of online learning from the perspective of teachers, parents of grade 3 students, and grade 3 students. The research time starts from September 2022 to December 2022.

3. RESULTS AND DISCUSSION

The Beginning of Online Learning

Based on the results of the study, it was concluded that the beginning of online learning was carried out with 100% online learning and then there was a transition period, after the transition period online learning was carried out with 50% online and 50% offline or face-to-face. At the beginning of this online learning, grade 3 students at SDN I Teluk Pucung felt sadness and were lazy to do online learning because they could not meet their friends during the online learning process, and parents of students at the beginning

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of their children doing online learning felt difficulties because online learning is a very new learning method, besides that the role of parents of students to become housewives so that if their children do Online learning parents of students feel very difficult.

Online Learning Process

Based on the results of this study, it can be concluded that the online learning process takes place by the way the teacher explains the material through a *video call* in the *WhatsApp Group* and if they cannot explain, the teacher will conduct online learning using the *YouTube* application. The students also conduct online learning accompanied by the parents of the students, and the parents of the students accompany and explain online learning materials to their children using *google* technology.

How to Give and Teach Material or Assignments

Based on the results of this study, it can be concluded that the way teachers give and teach materials or assignments through the *WhatsApp Group* application, students get a lot of materials and assignments, then it is the parents of the students who explain back the learning that has been given by the teacher during online learning.

Communication Tools and Online Learning Media Applications

Based on the results of this study, it can be concluded that during the online learning process, the communication tool that is usually used is a cellular phone, then for online learning media applications that are often used is the *WhatsApp Group* application but still uses learning media applications such as *Zoom Meeting*, *Google Meet* and also *YouTube* even though they don't use it very often.

Operating Communication Tools and Online Learning Media Applications

Based on the results of the study, it was concluded that in the process of implementing online learning, grade 3 teachers, parents of 3rd students and grade 3 students only understand how to use or operate their communication tools such as cellular phones. While how to use or operate online learning media applications they only understand using or operating online learning media applications such as *WhatsApp Group* and *YouTube*, the rest with online learning media applications such as *Zoom Meeting*, *Google Meet* That they should ask the class teacher or look for tutorials using online learning media applications on the internet.

Online Learning Communication Barriers

Types of Obstacles That Occur in the Online Learning Process:

Based on the results of the study, it was concluded that during the implementation of the grade 3 online learning process at SDN I Teluk Pucung Bekasi, there were obstacles that occurred and were felt by grade 3 teachers, grade 3 students and parents of grade 3 students. The obstacles felt during the online learning process are such as the limitations of the communication tools they have and the internet network and also inadequate quotas, therefore during the process of implementing online learning for students of SDN I Teluk Pucung Bekasi grade 3, grade 3 teachers, and parents of grade 3 students did not run smoothly and had obstacles in the online learning process.

Difficulties in conducting online learning:

Based on the results of the study, it can be concluded that grade 3 teachers, grade 3 students and also parents of grade 3 students experience or feel difficulties in the process of implementing online learning, perceived difficulties such as quotas and inadequate internet networks, assignments given by their class teachers and online learning is a new method that must use sophisticated technology so that grade 3 teachers, Grade 3 students as well as parents of grade 3 students experience and feel difficulties in the process of implementing online learning.

Misconceptions or Misinterpretations in the Online Learning Process:

Based on the results of the study, it can be concluded that in the process of implementing online learning, grade 3 teachers, grade 3 students, and also parents of grade 3 students experience misunderstandings or misinterpretations due to unstable internet connections, there is a misunderstanding or misinterpretation of words or sentences submitted by teachers who are teaching in the 3rd class of SDN I Teluk Pucung Bekasi

Based on the results of interviews that have been obtained by researchers from the five informants, in the study of communication barriers in online learning for teachers, students and parents of grade 3 elementary school students at SDN I Teluk Pucung have several communication disorders that hinder the online learning process as well as the behavior of teachers, students and parents. This is in accordance with the concept of communication barriers Wursanto (2005) that researchers use, as follows:

Technical Barriers

Technical obstacles can make the communication process ineffective, due to the presence of interference from the situation in the process and signal interference.

Technical obstacles that grade 3 teachers at SDN I Teluk Pucung Bekasi feel like, when they want to start online learning, teachers only use cellular phones. Then if you use online learning media applications such as *Zoom Meeting*, *Google Meet* and

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YouTube, you need adequate quota and signals and also limited knowledge on technology that makes it difficult for teachers, so that teachers in class 3 only use the class WhatsApp Group to carry out online learning.

Technical obstacles that grade 3 students of SDN I Teluk Pucung Bekasi feel like, when online learning takes place, there are still many students who do not have cellular phone communication tools. To use online learning media applications such as Zoom Meeting, Google Meet and YouTube, students must understand how to operate it and need an adequate internet quota and signal. However, students do not understand using learning media applications other than WhatsApp Group and the internet signal and quota are insufficient so that online learning does not run smoothly.

Technical obstacles that parents of grade 3 students at SDN I Teluk Pucung Bekasi feel like, when their children do online learning, parents of students do not all have cellular phone communication tools so that their children cannot participate in online learning. Inadequate internet quota and signal as well as the lack of knowledge of parents to access online learning applications such as Zoom Meeting, Google Meet and YouTube, so that their children carry out online learning activities using only the class WhatsApp Group.

From the observation or observation of researchers to the online learning process of teachers, students and parents of grade 3 students at SDN I Teluk Pucung. Researchers see that there are difficulties during the online learning process when teachers use learning media applications such as Zoom Meeting on their mobile phones or on their laptops. Then parents need help from the internet to operate online learning media applications such as Zoom Meeting, Google Meet, and from observations or observations made, it can be seen that when the internet quota has run out, their parents do not immediately buy internet data packages because they have to keep their children at home.

However, from the results of researchers' observations that teachers, grade 3 students and parents of grade 3 students that during the online learning process 100% experienced a technical obstacle that made the implementation of the online learning process 100% not run smoothly and was not conducive.

Based on this explanation, it can be concluded that technical obstacles in the online learning process take place by teachers, students and parents of grade 3 students at SDN I Teluk Pucung. Teachers, students and parents do not master the development of sophisticated technology and lack of availability of communication tools and are concerned with internet quotas and internet networks. Teachers, students and parents experience technical communication barriers so they cannot carry out the online learning process smoothly.

Semantic Barriers

Obstacles that occur due to a sense of error when giving interpretations when defining during language such as in words, sentences, and codes used when communicating.

the semantic barriers that grade 3 students at SDN I Teluk Pucung Bekasi feel like, when the teacher delivers the material in a high tone / voice because the teacher anticipates if there is no sound when delivering the material but the student thinks that the teacher is angry. Furthermore, misunderstandings / misinterpretations of words / sentences such as, when the teacher gives a material in the form of a game that aims to simplify and maximize the logic of the students, but the students even go too deep into the game without knowing or even forgetting the main purpose of holding the game.

the semantic barriers that parents of grade 3 students at SDN I Teluk Pucung Bekasi feel like, when parents accompany their children to do online learning. The teacher is delivering the material in class in a higher tone/voice because the teacher anticipates if the voice is not heard, but the parents of the students who are accompanying their children think that the teacher is delivering the material by yelling and scolding their children.

From the observation or observation, researchers made to the online learning process of students and parents of grade 3 students at SDN I Teluk Pucung. Researchers saw that there were difficulties during the online learning process when teachers explained the material in class using students' voices or higher tones and even the parents of the students were shocked. Students and parents think that the teacher is angry and there is a misunderstanding during the process of implementing online learning.

However, from the results of researchers' observations that grade 3 students and parents of grade 3 students during the online learning process 100% experienced a semantic obstacle that made the implementation of the online learning process 100% not run smoothly and was not conducive.

The semantic barriers experienced by students and parents of grade 3 students at SDN I Teluk Pucung occurred due to interference from an unstable internet network so that misunderstandings or misinterpretations of the language, words / sentences and tone of voice that the teacher conveyed during the online learning process occurred yesterday. Of course, this affects the online implementation process at SDN I Teluk Pucung Bekasi for grade 3 students to be ineffective during online learning.

Behavioral Barriers or Humanitarian Barriers

This behavioral barrier is often said to be a humanitarian barrier, which occurs due to an action such as in a communicator with its form of communication.

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Students who experience behavioral barriers or humanitarian barriers such as, changes are easy to feel bored, saturated, and often do not want to learn, do not want to enter online learning or do not want to do the assignments given by their teachers.

Parents of students who also experience behavioral barriers or humanitarian barriers such as, changes when their children carry out the online learning process such as being easily angry with their children. If they are explaining or accompanying their children to do online learning, parents are easily upset and angry with their children because their children do not understand what has been taught by gurunya or by their parents.

From the observation or observation, researchers made to the online learning process of students and parents of grade 3 students at SDN I Teluk Pucung. Researchers saw that there was a feeling of laziness and boredom doing assignments/studying until entering class in grade 3 students during the online learning process, so that parents of students were upset and angry when teaching/doing their children's assignments.

However, from the results of researchers' observations that grade 3 students and parents of grade 3 students during the online learning process 100% experienced a behavioral obstacle or humanitarian barrier that made the implementation of the online learning process 100% not run smoothly and was not conducive.

It can be concluded that in the process of implementing online learning for grade 3 students and students of SDN I Teluk Pucung Bekasi experienced obstacles during online learning. The factors that cause these obstacles occur that students feel bored and saturated quickly and students show lazy behavior or attitudes in doing online learning or doing their assignments and are different when doing face-to-face learning. Students and parents are more diligent and less saturated and bored when doing face-to-face learning in class, students can also communicate and socialize directly with teachers and even their friends.

In this study, there are 3 kinds of obstacles such as technical barriers, semantic barriers and behavioral barriers or humanitarian barriers that occur during the process of implementing online learning for grade 3 students at SDN I Teluk Pucung. Based on the results of interviews with teachers, researchers found ways that teachers do to students and parents to reduce obstacles that occur when the learning process is carried out online. According to (informant Ibu Oom/2022) in the interview, to reduce obstacles in the process of implementing online learning using online learning media applications, teachers must provide material or assignments through the WhatsApp Group learning media application for classes only because all parents of grade 3 students at SDN I Teluk Pucung Bekasi have the WhatsApp application.

WhatsApp Group can be used to access messages that generate online learning for students and parents, teachers can provide assignments or lesson materials to students through WhatsApp Group, and vice versa students can also submit or collect assignments to WhatsApp Group. Teachers can also communicate with parents of students

Through *WhatsApp Group* so that parents can also get information provided by teachers. *WhatsApp Group* media is a very effective media as a substitute for online learning applications such as *Zoom Meeting*, *Google Meet* and *YouTube* for parents who do not have internet quota or a good signal. So that by using the *WhatsApp Group*, the online learning process activities are maximized, effective and run smoothly.

4. CONCLUSION

1. The technical obstacles experienced by grade 3 teachers at SDN I Teluk Pucung Bekasi feel like, when they want to start online learning, teachers only use cellular phones. Then if you use online learning media applications such as *Zoom Meeting*, *Google Meet* and *YouTube*, you need adequate quota and signals and also limited knowledge on technology that makes it difficult for teachers, so that teachers in class 3 only use the class WhatsApp Group to carry out online learning.

Then, the technical obstacles that grade 3 students of SDN I Teluk Pucung Bekasi felt like, during online learning, there were still many students who did not have cellular phone communication tools. To use online learning media applications such as *Zoom Meeting*, *Google Meet* and *YouTube*, students must understand how to operate it and need an adequate internet quota and signal. However, students do not understand using learning media applications other than WhatsApp Group and the internet signal and quota are insufficient so that online learning does not run smoothly.

Furthermore, the technical obstacles that parents of grade 3 students at SDN I Teluk Pucung Bekasi feel like, when their children do online learning, parents of students do not all have cellular phone communication tools so that their children cannot take part in online learning. Inadequate internet quota and signal as well as the lack of knowledge of parents to access online learning applications such as *Zoom Meeting*, *Google Meet* and *YouTube*, so that their children carry out online learning activities using only the class WhatsApp Group.

2. Semantic Barriers experienced by grade 3 students at SDN I Teluk Pucung Bekasi feel like, when the teacher delivers the material in a high tone / voice because the teacher anticipates if there is no sound when delivering the material but the student thinks that the teacher is angry. Furthermore, misunderstandings / misinterpretations of words / sentences such as, when the teacher gives a material in the form of a game that aims to simplify and maximize the logic of the students, but the students even go too deep into the game without knowing or even forgetting the main purpose of holding the game.

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Meanwhile, the semantic barriers that parents of grade 3 students at SDN I Teluk Pucung Bekasi feel like, when parents accompany their children to do online learning. The teacher is delivering the material in class in a higher tone/voice because the teacher anticipates if the voice is not heard, but the parents of the students who are accompanying their children think that the teacher is delivering the material by yelling and scolding their children.

3. Behavioral barriers or humanitarian obstacles experienced by students and parents of grade 3 students when online learning is ongoing students often show behavior or lazy attitudes in doing online learning or in doing their assignments, so that students become bored and saturated in carrying out the online learning process Examples of students who experience behavioral obstacles or humanitarian obstacles such as, There is a change, namely it is easy to feel bored, bored, and often do not want to learn, do not want to enter online learning or do not want to do the assignments given by the teacher.

Meanwhile, parents of students who also experience behavioral obstacles or humanitarian barriers such as, changes when their children carry out the online learning process such as being easily angry with their children. If they are explaining or accompanying their children to do online learning, parents are easily upset and angry with their children because their children do not understand what has been taught by their teachers or by their parents.

Based on the results of research from the five informants, that to reduce obstacles that occur in the process of implementing online learning, namely by using learning media applications such as WhatsApp Group as a substitute for other learning media applications. WhatsApp Groups can be used to access messages that generate online learning for teachers, students and parents. Teachers can give or send messages in the form of learning materials and assignments to students through online learning media applications such as WhatsApp Group. Teachers can also communicate with parents easily so that parents can also get information provided by teachers, the WhatsApp Group learning media application is an effective online learning media application as a substitute for other learning media applications.

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