

Decision Making In Group Communication Between Senior HighSchool Teachers And Students During Covid-19 Pandemic

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Abstract

Indonesia merupakan salah satu negara yang sedang berperang dengan Corona Virus Disease (Covid-19). Penelitian ini bertujuan untuk mengetahui bagaimana pengambilan keputusan dalam komunikasi kelompok antara guru SMA dengan siswa selama masa covid-19. Subjek penelitian ini adalah SMAN 11 Bandung karena akan menempati peringkat 10 (top 10) dari 25 sekolah negeri di Bandung. Studi ini akan fokus pada siswa kelas 10, yang telah mengalami penyesuaian transisi dari sekolah menengah pertama ke sekolah menengah atas selama pandemi covid-19. Penelitian ini termasuk dalam metode kualitatif. Peneliti menggunakan empat pengambilan keputusan fungsional berdasarkan teori dari Hirokawa dan Gouran, yaitu analisis masalah, penetapan tujuan, identifikasi alternatif, dan evaluasi positif dan negatif. Kajian ini menunjukkan bahwa dampak yang ditimbulkan oleh covid-19 dapat menghambat pembelajaran dalam proses belajar mengajar antara guru dan siswa yang biasanya bertemu secara langsung atau offline, dan merubah total sistem pembelajaran menjadi online dengan media komunikasi seperti aplikasi zoom, google classroom, dan aplikasi WhatsApp. Namun setelah melewati dua tahun atau empat semester selama covid-19 ini, guru dan siswa mengambil keputusan yang baik untuk menyesuaikan kembalinya pembelajaran agar berjalan dengan baik atau lancar melalui pembelajaran atau komunikasi.

Keywords: Pengambilan keputusan, guru dan siswa, pembelajaran daring dan luring

Abstract

Indonesia is one of the countries that are at war with Corona Virus Disease (Covid-19). This study aims to determine how decision-making in group communication between senior high school teachers and students during covid-19. This subject research is SMAN 11 Bandung because will be ranked 10th (top 10) out of 25 public schools in Bandung. It will focus on grade 10 students, who have experienced transitional adjustments from junior high school to senior high school during the covid-19 pandemic. This research belongs to the qualitative method. The researcher used four functional decisions making based on the theory from Hirokawa and Gouran, namely analysis of the problem, goals setting, identification of alternatives, and evaluation of positive and negative. This study indicates that the impact caused by covid-19 can hinder learning in teaching and learning between teachers and students, which is usually met in person or offline, and totally change the learning system to online with communication media such as zoom application, google classroom, and WhatsApp application. But after passing two years or four semesters during this covid-19, teachers and students make good decisions to adjust the return of learning to run well or smoothly through learning or communication.

Keywords: Decision making, teachers and students, online and offline learning

I. INTRODUCTION

One of the social systems that can channel human needs to communicate and interact with each other in the field of education. Education occurs when the interaction between teachers and students applies education to apply various learning materials through group communication. Education an important role in human life because it becomes a human provision for the future and affects the assessment of individual lives. Education is a means of learning to develop talents, potential, and skills possessed by everyone. Teachers and students are two components that need each other. However, not in a long time due to the uproar in the world, many students and teachers have difficulty doing face-to-face learning because of the phenomenon, namely Corona Virus Disease (covid-19). This condition has a direct impact on the world of education. Minister of Education and Culture Nadiem Anwar Makarim revealed the learning from home approach as the government's first strategic step in the effort to prevent Corona Virus Disease (Covid-19) at large (Covid-19 Emergency, Minister of National Education said the health of education stakeholders must be the government's priority, 2020). In addition, this learning is carried out face-to-face online using the Zoom Meeting and Google Meet application media. The

program is known as the E-Learning learning system or online learning. Usually, this study uses the communication group method to conduct class discussions related to the material provided by the teacher.

One of the public high schools in Bandung that organizes online learning is SMA Negeri 11 Bandung (from now on referred to as SMAN 11 Bandung), conducting online learning due to covid-19. This study examines decision-making in group communication between teachers and students in the pandemic era or during online learning. Students and teachers SMAN 11 Bandung became the object of research because SMAN 11 Bandung is one of the leading high schools in Bandung. In 2021 SMAN 11 Bandung will be ranked 10th (top 10) out of 25 public schools in Bandung (LTMPT data top 1000 schools 2021 years based on UTBK scores, 2021).

All public high schools in Bandung, SMAN 11 Bandung is one of the schools that accepts the third-highest number of students senior high school in Bandung, namely 190 students from zoning school (PPDB zoning data from the selection of the city of Bandung, 2021). This is one of the research objects to determine decision making in group communication during pandemic covid-19. SMAN 11 Bandung also has three majors that only a few schools have, namely: Natural Sciences (IPA), Social Sciences (IPS), and Language and Culture Sciences (IBB). SMA Negeri 11 Bandung also often conducts student exchanges with students, especially for the Language and Culture Science class. This school is one of the schools that divides majors at the beginning of learning, namely in semester 1 after the end of the MPLS or student orientation period.

It will focus on grade 10 students because they have experience differences in communication and learning methods. They experience transitional adjustments from junior high school to senior high school in group communication between students and teachers during online learning. Conducting online learning at SMA Negeri 11 Bandung, teachers and students adjust their learning using online methods to maximize education. In online learning, teachers can only maximize it by providing material to students, but this shows that the lack of variety of learning models used by teachers to students when the online learning process takes place is limited. Rahma's research (2016: 5) on the importance of the transition between junior high school and senior high school shows that students need adjustment, especially for students from high school from a public school and then entered an institution that required them to adapt to a new environment. On the other side, Astuti (2015: 1) argues that teacher and student communication is a teaching and learning process, the interaction between two human elements in which students are the learning parties, and the teacher is the teaching party. The process itself links teachers and students to build communication with a purpose, namely learning objectives.

The world has been undergoing a learning change for two years or four semesters. Therefore, students and teachers follow government policies to carry out activities at home. The teacher establishes a relationship between the online communication system and the students that must work well to build a pleasant learning atmosphere and concentrate and be active in the teaching and learning process. Then with the passage of 4 semesters in this pandemic era, all education has begun to get used to online learning activities. However, because the pandemic has improved, all schools have gone offline even though online is still mandatory. Therefore, in learning activities in this pandemic era, researcher consider this an opportunity to analyses decision-making in group communication between students and teachers as part of its impact on learning.

II. METHODOLOGY

Paradigm is a perspective to understand complexity in the real world. The paradigm itself is normative, showing practitioners what to do without the need for long existential or epistemological considerations (Sugiyono, 2011: 86). The paradigm used in this research is the constructivism paradigm. The constructivist view is usually subjective. According to Creswell (2014: 32), social constructivism confirms the assumption that individuals are always trying to understand the world in which they live and work. In this study, the author uses a qualitative method based on the constructivism paradigm, that knowledge is the result of experience with facts and the construction of the thought of the subject under study. The researcher uses the constructivism paradigm in this research because the researcher tries to build meaning and get facts from various aspects. Researcher used the constructivism paradigm to determine how group communication in online learning at SMAN 11 Bandung was during the covid-19 pandemic.

The type of approach that the researcher will use is a case study. Case studies, according to Creswell (2014: 135), are one of the social science research methods, where researcher conduct in-depth exploration of programs, events, processes, activities of one or more people. A case is bound by time and activity. Data collection is carried out in detail by using various data collection procedures in a continuous period.

The subjects of this study were students and teachers of SMAN 11 Bandung and the research object in this study is group communication activities in online learning between students and teachers of SMAN 11 Bandung during the covid-19 pandemic. The researcher collect data by in-depth interviews and observation of student informants and teachers of SMAN 11 Bandung. The research location is Kembar Baru street no. 23, Cigereleng, Regol district, Bandung city, West Java. This research was conducted with a pandemic situation. If this pandemic worsens, it will be online through the zoom meeting application media. However, if the pandemic situation improves, it will be offline or face-to-face. The unit of research analysis is used to obtain a general and comprehensive picture of the social situation or phenomenon to be studied. This study aims to determine group communication in online learning activities at SMAN 11 Bandung. Researcher used non-probability sampling with purposive sampling type. In qualitative research, research subjects are referred to as informants, namely people who provide information about the data that the researcher wants related to the research being carried out. According to Moleong (2012: 4) Informant's people who are used to provide information about research situations and conditions. This research has 6 informants with criteria as follow:

1. 3 students that consist of 1 active student, 1 passive student, and 1 in the middle which all three are recommended by the teachers
2. 3 homeroom teachers that consist of 1 science class teacher, 1 social class teacher, and language class teacher
3. All informants agree to interview with the researcher for this study

In this study, the researcher used overt observation because the researcher did not participate in the study and made direct observations to the informants. That they could be known by the informants. An interview is a conversation between two parties with a specific purpose. Researcher used semi-structured interviews. When conducting interviews, researcher is more likely to develop topics and ask questions and are more flexible than structured interviews. The purpose of this interview is to find a new perspective from someone about the problem to be more open, and where the informant is asked to provide information, opinions, and ideas. The data validity technique used in this research is triangulation. According to Sugiyono (2014: 127) triangulation is a data collection technique that combines various data collection techniques and existing data sources. The researcher made a comparison between the information obtained from the three previously determined informants. Triangulation of data sources is a source collect the data an obtained from various sources or informants.

III. RESULTS AND DISCUSSIONS

The results of interviews that have been carried out by researcher, using four functional perspectives, namely problem analysis, goal setting, identification of alternatives, and evaluation of positive and negative characteristics based on Hirokawa and Gouran theory focus on decision making in group communication between senior high school teachers and students during the covid-19 pandemic.

After conducting the selection process, the information obtained through six informants regarding problems in learning during the covid-19 pandemic will continue to the goal setting. After analysis of the problem and goals setting is identification of alternatives. The various difficulties that exist certainly have obstacles and change these obstacles through other alternatives to carry out learning well. According to Hirokawa and Gouran (1982, as cited in Griffin, 2003: 234) Identification of alternatives is noticing the need to generate as many alternatives as realistically possible, then relatively few can be introduced, and accordingly the probability of finding an acceptable answer will be low. After there are problems, teachers and students will carry out goal setting and alternatives based on positive, negative impacts, and solutions.

The researcher tried to explain the research conducted using interview techniques to six informants from three teachers and three students on this occasion. This research is about Decision Making in Group Communication between Senior High School Teachers and Students During the Covid-19 Pandemic. The result of interviews between researcher and informants is a process that has been carried out to seek and obtain information data from informants to answer each question. Researcher will use basic concepts or theories that will underlie this research. The basic concept that this researcher uses is based on the definition or theory of Hirokawa and Gouran (1982, as cited in Griffin, 2003: 234), drawing an analogy between small groups and complex systems. Then view the group decision-making process as the need to fulfil the four task requirements if members achieve high-quality solutions. To achieve a high-quality solution, use the functions required for effective decision-

making. The following four functions are analyzing the problem, setting goals, identifying alternatives, and evaluating positive and negative characteristics.

In the first stage, the researcher must deal with the early stages of problems from learning group communication between teachers and students during the covid-19 pandemic to determine the situation or condition at SMAN 11 Bandung. Therefore, the researcher wanted to know more. The first part of the analysis of the problems is the emergence of education problems during the covid pandemic. Here researcher and informants talk about the emergence of problems in learning conditions. From the beginning, normal or offline activities turned into online activities. All students and teachers are unfamiliar and find it difficult to adapt to these online conditions. Then, because students and teachers learn online activities at home, all difficulties with different environmental situations are not as usual. Students and teachers have problems installing applications on laptops because they are not accustomed to using laptops for teaching and learning. The emergence of problems with teachers is also in controlling students due to online learning, so it is not easy to control students by using applications only. Then learning has not been stable in the learning system at the beginning of the pandemic, so the teacher's focus is divided into two. The reason is that some students study at home and some study at school.

The second part of the researcher wants to know is the difficulties in learning in the current covid-19 pandemic situation. According to the informants, the difficulties that occur during learning are facilities. Schools do not prepare rooms, tabloids, laptops, Wi-Fi, or internet quota facilities when learning online. Then some students do not have tabloids or laptops for learning activities. Thus, the school provides a laptop or tabloid loan to study and do assignments from the teacher for some students who need it. During the COVID-19 pandemic, there was a change from offline learning to online. So, learning motivation decreased or became lazy. The teacher does not know what the students are doing during learning by learning online. For example, students do off-cam and are lazy (playing cell phones, games, sleeping, and others). Then because of online learning, most of the students also change their sleep patterns which usually sleep at night to sleep in the morning or afternoon and affect the attendance of student learning activities. Not only that, but teachers also have difficulty to presentation and understanding the material for students. The teacher has difficulty explaining the material because there is a time limit for teaching and must summarize all the material. Therefore, it is difficult for students to understand the material, and the effect on students' understanding and test scores decreases.

The third part is learning barriers during the covid-19 pandemic. Teachers and students have several obstacles in teaching and learning. Namely, understanding using the application. Not everyone understands using the app. So that teachers and students need adjustments in their use, which becomes an obstacle in learning. The second is the network. The network requires a quota or Wi-Fi. However, the network does not always run well, sometimes from the Wi-Fi or internet quota. It has terrible signal interference cannot predict it and interferes with teaching and learning activities between teachers and students. Thus, teaching and learning between teachers and students while online depends on the network. In addition, students and teachers have other obstacles, namely the environmental situation during learning. Students find it difficult to focus or understand the material because of interference from the environment or noise from outside.

The next is adjusting learning conditions during the covid-19 pandemic. The researcher asked the informants, namely, how the learning conditions were at the beginning of the covid-19 pandemic until now. Based on the interviews between the researcher and informants, they got information that the informants made a total change in the learning system, which was initially face-to-face at school through online media at their respective homes. The results of online learning are less effective or optimal. However, after four semesters or two years of learning during this pandemic, all education has started to get used to it, and along with the pandemic, each school, especially SMAN 11 Bandung, restarted face-to-face learning from 25%, 50%, and then 75% using health protocols and social distancing. Informants can adjust or follow the learning system during the covid-19 pandemic based on the information. It can be controlled even though there are still difficulties or barriers.

The last from the analysis of the problem is researcher wants to know Communication between teachers and students during the covid-19 pandemic. Based on interviews obtained by a researcher from informants, Communication between teachers and students during the COVID-19 pandemic during online learning is less effective because of limited time and sometimes network problems. However, in contrast to Communication during offline learning, all students can communicate or respond well. So that the enthusiasm for learning increases. When outside of learning because we have started to use cell phones to communicate in the current era.

Teachers and students can communicate through applications such as WhatsApp or line to provide information. However, some students are difficult to communicate online.

In the second stage, namely goals setting. The researcher wants to find out with the discussion of the analysis of the problem, which will be linked to the discussion of goals to consider the discussion needed in decision making in group communication in learning between teachers and students during this covid-19 pandemic. The researcher wants to know about the Learning agreement between teachers and students. Before starting learning, of course, teachers and students have an agreement during the future learning period. Based on the information obtained from the interviews, the informants each have a different agreement from each class, especially between the homeroom teacher and students. However, in schools, the agreement between teachers and students is that students should not be late more than the agreed time and submit assignments on time. If there is a violation of the agreement, there will be punishment for the students themselves. As for other agreements, it depends on the respective teachers.

In the learning agreement between the teacher and students. There will be benefits and the purpose of why the agreement was carried out. Therefore, the researcher asked the informants about the benefits and objectives of the agreement, in learning between teachers and students during this covid-19 pandemic. From the benefits and agreements that depend on the students' commitment, students must understand what to do and what not to do or commonly called guidelines. After participating in the learning activities that have been carried out, the teacher and students can assess whether the agreed learning agreement is optimal or less than optimal agreement. Based on the informants' explanations whom the researcher asked, it was difficult to adjust at the beginning of the covid-19 pandemic so that learning was less than optimal. However, because of the passage of time for four semesters or two years, teachers and students can follow and carry out the agreement well and increase learning enthusiasm. However, there are still many changes in the learning system from 25%, 50%, to 75% for face-to-face learning in schools. Every learning activity, the teacher will conduct a question-and-answer session to see whether students are active, in the middle, or passive and understand or not in learning. Based on the interviews conducted by the researcher to informants, most students were silent, and only a few students were active. So, as Mrs. Ovie said, students must be provoked first because each student's character is different. If a feel provoked, other students will be active and ask or answer. However, depending on the existing situation, when learning is carried out online, as Mr. Asep, many students are silent. The teacher cannot know whether the student is silent because students understand or are confused about asking the teacher.

Problem analysis, goal setting and the third stage is carried out, namely, identifying alternatives. This is to increase the chances of identifying an acceptable solution. This function is most important for generating different solutions from the informants or can be called brainstorming, one of the best ways to find alternative solutions different from the previous one. After knowing the problems that occur, researcher want to find alternative solutions to the learning system that the informants want to improve through brainstorming each with decision making. Based on the explanations from the informants, namely that 75% of the face-to-face system in this school is a new learning system that was implemented later with an agreement that learning between teachers and students became be better. The alternative thing used by teachers for students is making videos to repeat the material through audio-visuals and remind students via WhatsApp chat or google classroom to collect assignments. Students give other opinions about alternatives, namely wanting to be given a detailed explanation of the material to be easy to understand.

Evaluation of positive and negative characteristics is the final stage from the functional perspective of decision making. This stage explains that careful to test or improve decision making because each choice believes is important to get the best results. Based on interviews with informants from a researcher. These negative impacts can be used as evaluation material for all and change for the best. The negative impact is that students' grades decline due to a lack of understanding of the material or students who do not pay attention during learning. Students do not write material notes in books and only in files during online learning. Students complain of being dizzy looking at the screen every day during learning. Another negative impact of students is difficult for teachers to control during online learning activities. Therefore, based on the interviews, the negative impacts of online and offline learning still must be improved in the future. That students or teachers are comfortable or disciplined to follow the guidelines in the learning system so that it does not happen again in learning the following years.

If it has a negative impact on this learning activity, there will be a positive impact. The information from interviews revealed the positive impact of online learning that students are easy to work with because they can

save time or speed up time to start learning. Then, when offline learning, students become easy to socialize and communicate with other students because online learning is difficult for students to socialize. Different opinion from student informants, that due to online learning could gain much knowledge using technology such as working on Microsoft Word. Then, revealed that the positive impact of online learning is that students can save time and money for studying because they have Wi-Fi facilities and can study remotely.

Based on the informants' explanations whom the researcher has known, they have two solutions, one is to meet in person, and the second is through communication media such as cell phones, tablets, and others. Based on interviewees, that is communicated and provides control at home to parents and makes students enthusiastic about learning. Then, the teachers need that communication through online media such as the WhatsApp application to continue monitoring and communicating with students personally or in groups and ensuring good communication through the zoom application during learning. However, the student informants prefer to communicate face to face to avoid miss communication. Therefore, a good communication solution results have two, namely face-to-face meetings at school and online through communication media.

The evaluation should contain the improvement with the study plan. Even though the goal setting is already made, there is no comprehensive study plan. However, it would be much better if students who did not participate in learning needed encouragement from teachers to be more active and communicate well in online and offline learning. But also, if the teacher has an alternative idea of learning a new system and making communication better, use it and try it with students. The solution compares the commonly used learning system with the new learning system method and whether the alternative is optimal or not because communication has an impact on the teaching and learning process between teachers and students.

In this case, the covid-19 pandemic lasted for two years or four semesters from March 2020 until now, which is already in 2022. In the four functional perspectives on decision-making, the order is less problematic. Education, mainly SMAN 11 Bandung, solves complex problems through decision-making. It is important to know the problem and brainstorm for the result in all four functional decision-making. The results of interviews with informants assume that group communication between teachers and students during the covid-19 pandemic is very important, especially in the current era caused by covid-19, to make decisions on these problems.

IV. CONCLUSIONS

Based on the discussion that has been put forward by the researcher regarding decision making in group communication between senior high school teachers and students during the covid-19 pandemic. The researcher answered the focus of the problem, which was then elaborated through conclusions. In producing decision-making, there is a quite lengthy process and interconnected. These four functions do not have to be sequentially each other but depend on which group priority is more a priority.

First, the information received by the informants regarding the analysis of the problem in group communication decision making between teachers and students during the covid-19 pandemic, it can be concluded that the problems that occurred during learning at SMAN 11 Bandung in the COVID-19 pandemic situation caused problems to arise. In education, the total learning system changes, and the need for decision-making in the learning system to run well. It happens in the learning system and applies between students and teachers to create a good group communication situation.

The second is goal setting to determine achievement or set criteria when assessing a proposed solution regarding group communication between teachers and students during the covid-19 pandemic. It can be concluded that there is a need for an agreement between the homeroom teacher and students so that there are guidelines and student participation in online and offline learning. Furthermore, an agreement can make students more active than before.

Identification of alternatives is The conclusion is that schools try to use alternative learning and communication online and offline or what is meant is 75% online and 25% offline. Also, the teacher tries other new things to facilitate learning through online media, such as making video material to repeat it and other alternative things depending on the respective teacher.

Last is the evaluation of positive and negative characteristics. The conclusion obtained by the researcher is that teachers and students can make good and careful decisions for two years or four semesters caused by covid-19. So that teachers and students can determine or give positive or negative reactions that occur during learning in this situation.

Based on the information obtained by researcher through informants, it can be concluded that the decision-making in group communication between teachers and students during the covid-19 pandemic has succeeded or adjusted the learning conditions in this situation well. Therefore, decision-making is needed in learning group communication between teachers and students during covid-19 about problems and facing a challenge that leads teachers and students to make final decisions. On the one hand, decision-making must think about the objectives, information, or problems that occur to determine appropriate and good decision-making in this process. In group communication, one must be aware of the differences obtained, and the decisions are taken. Therefore, a balance is needed in providing the best solution through decision-making between teachers and students to achieve a more optimal target achievement for this learning.

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