



## Online Learning Design to Implement Student Communication Skills

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### Abstrak

Tujuan dalam penelitian ini untuk mendeskripsikan rancangan pembelajaran daring dalam menerapkan keterampilan komunikasi peserta didik. Metode yang digunakan dalam penelitian menggunakan kualitatif deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Analisis data mengacu pada teknis analisis data interaktif Miles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan guru dalam mengajar selama daring pada mata pelajaran sejarah telah sesuai dengan RPP. Kemudian dalam RPP yang dibuat oleh guru telah memuat keterampilan komunikasi peserta didik. Model dan metode yang digunakan guru dalam mengajar menyesuaikan dengan karakteristik peserta didik sehingga membuat pembelajaran dapat berjalan dengan baik.

**Kata Kunci:** RPP, Pembelajaran Daring, Keterampilan Komunikasi

### Abstract

*The purpose of this study is to describe online learning designs in applying students' communication skills. The method used in this research uses descriptive qualitative. Data was obtained through observation, interviews, and documentation. Data analysis refers to Miles and Huberman's interactive data analysis technique, which consists of data collection, data reduction, data presentation, and drawing conclusions. The results of the study show that the teacher's planning for online teaching in history subjects is in accordance with the lesson plans. Then, the RPP made by the teacher contains students' communication skills. The models and methods used by teachers in teaching adapt to the characteristics of students so that learning can run well.*

**Keywords:** RPP, Online Learning, Communication Skills

### Introduction

Communication in learning is very important. This is to create a good relationship between teachers and students. The establishment of good communication will make it easier for teachers to convey material in depth to students. Sari (2016) said that effective

communication is very dependent on the skills a person has in conveying or receiving messages. Direct communication will make it easier for students to respond to the material presented by the teacher (Barida & Widyastuti, 2019).

Since Corona Virus Disease (COVID-19) entered Indonesia on March 2 2020 with the

confirmation of 2 Indonesian citizens who were positively infected with the virus (Debora, 2020). Its existence has an impact on various sectors, including education. Initially, learning was carried out face-to-face in class, then switched to learning from home (BDR). The rules for implementing BDR are contained in the Circular of the Minister of Education and Culture number 4 of 2020 and reinforced by the Circular of the Secretary-General number 15 of 2020 concerning Guidelines for the Implementation of BDR during the Covid-19 emergency (Kemendikbud, 2020).

During BDR, learning is carried out online, which has an impact on communication between teachers and students. This was revealed by Puspaningtyas & Dewi (2020) that while online, students experience difficulties communicating with teachers. Students prefer to communicate directly with the teacher. In addition, students also find it difficult to understand the material that only comes from books (Fathurrahman, Susanto, et al., 2022; Puspaningtyas & Dewi, 2020).

The teacher's obstacle during online learning is to keep students actively communicating during learning. Stafford (2004) in Mutaqinah & Hidayatullah (2020) said that there are difficulties in communicating between teachers and students due to tools and places that are less strategic. Efforts are needed from the teacher so that students are skilled in communicating while online. So that the reaction arises from students when the teacher delivers the material. Through this reaction, students' learning motivation has increased even though learning is carried out online.

Learning media can be a solution to creating communication skills for students in learning. Susanto & Akmal (2019) said that learning history using instructional media can make communication work well. This is because the existence of the media can lead to created interaction between teachers and students. Learning history that seems boring with media can make learning more fun. This was disclosed by Muhtarom et al. (2022) that learning media could improve students' understanding of the material. Through the material contained in learning media, it creates communication between teachers and students (Muhtarom et al., 2022).

Another problem that occurs in history learning is the lack of motivation of students to participate in learning (Arjun & Basri, 2021). The teacher's lack of maturity in planning learning design is also a problem that occurs in learning. As a result, students experience difficulties in understanding the subject matter, so that which has an impact on student learning outcomes that are less than optimal. Another impact felt by students is that they are less able to develop and implement communication skills which are an important part that students must have.

Teachers have an important role in creating students' communication skills. During online learning, students' communication skills must be implemented properly. Good communication skills in the history learning process are expected to present an attitude of confidence and good cooperation between students in understanding every historical event.

Seminar & Sarwoprasodjo (2023), in his research revealed that teachers have an important role in forming communication skills for students. Students will have difficulty understanding the information obtained if their communication skills are not good (Mesra, 2023).

Based on the results of observations and interviews conducted with history teachers at SMA Negeri 8 Banjarmasin, it is said that there are still difficulties for students in communicating something with the teacher during online learning. This can be seen from when the teacher finished delivering the material there were only 2-3 students who asked or commented and they were used to asking questions. If you want others to ask questions, the teacher must first appoint students to give opinions on the material presented. This is because most students are not skilled in asking questions or expressing their opinions. When the teacher asks questions to students, they cannot answer questions precisely, clearly and smoothly. Based on this, it made researchers interested in examining how teacher designs in online learning apply participant communication skills.

## Metode

The method in this study used by researchers using descriptive qualitative. Bahri (2017) in Hanyfah et al. (2022) said that

descriptive qualitative methods were used to describe research without manipulating the data studied through direct interviews. Rukajat (2018) in Melisa et al. (2022) stated that the descriptive qualitative method provides a specific, factual, and accurate description of each event found based on existing evidence.

This research was conducted in the odd semester of the 2021/2022 school year September-November 2021 in class XI IPS 4 at SMA Negeri 8 Banjarmasin. The data in this study were obtained through observation, interviews and documentation. For data analysis used, interactive technical analysis by Miles and Huberman consists of data collection, data reduction, data presentation, and drawing conclusions (Sugiyono, 2018).

## Results and Discussion

Communication is an important part of the learning process, especially in online learning. This is to facilitate students' understanding of the material presented by the teacher. Because while online, students are very vulnerable to feeling bored and bored which results in them being less enthusiastic about learning. Another thing that arises is the difficulty of students in understanding the material presented by the teacher.

Teachers teaching during online learning use several stages consisting of planning, implementing, and evaluating. Some of the applications used by teachers in teaching consist of *whatsapp*, *smart class* and *google classroom*. Through these applications, the teacher can easily provide and explain material, assign assignments, and present students.

The steps carried out by the teacher in planning are in the form of making lesson plans (RPP), UKBM (self-learning activity units), and other tools. During online lesson plans, only one sheet is used. Then the lesson plan made by the teacher contains communication skills and is in accordance with the syllabus and the 2013 curriculum. The lesson plan becomes the teacher's guide in teaching so that learning becomes more directed and systematic.

The learning model used in online lesson plans uses distance learning. The distance learning model uses an application *google form*, *google meet*, *WhatsApp*, *google classroom*, and *smart class*. *Google meet* used in the learning

process. *Google form* is used when holding daily tests and midterms. Whereas *WhatsApp* used to communicate before and after learning. In some of these applications, groups are created consisting of students and teachers to notify when learning begins, to give assignments, and to discuss learning.

The method used by the teacher in teaching online uses lecture, question and answer, discussion, and assignment methods. The time allocation used during online learning is less than during offline learning. The teacher, in determining the learning model, adapts to the character of the students. This is so that learning can run well and communication between teachers and students becomes active.

The learning patterns carried out by the teacher based on the RPP that the researchers have seen the same as offline learning. This is evidenced by the teacher still doing the introduction, orientation, apperception, motivation, and providing references at the beginning of learning.

The teacher in the preliminary implementation first prepares *link google meet*. Then *link, the* are sent through the class group of students in *WhatsApp*. The teacher will wait for students to join for about 10 minutes before starting the lesson. Next, the teacher conducts apperception which usually begins with greetings, praying, asking how the students are doing and presenting them. To evoke a learning atmosphere, the teacher repeats the material from the previous meeting by asking students. The teacher also informs that every time students ask questions, provide answers or express opinions, the students will be given *point* as added value in learning. This is intended to motivate students to be active during the learning process as well as one way for teachers to apply students' communication skills.

Then in the core activities, the teacher conveys the objectives of the learning to be carried out. Then the teacher also conveys competency indicators that must be achieved by students. Teachers in teaching use learning media in the form of *power point* to make it easier for students to understand the material. After the material has been explained, at the end *slide*. The teacher displays several pictures that students need to observe. Furthermore, students are given the opportunity to discuss

together the image that is being displayed. Then students are given questions that will lead to information from the pictures. In addition, the teacher gives flexibility to students to explore more broadly the material being studied. Students are given the freedom to exchange ideas and argue with each other about what is most appropriate to describe the image displayed by the teacher. Discussions conducted by students remain under the supervision of the teacher.

In closing activities, the teacher will take advantage of the remaining time of approximately 5-10 minutes to reflect. Reflection is carried out by the teacher so that students are able to understand the material that has been studied. In addition, to find out the extent to which students understand the material that has been studied. In addition to reflecting, the teacher will also give assignments to students, which are usually in the form of questions or historical works. Then the teacher delivers some *point* additional information that has been obtained by students while active in learning. As the end of the lesson, the teacher asks several representatives of the students to conclude the results of the learning that has taken place. The teacher then closes the lesson by greeting and providing information about the material to be studied at the next meeting.

For the learning model that is often applied by teachers, namely *picture and picture*. Meanwhile, the dominant methods used in online history learning are the lecture, question and answer, and assignment methods.

Technical implementation of the three methods. First, the lecture method is used to open when providing learning material by conveying some important point thing to learn. Second, the discussion method is applied to this activity. Through this method, students are not formed in a group but discuss together regarding the material being studied. At this stage, the teacher will display several pictures related to the material that has been explained. Then students are given questions that will lead to information from the pictures. The teacher will also give flexibility to students to explore more broadly the material being studied. Students are given the freedom to exchange ideas about the material being taught. The teacher keeps an eye on the interactions that students do during

discussions. Third, the assignment method is used by the teacher to students before closing the lesson.

Fathurrahman et al. (2022) said that communication during learning is very important. With good communication between teachers and students, learning will be fun and not boring (Fathurrahman et al., 2022). Megah et al. (2023) added that the use *google meet* in online learning helps improve students' communication skills.

The discussion method during online learning also helps in improving students' communication skills. This was also expressed by Rahmadani et al. (2023) that the existence of discussion activities in learning, including online will build students' communication skills. Students will discuss the material that is the topic of discussion, indirectly their communication skills are formed (Rahmadani et al., 2023).

To form communication skills while online requires proper planning. Rochgiyanti et al. (2022) said that with good planning carried out by the teacher, it will make it easy for the teacher to convey material to students. This plan becomes the teacher's guide in teaching and forms students' communication skills.

## Conclusion

Planning for online learning in history subjects, teachers have carried out learning in accordance with the lesson plans that have been made and have included students' communication skills. Even though during implementation, there were still some things that needed to be addressed and improved for the next meeting. Actions in adjusting the situation in the classroom are also very well done by the teacher because, in fact they cannot follow the RPP exactly as what has been prepared. The teacher has also adjusted the learning model to suit the different characteristics of students.

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