

# During the Covid 19 Pandemic at SMAN 10 Depok, the role of Teacher Interpersonal Communication in Fostering Student Learning was Examined

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## ABSTRACT

This study intends to identify issues with teacher interpersonal communication in promoting student learning at SMAN 10 Depok during the Covid 19 epidemic. The research methodology adopted is interpretive and qualitative. The participants in this study include 8 (eight) teachers, 4 (four) students, and 2 (two) students who are also students of the SMA Negeri 10 Depok. Data collection methods use archival research, observation, and observational studies. The data analysis model that was used in this study is an interactive data analysis of the Miles and Huberman models. This data analysis includes data collection, data redaction, data processing, and data verification activities. The results of the study show that the interpersonal communication skills of the teachers and students at SMAN 10 Depok are quite good. This is accomplished by distributing educational materials using educational media, such as email, Google Classroom or Google Meet, and private or group WhatsApp.

**Keywords :** Communication between people, teachers and students, inspiration, and pandemic Covid 19

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## I. INTRODUCTION

Teachers are crucial to students' personality development during educational activities. Students can adjust to academic programs, social demands, and psychological needs at educational institutions through education.

Teachers are licensed professionals who have the primary responsibility for educating, instructing, directing, training, and evaluating pupils as they pursue formal education, basic education, and secondary education.

Interpersonal communication between teachers and students is one of the communications that takes place during the learning process. Interpersonal communication, according to Ika Wahyu Pratiwi (2020), is the act of giving and receiving messages with immediate feedback between two people or small groups of people. The interaction between professors and students will improve as a result of interpersonal communication.

According to I Putu Yoga Purandina (2021), interpersonal communication is a unique type of human interaction that happens when we react simultaneously with others and have an impact on

one another. Simultaneous interaction refers to when communicators take the same action in response to information at the same time.

In all contacts, from casual functional encounters to intimate connections, messages are sent as part of interpersonal communication. Interaction between individuals in both verbal and nonverbal directions is interpersonal communication.

In order to attain educational objectives, interpersonal communication between teachers and students may take place during the teaching and learning process both within and outside the classroom. The well-structured learning motivation for students serves as the primary support for the teaching-learning process. The improvement of student performance is greatly influenced by motivation, which can inspire students to attain their goals and facilitate effective learning.

This study intends to identify issues with teacher interpersonal communication in promoting student learning at SMAN 10 Depok during the Covid 19 epidemic.

## II. METHODS AND MATERIAL

Using qualitative methods in this investigation. Sugiyono (2014) defines qualitative research as an investigation that yields descriptive information in the form of written or spoken words from the subjects being studied.

This study's paradigm was an interpretive communication paradigm. The interpretive paradigm approach used in this study sees social reality as a comprehensive, complex, dynamic, meaningful, and interacting (reciprocal) interaction of symptoms. These individuals are frequently referred to as humanistic scholars. While interpretive research methods aim to provide interpretations, objective procedures in qualitative research aim to standardize observations.. Researchers using this paradigm aim to comprehend unique subjective reactions in the sense that science attempts to lessen differences between researchers and subjects. According to the

interpretive approach, a substantial human element is required in the research because the scientific research method is insufficient to describe the mysteries of human experience.

The interpretive method diverges from attempts to find explanations for social or cultural occurrences based on the viewpoints and experiences of the people or organizations under study. Generally speaking, the interpretive approach is a social system that closely examines and then interprets behavior.

SMAN 10 Depok, specifically Jl. Raya Curug RT. 01 RW. 06 Curug Village, Bojongsari District, Depok City, West Java, is where this research is being conducted. SMAN 10 Depok, which was founded in 2014, is a school that is still growing and has to be built so that it can compete with other schools, which is why this research location was chosen.

Data are divided into two categories, main data and secondary data, depending on how they were obtained. Primary data is information that researchers have gathered, organized, and presented from primary sources. While secondary data is information that has been acquired, processed, and presented by other parties and is typically published in books or journals.

The deliberate nature of the informants chosen for primary data collection means that they are experts (presumed to know) or have some connection to the research topic either directly or indirectly.

In qualitative research, information is gathered through observation, interviews, and documentation. And SMAN 10 Depok is the study's subject. In general, this study uses a qualitative descriptive methodology to assess how well teachers and students interact with one another to inspire learning passion at SMAN 10 Depok.

## III. RESULTS AND DISCUSSION

In order for students to succeed academically in the future, parents and instructors must play an integral part in helping them develop effective

learning concentration. particularly in high school, where students' futures are decided.

This is related to student learning motivation, and while student learning motivation can rise, it is impossible to separate this from the crucial role of a teacher who is able to inspire pupils and impart knowledge they can understand. Since interpersonal contact is crucial in the educational setting, it is clear that the function of the instructor in this situation is crucial for advancing student learning. Teachers can communicate with their students thanks to interpersonal communication.

Each instructor at SMAN 10 Depok does a great job of delivering information or messages to the kids. This is because the information or message being delivered has been properly prepared so that pupils may comprehend it. This interpersonal communication is very effective at fostering learning motivation in SMAN 10 Depok students because it is used by teachers to get closer to their classes so that students can comprehend the material presented more quickly and to inspire them to work harder, practice, and achieve their goals.

There are various constants in interpersonal communication, including the sender, the message, the media, the recipient, the effect, the context, the encoding and decoding of the message, and the media themselves. (2015) Alo Liliweri Alo Liliweri asserts that the goal of interpersonal communication is for me to be understood by others, for them to be understood by me, for them to accept me, and for us to be able to work as a team. Life skills are created through interpersonal communication, specifically through the coordination of three factors: knowledge, attitudes, and skills.

According to Devito (2016), the communication model illustrates how the message's source will pass it along to the recipient through the channel. Additionally, the message's recipient will respond, typically in the form of feedback or feedforward.

## **A. Interpersonal Conversations between Teachers and Students in the Covid 19 Period**

Interpersonal communication between teachers and students in Covid 19 at SMAN 10 Depok was highly effective. The conveyance of messages from communicators to communicants using a medium is the communication process between teachers and students discussed in the context of conducting learning during the Covid 19 era. Naturally, there is interference while communicating in a medium that prevents a message from being delivered from the communicator to the communicant, such as a bad network, an internet quota, unsupportive devices, blackouts, etc.

Teachers and students at SMAN 10 Depok serve as knowledge sources for those who are learning during a pandemic. The teacher is present to deliver subject matter to kids who are learning during a pandemic as well as to serve the students' informational needs. Delivering information or messages via Whatsapp, either personally or in groups, Google Classroom or Google Meet, and email were used in the learning process at SMAN 10 Depok during the Covid 19 pandemic.

Our learning process will be greatly aided by the Google Classroom program, which is used at SMAN 10 Depok. This is especially true because the teacher or students may view which grades are still in need of improvement as well as the learning resources and videos that the teacher has uploaded. Through the WhatsApp group, parents can speak with the homeroom instructor about their child's progress and learn if their child's grades are still below average. Even if it isn't face-to-face, the conversation isn't interrupted, and students can use the media as often as they want. Of all the media employed, this one facilitates communication the most.

### **B. During the Covid 19 Pandemic, the model inspires students to pursue their interests in learning.**

The teacher utilizes a one-way strategy because he pursues the subject he wants to impart to students, taking into account the limited amount of time allocated for learning—30 minutes or an hour—during the Covid 19 period at SMAN 10 Depok. The reason the teacher employs a two-way model is so that students can provide feedback, which improves communication.

The teacher employs a multidirectional communication model because feedback between students and teachers as well as between students is necessary for learning. In the multidirectional communication model, students provide a lot of input, and who knows if there is interactive communication or if there is feedback from students.

With the help of the students' feedback, the class has become more diverse or lively. Teachers used a variety of creative learning techniques to inspire students to learn during the Covid 19 pandemic, including creating engaging PPTs, displaying instructional videos, demonstrating learning with Canva, and learning through games or quizzes. The teacher's utilization of a variety of media can increase pupils' interest in learning.

### **C. The role of teacher-student interaction in fostering students' enthusiasm for learning during the Covid 19 period**

In order to increase students' enthusiasm and motivation for studying, the teacher has adopted a strategy for instruction that focuses on paying close attention to each student. Because the teacher is fully aware that, in a pandemic like the current one, students' learning rates will undoubtedly decline and require stimulation to increase.

During the Covid 19 pandemic at SMAN 10 Depok, teachers and students' interpersonal communication skills were important in fostering a

love of learning and enabling them to better understand each other as individuals. Through current media, teachers and students can also connect with one other more effectively about learning. Because it is everyone's duty to meet the needs of the kids at SMAN 10 Depok, teachers are also more willing to offer advice and counseling to their students, even in a pandemic situation.

When teachers and students use interpersonal communication theory, the benefits include communicating selectively, systemically, uniquely, transactionally, and creating meaning; however, the weakness is that, according to the findings of student interviews, communication with teachers is lacking during lessons because some students are off-camera for activities unrelated to learning. This leads to poor communication relationships and less-than-ideal learning environments.

## **IV. CONCLUSION**

The level of interpersonal communication at SMAN 10 Depok is fairly high. Despite the pandemic conditions, interpersonal communication between teachers and students keeps them even closer. This is demonstrated by the way learning materials are delivered using learning media, specifically through Google Classroom or Google Meet, Whatsapp both privately and in groups, and email.

One direction, two directions, and many directions are used in the model to stimulate students' learning enthusiasm at SMAN 10 Depok during the Covid 19 pandemic, but many directions predominate because there are many constructive student inputs and feedback available with the multidirectional model. This is demonstrated by the interaction that occurs during learning, which is sparked by the teacher's creativity in designing a curriculum that would inspire pupils to learn.

At SMAN 10 Depok, interpersonal communication between teachers and students is highly effective in igniting a passion for learning. This

is demonstrated by the teacher paying close attention to students while they are learning during the pandemic, specifically by explaining material in accordance with the existing KD, giving the students the chance to ask questions if they do not understand, reminding the students if there are still assignments or grades that are still low, and frequently asking questions related to the material that has been delivered and then providing additional value. As a result, there is greater intimacy between the teacher and the students.

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