

## Implementation of Learning Communication System: A Case Study on Buddhist Religious Teachers in State Elementary School

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### ABSTRACT

This study aims to analyze and describe the implementation of online learning of Buddhist religious education teachers at State Elementary School 01 Sripendowo. This research uses a case study method with a qualitative approach. Data were obtained using observation, interview, and documentation methods. Furthermore, the data obtained were analyzed using the Miles and Huberman model. The existence of learning problems during the co-19 pandemic made researchers interested in conducting research related to the online learning communication system. The results showed that teachers used communication elements following the model given by Laswel. In addition, the findings also explain that the teacher takes seven practical strategic steps in carrying out the online learning communication system. This study also found five common barriers experienced by teachers during the implementation of online learning.

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## Introduction

The term online learning began to be recognized by the public since the covid-19 pandemic that emerged in 2019. In March 2020, the pandemic status was issued by the Indonesian government. The high number of people infected with the virus made the government publish a large-scale social restrictions policy (Sumarwan et al., 2023). This has changed various communication system governance in Indonesia, including the education sector (Hartini & Putro, 2020). During this large-scale social restriction, online learning began to be familiarly discussed by the government, educational practitioners, parents of students, and the general public. Based on its definition, online learning is a learning process that uses media assistance through the internet network so that communication in learning can continue even though teachers and students are not in the same room. This condition confuses teachers, students and their parents in carrying out their roles. In this case (Siregar & Akbar, 2020) mentioned that online learning significantly impacts teachers. Teachers must adapt to new learning media and methods. Parents must accompany their children to

learn from home optimally (Batoebara & Hasugian, 2021). Learners must accept learning with teachers through the network.

The government and teachers carried out the adaptation of the learning communication system during the Covid-19 pandemic in various ways. One of them is the trial and error method. In rural areas, a lot of learning was initially applied with communication media using the Zoom Meeting platform. This did not work effectively because an unstable network constrained it. Therefore, many teachers have switched to using Whatsapp group media as a place for teachers and students to communicate in conducting learning. This aligns with research conducted by (Sari, 2020) that the learning carried out in his study also used the Whatsapp platform. His research also explains one of the obstacles to ineffective online learning caused by unstable internet network conditions. Furthermore, (Hernaningtyas, 2022) revealed that semantic constraints in messages not being conveyed clearly to students in learning communication found in his research were also caused by noise in the form of unstable networks. Her research also explained that to overcome these obstacles, the teachers used the Whatsapp application as a learning medium.

In contrast to conditions in rural areas, research (Giantika, 2020) conducted at one of the elementary schools in Jakarta explained that teachers implement learning by providing theoretical material using the Whatsapp Group, while for subjects that are memorized, such as mathematics, sports practice and skills using Zoom Meeting. Implementation like this can occur because of supportive internet network conditions. Besides that, the economic conditions and existing human resources also significantly affect learning performance. The problematic implementation of learning attracts the author's attention to see how the implementation of the learning communication system at State Elementary School 01 Sripendowo during the co-19 pandemic. This research aims to determine the performance of the learning system and the challenges teachers face. Through this research, it is hoped that it can provide benefits related to learning communication systems that are effectively used with online learning models for teachers, students, parents of students, and further researchers.

## **Method**

This research focuses on implementing the learning system teachers carried out during the co-19 pandemic at the elementary school. The approach used in this research is descriptive qualitative with a case study method. The research chose this approach and method because this model was deemed appropriate to the selected research focus. With this method, researchers can more deeply explore the conditions in the field and then describe them as research reports (Creswell, 2018). The main subject in this research is the Buddhist Religious Education Teacher of State Elementary School 01 Sripendowo. At the same time, the object of study is implementing the learning system during the co-19 pandemic. The data collection methods used in this research are observation, interview, and documentation. Researchers made direct observations in the learning process and other conditions at the research site. Interviews were conducted with the principal as the key informant, teachers as the primary informant, and students and their parents as additional informants. Documentation is done by collecting data in the form of teacher lesson plans and online learning reports made by teachers to analyze the data used by researchers using the Miles and Huberman data analysis model.

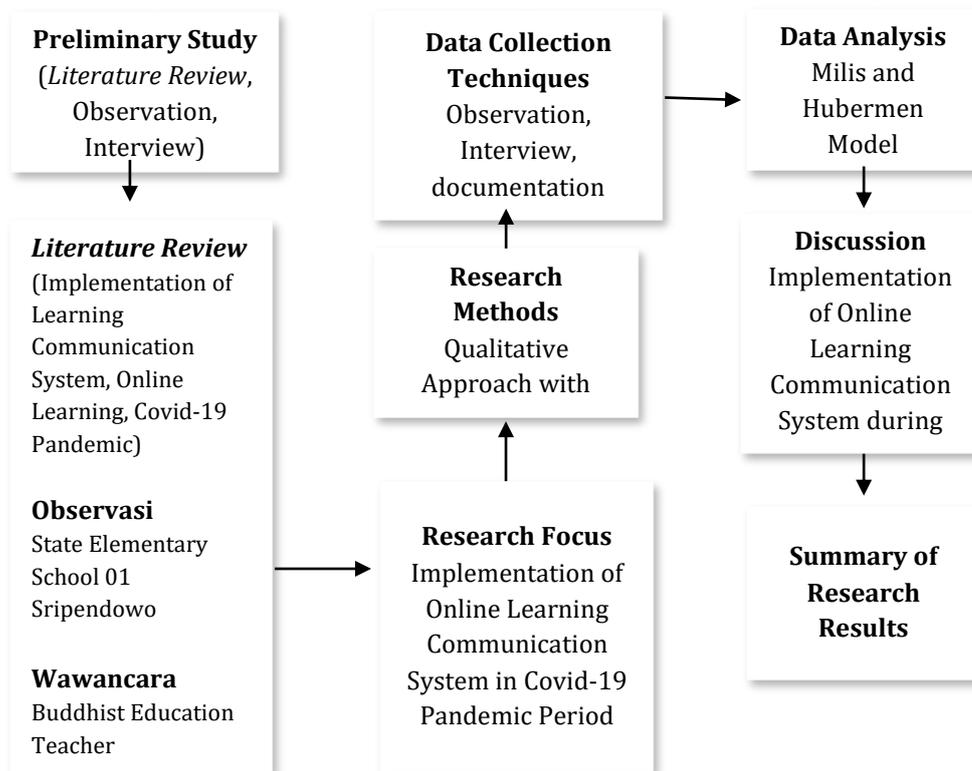


Figure 1. Flow of Research  
(Source: researcher's research flow)

## Findings and Discussion

Implementation, in short, can be interpreted as application or implementation. At the same time, the communication system is a set of communication elements (communicator, message, communicant, media, and effect) of activities that are bound together. (Jamali et al., 2019) States that the learning process as communication is directed to help develop all the positive potential of students; therefore, learning communication is fundamental in determining the success of education. Based on the above understandings, it can be simplified that the implementation of the communication system is the application of communication elements, in this case, the implementation of learning during the Covid-19 pandemic. Several factors must be considered in delivering learning materials, including students, classrooms, methods, and learning materials; a suitable communication method is also needed. Regarding good communication methods (Wisman, 2017) states four elements: recognizing communication targets, selecting communication media, assessing the purpose of communication messages, and the role of communicators in communication. Achieving effective communication also requires activeness between teachers and students. This activeness can include interchange, such as questions leading to active discussions.

Not much different from learning communication before the Covid-19 pandemic (Mertayasa, 2021) explained that the learning communication process during the Covid-19 pandemic involved several components, including teachers, learning materials, media/methods/strategies, students, effects, and feedback. Teachers must continue to provide material until the grading and evaluation process. Based on these understandings,

it can be explained that the steps that can be taken in implementing a learning communication system during the covid 19 pandemic include learning planning, selecting a communication platform, creating groups, setting communication rules, managing learning content, encouraging discussion and cooperation, providing feedback, evaluation, and assessment. This step is one of the simple steps that can be taken in learning. The fulfillment of these steps can encourage the formation of an effective learning communication system.

The results showed that the online learning steps carried out by the Buddhist Religious Education Teacher at the elementary school followed the learning communication principles above. The learning model used at the elementary school is offline and online. Offline learning is carried out by helping parents of students take assignments and handing back the results of their children's learning at school. As well as, by giving assignments via Whatsapp within one week, students or their parents collect assignments from school. Data collection is done carefully by following health protocols as the government recommends. Meanwhile, online learning is carried out with the help of the Whatsapp platform by utilizing various features such as chat, group chat, video call, and group video. Further information regarding online learning in State Elementary School 01 Sripendowo will be explained in the following sub-discussion:

### **Implementation of an Online Learning Communication System**

Online learning is carried out by using the Whatsapp application. The implementation of learning begins with the teacher giving instructions through a class group chat, and then the teacher explains the learning material by video call through the tools in the Whatsapp application. In addition, learning is also carried out by privately giving and collecting assignments via Whatsapp chat between the teacher and students or their parents. Referring to the steps of implementing an effective learning communication system above, the Buddhist education teacher at State Elementary School 01 Sripendowo fulfills the following steps:

#### **1) Learning planning**

As in normal learning before the co-19 pandemic, the teacher of State Elementary School 01 Sripendowo made a lesson plan. However, during the covid 19 pandemic, there were differences in lesson plans during normal times. During the pandemic, lesson plans were made more detailed and complete, listing the activities carried out in the learning process. The more complete lesson plans include learning objectives, collaboration plans between teachers and student guardians or relatives at home, and teacher and student planning to develop a schedule for completing work performance.

In addition to the learning implementation plan, the informant explained that the teacher calls the students or their parents to inform them that learning will be carried out within two days before learning. The informant submitted the following statement: *"Tomorrow at that time, you want to send the task through WA; please that later the material will be read, there will be questions, and the questions will be answered according to the material... The implementation Tomorrow means today? Today tells you, if you don't tell me first, the children will forget."*

#### **2) Selection of communication platform**

Teachers said that the selection of communication platforms mainly uses Whatsapp through group chats, private chats, and video calls because this media is considered the most effective with the condition of the internet network, economic conditions, and the ability to operate technology in the area.

3) Group creation

Based on the communication platform, the teacher forms groups of students according to their grade level. However, in this case, not all classes are made Whatsapp groups by the teacher because there are several classes with only one to two Buddhist students.

4) Establishment of communication rules

Not much different from regular face-to-face learning before the pandemic, Buddhist education teachers provide rules for learning in the implementation of online learning during the covid 19 pandemic. Even though knowing remotely, the teacher still asks students to pray remotely, prayer activities are instructed through chat groups or personally. The following rule is that students are asked to read the material in their Buddhist Religious Education book. This instruction is given utilizing the teacher posting a photo of the book page that must be studied. Furthermore, after students read the material, the teacher conducts a video call to provide a detailed explanation. The teacher gives assignments to students, and then the assignments are collected in the form of photos via private Whatsapp Chat with the teacher or directly into the class group time.

5) Managing learning content/media

The content or learning media use carried out by Buddhist education teachers at State Elementary School 01 Sripendowo is still limited to only image media. This limitation is due to the lack of ability to create digital learning media and the lack of Buddhist learning resources that are easily accessible.

6) Encourage discussion and cooperation.

In implementing online learning during the pandemic, the aspects of discussion and cooperation at the elementary school level can only be done by students to their teachers and families at home. Some of the steps teachers take to support this aspect are providing tasks that involve cooperation between students and their parents. One example is practicing the nature of love by helping parents. The teacher instructs students to help with their parents' activities at home, then videoed and sent via the class Whatsapp group or the teacher's personal Whatsapp.

7) Provide feedback, evaluation, and assessment.

The results of field research show that the teacher's learning evaluation and assessment is done by sending photos of the effects of assignment correction in the form of photographs. In addition, the teacher also gives appreciation to students by responding to the collection of assignments in Whatsapp media by replying in the form of praise or stickers.

Overall, with environmental conditions with limited media literacy and networks and economics, it can be concluded that the steps above are strategies that can be done to achieve an effective online learning communication system. Regarding Laswel's communication elements, the steps taken by teachers of State Elementary School 01 Sripendowo in the learning communication system are complete and appropriate despite the limitations in channel utilization. Laswel communication elements include Who Says What, In Which Channels, To Whom, and What With Effect (Budi, 2010). Here Who = Communicator = Teacher, Says What = Message = Learning Materials, To Whom = Communicants = Students and What With Effect = Impact = Students understand the learning material delivered by the teacher.

In simple terms, communication elements are correct, but there are some additional elements in online learning. One of them is that the communicator is not only the teacher, but there are additions, namely parents, siblings, or relatives, who accompany these students to learn. In addition, the learner's companion is also a communicator who listens to the messages conveyed by the teacher, both related to the way of learning and learning material, *which then the message is brought back to the students or implemented in learning*. Communication is essential in education (Jamali et al., 2019). Therefore, fulfilling communication elements in learning by following the effective learning communication system is one of the proper steps for Buddhist education teachers at Elementary Schools. In this case, the teacher has been very detailed in the learning communication system. Teachers carry out complete learning planning, starting from learning activities carried out remotely to the evaluation methods that will be used. In the implementation, teachers utilize communication media familiar to parents and students so that the learning process can run without any barriers to using technology. Teachers also anticipate students who often forget learning hours by communicating before implementing the learning schedule. Based on the results of the discussion above, it can be concluded that implementing the online learning communication system for Buddhist religious education at State Elementary School 01 Sripendowo runs effectively following the teacher's steps. The application of communication elements in learning is also complete and appropriate.

### **Barriers to the Implementation of Learning Communication System**

The implementation of learning is inseparable from the obstacles that must be faced. Online learning has more obstacles than regular learning before the covid 19 pandemic. This aligns with the statement (Mertayasa, 2021), which explains that the learning process from home has more complex obstacles than face-to-face learning. Therefore, teachers are required to have special skills in dealing with learning obstacles during the pandemic. The following are the results of research on the barriers to the implementation of the communication system for learning Buddhist religious education at the State Elementary School 01 Sripendowo, including being constrained by a lack of an internet network, some guardians of students who do not have android cellphones, some students are inconsistent in sending assignments, students feel bored so they prefer to play rather than learn, constrained by internet quotas and the evaluation/monitoring process of students' honesty is challenging to implement. This condition aligns with the research results (Emeilia & Muntazah, 2021). Their study stated that there are obstacles in learning, including communication saturation, limited interpersonal communication, limited space and time, lack of student confidence, little technology and information, and limited media and media literacy. Furthermore, (Mertayasa, 2021) in his research also states that the obstacles to online learning experienced by teachers include a learning environment not covered by a stable internet connection, students feeling bored, and limited parental time.

### **Conclusion**

Implementing the learning communication system is the application of communication elements in implementing learning. The covid-19 pandemic brings different applications to the implementation of learning. This is done by the Buddhist education teacher at State Elementary School 01 Sripendowo. Teachers take strategic steps to achieve an effective online learning communication system. There are seven aspects in the teacher's strategic steps that follow the elements of communication. The actions taken include learning planning, selecting communication platforms, creating groups, setting communication rules, managing

learning content, encouraging discussion and cooperation, and providing feedback, evaluation, and assessment. The implementation did not go smoothly planned. Teachers face obstacles, including constrained internet networks that are less supportive, limited Android phones, students are not consistent in sending assignments, students feeling bored with online learning, constrained by internet quotas, and evaluating/monitoring students' honesty is challenging to implement.

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