

# Communication And School Organization On Distance Learning

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## **Abstract.**

*This study aims to find out how the conditions of communication and school organization at the time of distance learning are carried out, in terms of the individual scope, relationships between social groups and organizational groups, as well as emerging policies. distance learning, individual attitudes to school organizations, relationships between social groups, and policies. The results obtained in this study are that schools can continue to achieve educational goals with good quality with the integration between principals and teachers and all school resources, between organizations and policies must run according to the situation.*

**Keywords:** *Distance learning communication, school organization, policy.*

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## **I. INTRODUCTION**

The COVID-19 pandemic brings tremendous world changes and challenges for the psychological, economic and social resilience of the world community, including in the field of education. Pandemics cause health, food, social, educational crises, high numbers of sick people, deaths, economic losses, and psychosocial risks, which exceed human capacity to handle these situations (American Health Organization, 2009). According to Aji (2020: 395–402), the policy of closing educational institutions is an effort to contain the spread of the COVID-19 pandemic. This situation has an impact on all elements of education, millions of students and university students, Indonesia is no exception. The education sector is also experiencing the impact of the emergence of the pandemic. Schools are conditioned to implement distance learning. However, problems arise in school conditions, the economy of The The education sector is also experiencing the impact of the emergence of the pandemic. Schools are conditioned to implement distance learning. However, problems arise in school conditions, the economy of parents, different geographical conditions. Problems that arise include lack of technological literacy, limited budget, lack of communication service providers, parents are not maximal in accompanying children, teachers' working hours are not limited to communicate and coordinate with parents, fellow teachers, and school leaders (Purwanto et al., 2020). The absence of direct (offline) learning is a new experience.

The learning process shifted to using online media as a virtual communication medium. The convenience of the interaction of the parties involved, students, lecturers, campus parties, must be built and realized together through communication in the midst of a crisis to reduce entropy or uncertainty. Online education offers a new culture of learning. Students can study independently, access learning materials anytime and from anywhere (Sarisakaloğlu et al., 2015). Gikas & Grant (in Firman & Rahman, 2020) stated "Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime." Korucu & Alkan (in Firman & Rahman, 2020) stated "The use of mobile technology has a major contribution in the world of education, including the achievement of distance learning goals. There are still many students, teachers and lecturers who are not

proficient in distance learning, especially for students, teachers or lecturers who are in remote areas. Distance learning is the use of the internet network in the learning process. With distance learning/online both students, teachers and lecturers have the flexibility of time in its implementation. The platforms that can be used in distance learning include: google classroom, google meet, zoom, WA groups and others. Based on the problems above, this research will discuss about communication and school organization in distance learning.

## **II. METHODS**

This study uses a qualitative approach with a literature review. The literature review was carried out by reviewing texts that discussed how distance learning was carried out to deal with pandemic conditions, schools were affected organizations. Therefore, schools must defend themselves by adjusting their strengths to the existing challenges. The study in this manuscript is in the form of a text that discusses schools in the framework of individuals collected in a layered system starting from the national layer, local government, district government, and education units. The texts are in the form of research reports, theoretical frameworks, observational studies, and policy texts. The policy review manuscript begins with Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (COVID-19) (Fikri & Hasudungan, 2021), Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning From Home in the Emergency Period of the Spread of Covid-19, Regulation of the Minister of Health The Republic of Indonesia Number 9 of 2020 concerning Guidelines for Large-Scale Social Restrictions in the Context of Accelerating the Handling of Corona Virus Disease 2019 (COVID-19), and several governor decisions related to the learning process in each province.

## **III. RESULTS AND DISCUSSION**

### **1. Understanding Learning Effectiveness**

According to Miarso (in Rohmawati, 2015:16) "learning effectiveness is one of the quality standards of education and is often measured by the achievement of goals, or can also be interpreted as accuracy in managing a situation, "doing the right things". While Sadiman said (in Al-Tabany, 2017:21) "the effectiveness of learning is the results obtained after the implementation of the teaching and learning process." Hamalik (in Rohmawati, 2015:16) states that "effective learning is learning that provides opportunities for self-study or doing the widest possible activities for students to learn." Based on the above understanding, it can be concluded that the effectiveness of learning is a standard of educational quality and is often measured by the achievement of objectives, which are obtained after the implementation of the teaching and learning process, which provides opportunities for self-study or carrying out the widest possible activities for students to learn.

### **2. Distance Learning**

According to Dogmen (in Rahmawati, 2020:414) "distance learning is learning that emphasizes self-study. Independent learning is systematically organized in presenting learning materials, providing guidance to students, and supervising students' learning success." According to Munir (2012:16) "distance learning is when the learning process does not occur in direct face-to-face contact between the teacher and the learner. Communication takes place in two directions which is bridged by media such as computers, television, radio, telephone, internet, video and so on. Kearsly and Moore (in Jerusalem, et al, 2020:483) stated: Distance learning is learning that is planned elsewhere or outside the place of teaching. Therefore, special techniques are needed in designing learning materials, special learning techniques, special methodologies of communication through various media, and special organizational and administrative arrangements as well. Based on the above understanding, it can be concluded that distance learning is learning that is carried out without direct face-to-face meetings between teachers and students. So in this distance learning that needs to be emphasized on independent learning, and using special methods in designing administration, organizational arrangement and communication that occurs through various media such as computers, internet, cellphones and so on. Online learning requires

adaptation to new communication patterns. Various obstacles also emerged. The distance learning process also has drawbacks such as discomfort and stuttering, including various communication and cultural barriers.

### 3. Characteristics of Distance Learning

According to Munir (2012:25) the characteristics of distance learning are as follows:

- a. Programs are arranged according to the level, type, and nature of education.
- b. In the learning process there is no direct face-to-face meeting between the teacher and the learner, so there is no direct contact between the teacher and the learner.
- c. Learners and teachers are separated throughout the learning process because there is no face to face as in conventional learning, so students must be able to learn independently.
- d. The existence of educational institutions that regulate learners to learn independently. Distance education is an education system that emphasizes self-study.
- e. Educational institutions design and prepare learning materials, and provide learning assistance services to learners.
- f. Learning materials are delivered through learning media, such as computers with internet or with e-learning programs.
- g. Through these learning media, there will be two-way (interactive) communication between learners and teachers, learners with other learners, or learners with distance learning providers.
- h. There is no fixed study group throughout the learning period, therefore learners receive learning individually rather than in groups.
- i. The new paradigm that occurs in distance learning is the role of the teacher who is more of a facilitator who provides assistance or convenience to the learner to learn, and the learner as a participant in the learning process.
- j. Learners are required to be active, interactive, and participative in the learning process, because the learning system is independent which gets very little help from the teacher or other parties.
- k. Learning resources are materials that are developed intentionally according to needs while still being based on the curriculum.
- l. Learning interactions can be carried out directly if there is a meeting.

Schools in the study of organizational sociology have 3 (three) major strengths in carrying out their duties and achieving their goals, these strengths are institutions, social networks, and cognitive frames (Ricardi S. Adnan, 2019). The impact of the COVID-19 pandemic on education or the change in learning from ordinary classes to online classes, are as follows (Aji, 2020, pp. 395–402). First, the short-term impact, schooling at home is a big surprise for Indonesian families, giving rise to psychological problems for students who are accustomed to face-to-face learning. This condition creates confusion among the public because of the limited information technology infrastructure, especially in the regions. Second, the long-term impact, aspects of justice and increasing inequality between community groups and regions that need the support of communication and information technology (Bärwald in Sarisakaloğlu et al., 2015) explains that online learning is a form of learning that is supported by information and communication technology. Distance learning occurs when students and educators are not physically present at school (Setiawan and Ilmiyah, 2020, pp. 1–9). The implementation can be completely remote (hybrid) or mixed, namely distance learning and in the classroom (blended). Online media makes the distance learning process easy and fast.

UNESCO on March 4, 2020 (in Setiawan and Ilmiyah, 2020) suggested changing offline classroom learning to online in order to overcome educational barriers and reach students remotely. In online learning, students receive learning materials through text, images, audio, video and interpersonal interactions through various online applications (Sadeghi, 2019). One of the main functions of digital media in contemporary society is to facilitate the sharing of knowledge (Jurriens and Tapsell, 2017, p. 12). One of the keys to the development of digital infrastructure in the field of knowledge is the digitization of libraries or knowledge collections as

digital resources for education. According to Jurriens and Tapsell (2017, p. 12), since 1990, online education has been present in Indonesia. Creative and academic initiatives are also increasing in the public sphere in the context of knowledge sharing. However, on the other hand, there are new problems related to the limitations of technology and the ability to use technology. Things that hinder the effectiveness of using technology for online learning include (Aji, 2020, pp. 395–402): limited mastery of communication and information technology by educators and students, expensive and inadequate technological facilities and infrastructure, internet access and networks which is limited and not evenly distributed across the country, and the lack of available budget for technology and online learning costs.

The organization as a complex system is expected to become an organization that can promote physically and mentally healthy living behaviors in the midst of a pandemic. School organizations are surrounded by individuals with their knowledge, attitudes, and behavior, therefore it is very important that behavior change communication is strategically arranged based on data for monitoring and evaluation and capacity building of school residents in pandemic conditions. School organizations are surrounded by individuals and their social groups, therefore social groups such as PGRI, KKS can influence school organizations in dealing with the pandemic. School organizations are covered by the community with relationships between organizations or communities, so social communication needs to be adapted to pandemic conditions. Institutions and social institutions also cover school organizations, therefore social mobility is the main action in promoting health programs during a pandemic. School organization refers to the advocated policy (Nurochim and Siti N, 2020). Schools as organizations are social associations formed by the community, both legal entities and non-legal entities, whose function is as a means of community participation in the development of the nation and state. As social beings who always live together, humans form social organizations to achieve goals that cannot be achieved alone (Abdullah Idi, 2011).

#### **IV. CONCLUSION**

Based on the results of research with a literature review, it can be concluded that the impact of the current COVID-19 pandemic has made a significant contribution to the world of education, because with the Covid-19 outbreak, teaching and learning activities that are usually carried out face-to-face have been transformed into distance learning from home. In accordance with the circular (SE) issued by the Minister of Education and Culture of the Republic of Indonesia on March 24, 2020 regarding the implementation of educational policies in times of emergency of the spread of COVID, the circular explains that the learning process is carried out at home through online / distance learning to provide a meaningful learning experience for the students.

#### **V. RECOMMENDATION**

Based on the results of the research that has been presented, suggestions can be given that hopefully can be constructive, including:

1. Prior to the implementation of the distance learning program, it is necessary to prepare supporting facilities, competencies and training for students, teachers and parents.
2. During the distance learning process, parents participate in accompanying students, to prepare learning activities so that students can participate in distance learning.
3. The government and school management should strive for, facilitate, and optimize all facilities and needs for distance learning both for teachers and for students so that the quality of the learning carried out is still maintained.

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