

Original Research Article

PHENOMENOLOGY STUDY: COMMUNICATION BETWEEN LECTURERS AND STUDENTS DURING THE COVID-19 PANDEMIC

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Abstract

Backgrounds: Communication is an attempt to form opinions or ideas, express feelings, be known or understood by others, and the ability to convey information or messages from communicator to communicant through channels or media in the hope of getting feedback.

Objectives: The purpose of this study was to find out the description of communication between lecturers and students during the COVID-19 pandemic.

Methods: Qualitative research uses a phenomenological study with 14 respondents, using interview techniques.

Results: Research results consist of 6 sub-themes namely new knowledge, delivery method, clarification, 5S program, reflection of modesty and professionalism, 2 themes of learning activities and ethics, and 1 major theme of learning ethics.

Conclusion: The results of exploring the ethics of communication between lecturers and students offline and online during the COVID-19 pandemic found that it is necessary to maintain the 5S program and reflect politeness in the teaching and learning process, namely communication between students and lecturers, the results of exploring the use of language and the emotional status of lecturers and students in communicating during the period the COVID-19 pandemic found that lecturers need to maintain professionalism as teachers through their caring attitude towards student understanding when communicating in a way that students can understand and increasing adult learning that involves new knowledge.

Keywords: Communication, COVID-19, Ethics, Lecturers, Students

INTRODUCTION

Humans are social beings who cannot live alone and need to communicate with other humans. Communication is the art of conveying information, ideas, and views that are important

for other people to convey, so that the recipient understands, appreciates and can receive information properly (Oekan S. Abdoellah, 2019). Likewise, the communication that is built between lecturers and students, there

needs to be art in conveying information so that it is conveyed according to the target audience (Malik, 2021).

Communication goals for students are divided into various types of communication, namely based on the method of delivery, continuity, purpose of delivery, behavior, scope, number of people communicating, teaching information, individual roles and networks. Communication that is built with students needs to support the achievement of learning objectives that lead to two-way communication (Damayani & Fitria, 2021).

The phenomenon that occurs in communication between lecturers and students is a change in communication from face-to-face to online due to the COVID-19 pandemic. The government has established a policy to change the pattern of lectures from offline to online. Online communication is a solution for the teaching and learning process. Online or online learning is carried out through various applications. Various choices of these applications, zoom, google classroom, email, and so on (Narti, 2017). The change in learning methods from traditional and face-to-face to online methods elicited various reactions from students. (Jagad and T. Heru, 2021).

Changes in communication that were originally carried out face-to-face and are now face-to-face require adaptation for students and lecturers in the process of teaching and learning activities. According to Nugroho, Wati, & Dianastiti (2020), based on their research they succeeded in identifying obstacles to online lectures, including that compared to offline lectures, online lectures are not effective enough and cause many distortions because the lecture tools are not yet supportive, including lecturers who difficulty conveying online learning methods which results in difficulty for students to understand the material presented. Of course, this has a big influence on the effectiveness of students and lecturers in communicating in teaching and learning activities.

Therefore, researchers are interested in examining the description of communication

between students and lecturers during the COVID-19 pandemic.

Objective(s):

The general objective of this study is to describe the communication between lecturers and students during the COVID-19 pandemic, with the first specific objective to explore the ethics of student-lecturer communication offline and online during the COVID-19 pandemic; the second explores the use of language and emotional status between students and lecturers in communicating during the COVID-19 pandemic.

METHODS

Study Design

Design this research is a qualitative research, with an interpretive approach.

Settings

This research was conducted at STIKes Panti Waluya Malang

Research Subjects

The criteria for participants here are those who study and teach at the Waluya Panti Malang STIKes. Collecting data in this study by in-depth interviews, using a structured interview guide that has been made, as well as the researcher as the main instrument. After all the data has been collected, the researcher uses Interpretative Phenomenological Analysis (IPA) to process the analysis.

Respondents totaling 14 people were taken from lecturers and students of Bachelor of Nursing study programs from level 1, level 3, level 6 which differed in terms of age, gender, education and occupation. This research was conducted in the period August – October 2022.

Data Collections

Data was collected using an interview guide in depth (in depth interview), using a structured interview guide that has been made, as well as the researcher as the main instrument. After all the data has been collected, the researcher uses Interpretative

Phenomenological Analysis (IPA) to process the analysis.

Data Analysis

Researchers use Interpretative Phenomenological Analysis (IPA) to process in analyzing.

Trustworthiness

Provide types of and estimates for trustworthiness of qualitative data, including types of dependability and credibility used.

If tools were developed for this study, describe the processes employed.

Ethical Considerations

The ethical commission of the institution giving permission to this study, with number 012/IX/2022/SPWM

RESULTS

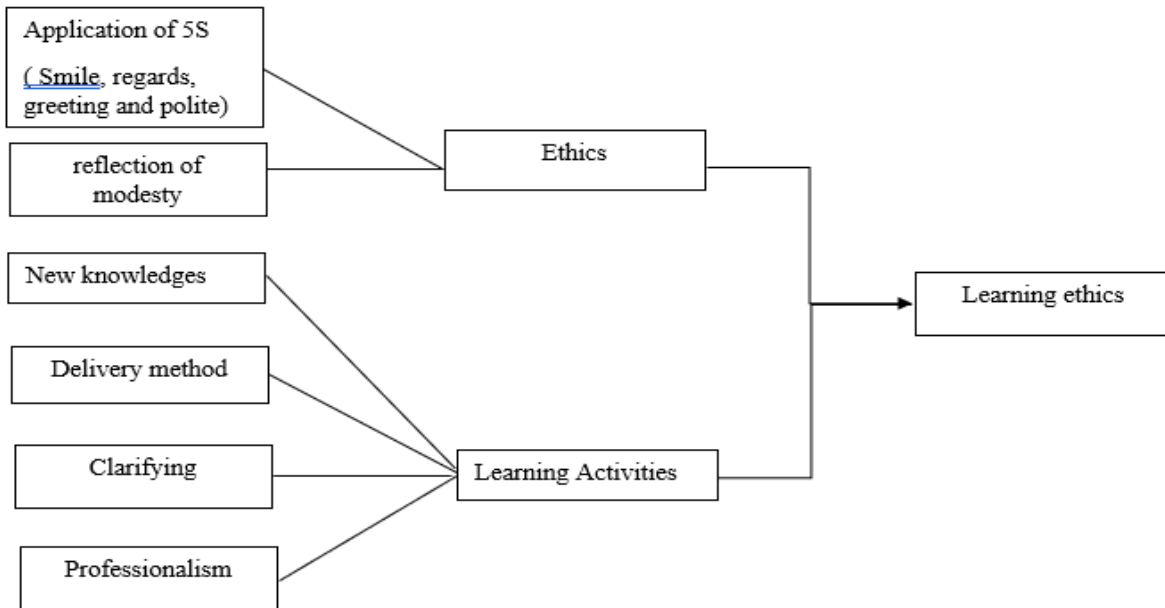


Figure 1: Big Theme

No	Demographic data		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14
1	Age	18-30 years old						V	V	V	V	V	V	V	V	V
		31-50 years old	V	V	V	V	V									
2	Gender	Female	V			V	V	V	V	V	V	V	V	V	V	V
		Male		V	V											
3	Education	Master degree	V	V	V	V	V									
		Bachelor degree						V	V	V	V	V	V	V	V	V
4	Job	Lecture	V	V	V	V	V									
		Student						V	V	V	V	V	V	V	V	V

Figure 2: Participant Characteristics

Theme 1: Learning Activities

This theme consists of 3 sub-themes, namely knowledge, how to convey clarification and professionalism. This knowledge is mentioned by P1, mentioning that knowledge, whether in the field of nursing or health:

"I think it's okay for topics outside of the course. Yes, that means, it's okay as long as it's related to knowledge, be it in the field of nursing or other health. As long as I can still answer, I will definitely answer."

P1 reveals to refresh the material:

"...But if in the middle of a lecture there is something like that, then I am obliged to refresh it again, reminding them how they should be a student."

P2 also mentions things related to knowledge, namely adult learning:

"...Because this is what we call adult learning. Adult learning does not demand only from lecturers. But also, from students. So, when students ask questions outside of the topic at that time it does not matter and it can even be used as material for joint discussion...."

P2 mentions learning tricks:

"...Well maybe this is a trick, if for example there are students who are like that well it could be like what I said earlier it might not be interesting. Lecturers must have a trick, they must have a key, how will the student be interested later"

"...As a lecturer, for me there are many learning methods that we have to use, so we don't just focus on lectures because maybe we can link them with videos, practice, so that students don't tend to get bored in class. There should be more tricks so that students are happier when studying or meeting me"

P3 mentions topic development:

"...It could be that the student wants to know about the development of that topic. For me there is no problem. For me there is no problem."

Participants who share opinions regarding evaluating:

P2"*...Well, believe me students who underestimate it and students who really, it will be different in the end, I'm sure of that."*

P3 "*...Usually tend to evaluate every subject that I give I will definitely evaluate"*

P4 "*...trying to vary learning models or methods but if it really has to be conveyed in that way and there is no other choice, yes, like it or not, it has to be accepted like that, so my response to learning"*

Participants who share the opinion of the lecture, depending on the situation:

P1 "That depends on the case, yes, there are students who don't need to be instructed, they know what they have to do, but sometimes there are those who still need to be motivated, right..."

P2 "Depends on learning, or depends on the context"

P3"*The communication that I build with students is not just lectures or orders, like I mentioned earlier. If it's like practice, I have to practice it so I can evaluate it"*

P4"*both of them, there are times when I give lectures, there are times when I give orders and there are times when I ask you to take the initiative"*

P5"*If in learning we give lectures clearly, then if this command gives assignments "*

Implementation of 5S (smile, greet, greet, polite, and courtesy):

P1 gives sanctions according to the rules

"according to mother, when the student commits the violation that you mentioned earlier, it is still normal, but we still have to impose sanctions."

P4 "As far as I can warn, I will definitely warn if I have warned 3 times, there is no change, usually I will give punishment"

P5"*When it comes to days, because we have rules, so here we remember, we urge you not to*

dare to rebuke too hard because I don't understand all the backgrounds of my students, so don't let clothes make you feel insecure about studying"

P2 reveals about student awareness

"So, it is best to build awareness starting from yourself.

P3 expresses a reflection of politeness

"If it does not make sense, he falls asleep in class because he plays games at night and so on, so this could be a reprimand or maybe reprimanding the student not to do it again. But we don't know, we first confirm why the student fell asleep"

P6 *"Even if you meet wearing a mask, don't always greet and greet"*

Theme 2: Ethics

This theme consists of 3 sub-themes, namely the reflection of politeness, clarifying and professionalism.:

"if you remind me the time is up please as long as you remind the lecturer politely I don't have a problem"

2-way communication:

P6 *"The difference is asking if I go online, what is it like, like we don't know the pitch of the pitch, like being angry, sad or happy, right?"*

Q9 *"So like this, if we communicate directly, we know how to express, intonation, and the response of the person we are communicating with."*

P11 *"There are many differences when communicating offline and online, for example if we communicate offline, we have to look at the person who is talking to us, but if we communicate online, we can only stare at the gadget screen."*

Q12 *"when communicating face to face from cyberspace it is from impressions, so when communicating in person it is definitely easier for us to understand the contents of the intended message because there is immediate feedback*

so the communication occurs directly between two directions"

P13 *"In my opinion, direct/offline communication is better because you understand better, but when you go online, the communication is sometimes unclear and less effective"*

P13 said to see the situation and conditions when communicating

"When I meet a lecturer I smile, greet, say hello. And if our friends still talk a lot but if we are at the same level in terms of activities, we can apply 5S"

Clarification:

P6 *"To overcome this, I often communicate and meet with the lecturers"*

Q8 *"Just meet the lecturer in person, sis, the problem can't be denied, it's explained online"*

Q9 *"I will usually ask for time to meet with the relevant lecturer, and explain the aims and objectives that I want to convey."*

P10 *"To overcome this, we can make a schedule first, yes, to make a schedule for the lecturer to give our class schedule or notify about activities"*

P12 *"The way we handle it is we have to confirm the contents of the message again with the lecturer"*

P13 *"The way I handle it is I make a time contract with the lecturer, and if there is something I don't understand I will ask and the lecturer will explain once and then I will understand."*

Professionalism:

P1 *"I try to be professional, which means it has nothing to do with my family or external problems which make me angry at students."*

P2 *"So if we meet someone like that, let's just approach the term lecturer as a friend when making an approach"*

P5 *"arranged, I may have more patience in the sense that this child they are for me in the form of seeking attention can be an outlet "*

DISCUSSION

The description of student and lecturer communication consists of 2 themes, namely learning activities and ethics with the main theme of learning ethics.

1. Exploring the ethics of communication between lecturers and students offline and online during the COVID-19 pandemic

The theme of this study is learning activities which consist of 2 themes, namely the application of 5S and the reflection of politeness.

Character education according to John W. Santrock is education that is carried out with a direct approach to students to instill moral values and teach students about moral knowledge in an effort to prevent prohibited behavior. As a student, it is mandatory to implement 5S such as smiling, greeting, greeting, being polite and courteous to lecturers and fellow friends. By implementing 5S we can assess certain individual characteristics. The 5S program (Greetings, Smiles, Greetings, Politeness, and Politeness) which is carried out as self-development activities includes: routine activities at school, exemplary, spontaneous activities that are required (Faozah, 2014).

Implementing 5S is also associated with a reflection of politeness. Awareness that the importance of politeness and politeness in language to convey opinions, feelings and knowledge to the interlocutor is a mandatory thing that needs to be applied in everyday life so that what you want to convey can be conveyed properly. Politeness can be seen from the attitude of students which is an indicator of good or bad, students should behave politely because they adapt in adult learning and have a critical mindset before giving opinions, and must be able to sort and choose language in communication.

2. Exploring the use of language and the emotional status of lecturers and students in communicating during the COVID-19 pandemic

The theme of this study is learning activities which consist of 4 themes, namely knowledge, delivery method, clarification and professionalism.

Knowledge is the result of a person's curiosity about objects through his senses, namely the sense of hearing, sense of smell, sense of sight, sense, and sense of touch (Notoatmodjo, 2018). New knowledge is obtained from asking what is unknown, so that you get answers that can add insight. When asking questions, critical thinking skills are needed that do not occur randomly or without effort, it requires structured, intentional, and repetitive exposure and practice.

As a student who acts as the person in charge of the course, he must remind the lecturer, for example, the learning hours have ended with formal, polite language, expressions, speech intonation, and a good response to the learning given by the lecturer.

In communication between lecturers and students, clarification has a very important role in order to create effective and good communication. When the lecturer is the sender and the students are the receivers, the lecturer tests students' understanding by using clarification. When the lecturer finishes giving an explanation regarding a material and no students actively provide feedback, the lecturer will clarify by asking questions, both in teaching and learning activities and conveying information to students, he will definitely clarify whether there is anything that is not understood by students. The opposite applies, when students communicate with lecturers, sometimes they will clarify with the lecturer to ensure the correctness of the information received.

The truth in question applies to students and teachers, upholds professionalism, that is, does not bring external problems to students when teaching so that it does not interfere with the learning process due to unstable emotions. From the results of research conducted by

Longs et al. 2014, explained that lecturer competence affects student satisfaction. Meanwhile, according to Sulastri, 2017 explains that the ability of lecturers can meet student satisfaction. By being professional, lecturers can bring an atmosphere in learning activities that are interesting and not boring.

According to Kridalaksana and Djoko Kentjono (in Chaer, 2014: 32) language is an arbitrary sound symbol system used by members of social groups to work together, communicate, and identify themselves. The main function of language is as a means of communication between humans. Language can be divided based on its type, there are 2, namely formal and informal language. Students choose to use formal language when speaking or communicating with older people or respected people. This is because the formal language has more polite vocabulary. conversely, when talking to peers, their classmates choose to use non-formal language, namely language whose vocabulary includes slang, casual, and slang.

According to Hamzah B. Uno, the notion of emotion is a typical feeling and thought; a biological and psychological condition; a range of tendencies to act (Uno, 2012: 116). This emotional status greatly affects a person in communicating. Students tend to be influenced by feelings that can change moods which can be seen in communicating, while lecturers are more professional in communicating and maintaining communication with students.

The speed of response or response from communication between students and lecturers can be evidence of whether the sender or receiver understands and pays attention to the message being conveyed. The lecturer asks questions after explaining the material, this aims to test students' understanding whether they can grasp the material that is explained properly or not. Students who can catch the lecturer's explanation will actively provide responses. The same thing is also done by students in communicating with lecturers, they will equate the perceptions or information

conveyed with reference to responses from lecturers.

CONCLUSION

The results of exploring the ethics of communication between lecturers and students offline and online during the COVID-19 pandemic found that it is necessary to maintain the 5S program and reflect politeness in the teaching and learning process, namely communication between students and lecturers, the results of exploring the use of language and the emotional status of lecturers and students in communicating during the period the COVID-19 pandemic found that lecturers need to maintain professionalism as teachers through their caring attitude towards student understanding when communicating in a way that students can understand and increasing adult learning that involves new knowledge.

SUGGESTIONS

Researchers suggest continuing to research appropriate learning methods for online learning.

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DECLARATION OF CONFLICTING INTEREST

There is no conflict of interest with the research I am carrying out.

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AUTHOR CONTRIBUTION

Authors 1-5:

Dividing tasks in conducting research, coordinating socialization and permitting

proposals, coordinating with members in collecting and analyzing research data, coordinating data processing and analysis, coordinating the preparation of reports coordinating the publication of research results. coordinating the implementation of ethical tests, seminars, and publications

Authors 6-11:

Arranging and preparing research financial reports, collecting data, recapitulating research data, conducting data analysis, preparing for ethical tests, seminars and publications, compiling research reports, assisting the publication of research results through journals

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