EFFECTIVE COMMUNICATION IN SUPPORTING THE ACADEMIC ATMOSPHERE IN CAMPUS: PHENOMENOLOGICAL ANALYSIS

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Abstract

Backgrounds: Currently the world has entered the digital era, marked by rapid advances in technology and information. This progress is included in all aspects of human life, especially the world of education. The use of information technology in the world of education is the use of the internet in searching for learning materials and learning methods online. Online learning is increasingly popular with the Covid-19 pandemic, where government policy encourages students to study online with certain applications. Online and offline learning, educators and students need communication to transfer knowledge and skills according to the material being studied. Often this communication becomes an obstacle in the teaching and learning process. This problem arises from educators and students.

Objectives: The purpose of this research is to identify the effectiveness of communication in supporting the learning environment.

Methods: This research method is qualitative using Interpretative Phenomenological Analysis (IPA) method with 10 participants.

Results: The results of this study obtained six categories, namely flexible; creative; concern; respect others; learning system and communication context. From these categories three major themes were obtained, namely good behavior, good attitude and coordination. From these three themes, one big theme is produced, namely effective learning.

Conclusion: The conclusion of this study is that effective learning is formed by good attitudes and behavior and then supported by coordination from various related parties. When coordinating or collaborating, it is expected that you also use language or communicate well. This good communication is not only spoken verbally but is practiced non-verbally with mutual respect and care for one another. In a system there will be problems because it deals with humans. The most common problem that occurs in the teaching and learning process is miscommunication. Educators in this case are required to be flexible in dealing with it without having to violate established policies or regulations. For this reason, educators are required to be creative in finding solutions to problems.

Keywords: Academic Atmosphere, Campus, Communication

INTRODUCTION

The progress of the current era is related to the development of digital-based information and communication technology that is increasingly fast and has a wide area, this phenomenon has an impact on changes in various aspects of human life, including education. The presence of the internet makes interactive relationships remotely in terms of learning and teaching and this can be considered as a new experience, especially during a pandemic where learning uses an online system.

The elements that make up the world of higher education include educators and students, where in the relationship between the two there is communication in teaching and learning activities. Higher Education Teachers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service (Masdul, 2018).

In this research, researchers focus on educators as communicators where researchers will see what kind of communication competencies are needed in teaching and learning activities in this digital era. This forms the basis of this research because previous research stated that digital-based communication technology encourages communication competencies to be improved so that the world of education becomes more developed (Selistiyaningtyas and Nurhidayati, 2019). Educators' communication skills in this study were seen as skills needed to enhance student learning (Lee et al., 2021). This research is something that has an urgency to research because both educators and students must have effective communication so that they agree to achieve a common goal in learning. This research was conducted using qualitative methods with the aim of being closer to participants to find out in depth about what experienced and felt by the participants.

Objective(s): The general objective of this study is to determine the effect of effective communication on learning. The specific objective of this study is to identify the expected behavior and attitudes when communicating in an academic environment and to identify the success of effective communication in an academic setting.

METHODS

Study Design

This research method is qualitative with an Interpretative Phenomenological Analysis (IPA) 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.

Respondents totaling 10 people were taken from lecturers and students of Bachelor of Nursing study programs. 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

The process of analysis is to make verbatim transcripts of all participant conversations, then determine keywords, determine categories, determine sub-themes and combine themes to determine the main theme that answers the general research objectives.

Data validation was carried out using time triangulation, where participants were asked the same questions but at different times.

Ethical Considerations

The ethical commission of the institution giving permission to this study, with number 013/IX/2022/SPWM.

RESULTS

The data from the interviews were categorized based on keywords, then several categories were drawn into sub-themes. From several sub-themes produce a research theme. This research resulted in one big theme which came from three themes, six sub-themes, and eleven categories.

Theme One: Good Conduct

The first theme is Good Behavior, resulting from the Flexible sub-theme
"Depends on learning, or depends on the context" (P2)
"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 so I can evaluate" (P3).
"So in my opinion, English is really good, but first look at the communicant and the communicator, do you really understand or not?" (P2).

The following is a conversation from the Creative Sub Theme

"I prefer a more direct approach. I try to dig up data first from various sides. I don't judge right away" (P5).
"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 relate them to videos, practice, so students don't tend to get bored in class" (P3).
"Trying to vary the learning model or method, 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 that's my response to learning" (P4).

Theme Two: Good Attitude
The second theme is a good attitude, resulting from the caring sub-theme

"Well, believe me, students who underestimate it are students who really are, it will be different in the end, I'm sure of that" (P2).
"I often try to attract students' attention, so that what I teach is not monotonous; what we convey as educators must be something simple that is easy to understand" (P1).
"Also besides being lecturers to teach we are also academic supervisors facilitating anything that can support or hinder learning" (P5).

The following is a conversation on the sub-theme of respecting others

"I myself am formal because I am more polite" (P1).
"If I use formal language because in my opinion it is more polite" (P1)
"When I communicate with lecturers, I definitely use formal language because the lecturer is older than us and the lecturer is a teacher in our courses" (P2).

Theme Three: Coordination
The third theme is coordination, resulting from the learning system sub-theme

"Because we call it adult learning. Adult learning does not demand only from lecturers. But also from students" (P2).
"Yes, that is, it's okay as long as it is related to knowledge, whether in the field of nursing or other health." (P1).
"Because we call it adult learning. Adult learning does not demand only from lecturers. But also from students" (P2).

The following is a conversation from the sub-theme of the context of communication

"That depends on the case, yes, there are indeed students who don't need to be ordered. They know what they have to

do, but sometimes there are those who still have to be given motivation, right?" (P1).

"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 so I can evaluate" (P3).

"I convey using Englishc which is the language of health so that students can easily understand it, I usually use it" (P3).

"I use English in my ppt only for certain topics when I am in S1" (P4).

Big Theme: Effective Learning
The big theme is composed of the themes of good behavior, good attitude, and coordination

"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" (P4).

"Yes, I have to be able to measure my and my students' English skills. If we are both in a not-so-good position, I need other help, in the sense that maybe it could be in the form of a video" (P5).

DISCUSSION

Theme One: Good behavior

Behavior is a series of actions made by individuals in relation to themselves, the environment, and other people. Behavioristic theory is a theory that studies human behavior, and focuses on the role of learning in explaining human behavior and occurs through stimuli that cause reactive behavior. Communication is one of conveying concepts or ideas from someone to another person or group, one of the factors for the success of delivering this communication is good behavior and respect in conveying the contents of the message from the communication (Masdul, 2018).

Good behavior when delivering message content can be formed through a process of learning and habituation in communicating (Selistiyaningtyas and Nurhidayati, 2019). A

good attitude in communicating is not only demanded from teachers, but from students as well. Behavior in communication is also influenced by each culture (Sirait et al., 2020). Some of these studies support the first theme resulting from this research, where in this study the teacher has a flexible language use method, and adapted to the learning context.

This behavior of using flexible language is considered effective and adapted to the context of discussion of lecture material. If during the teaching and learning process problems or language constraints occur, educators are required to be more creative in using language that is easy to understand, but not out of the main material so that learning objectives can still be achieved.

Theme Two: Good attitude

Teachers should have a good attitude and personality and be able to explain the material to their students. The behavioral dimension needed is the importance of engaging in teacher interaction so that students understand more about the material being taught because each student has a different responsiveness (Sirait et al., 2020). Success in communication between teachers and students is also influenced by mutual acceptance, attention and giving feedback when communication occurs (Fajriati et al., 2022). A warm, comfortable attitude from educators also encourages students to adapt more quickly to new tasks (Escribano et al., 2021).

Empathy or also known as feeling what others feel is also a factor in the success of communication. This empathetic attitude triggers students to be even better because they feel cared for (Yang & Kim, 2022). Mutual respect from teachers and students is also a factor that makes communication successful (Escribano et al., 2021). These studies support the results of this study in which students express that they respect educators, especially during teaching and learning on the grounds that the age of the educator is older.

This respect is shown by the attitude of using formal language when asking questions

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or communicating for other purposes. This attitude of respect is also shown by the educator's concern for students. This concern is in the form of attention to verbal and non-verbal language. This attitude of respect and concern is not formed instantly but requires a process of learning and mutual respect that is applied from an early age.

Theme Three: Coordination

The third theme of this study is coordination. The definition of coordination is the unification and alignment of the common goals of all related units in order to achieve the mutually agreed objectives effectively and efficiently. This theme is formed from the learning system and communication context.

The learning system is a collection of several elements related to teaching and learning activities and has the same goal, namely the predetermined output of students. The second sub-theme is the context of communication, where communication is used according to the context of the place, purpose, and the communicators and communicants involved (Dian Puspita, 2020).

The context of communication also influences the use of language in communicating itself, using formal or non-formal language (Husaini et al., 2022). This study proves that the coordination of the existing system along with communication from various related parties greatly influences the atmosphere of teaching and learning.

Big Theme: Effective Learning

Effective learning is formed by good attitudes and behavior then supported by coordination from various related parties. When coordinating or collaborating, it is expected that you also use language or communicate well (Sirait et al., 2020). This good communication is not only spoken verbally but is practiced non-verbally with mutual respect and care for one another (Fajriati et al., 2022). In a system there will definitely be problems because it deals with humans. The most common problem that occurs in the

teaching and learning process is miscommunication. Educators in this case are required to be flexible in dealing with it without having to violate established policies or regulations. For this reason, educators are required to be creative in finding solutions to problems (Husaini et al., 2022).

CONCLUSION

The major themes found in this study answer the general research objectives, where effective communication is part of effective learning. The main theme in this study is effective learning, which results from three themes, namely good behavior, good attitude, and coordination. The sub-themes resulting from the categorization are six.

SUGGESTIONS

This study could give benefit to institution to bring update development communication between lecturer and students.

DECLARATION OF CONFLICTING INTEREST

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

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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