

## **THE IDEAL COMMUNICATION PATTERNS FOR ONLINE LEARNING IN THE PANDEMIC COVID-19 ERA**

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### **ABSTRACT.**

Online learning is very different from face to face learning that takes place in schools. Teachers and students do not meet in a same room, but they interacting by virtual class by using various electronic devices to establish communication in different places. Various aspects ranging from how the learning process which is usually carried out at school with breaks and non-academic activities at school becomes LFH. This research dig up how the communication patterns of learning communication while using the online method and conducted the mapping of the obstacles from many others perspective. This research also conducted the preparedness to immigrate from face to face to online learning method. This study uses the concept of communication patterns and opinion leaders. The research uses a qualitative method with a case study approach by interviewing teachers, students and parents in seven districts/cities in West Java. The results of the study found that, the communication built by parents to children and school management is crucial to influence the success of the online learning process. Parents are the main resources of information for system improvements needed by the school management. On the other, children need empathetic communication from the parents while they faced the problems of online learning with calm. Furthermore, the researchers also found differences in terms of facilities and preparedness between public elementary schools compared to private elementary schools. Private elementary schools tend to be more prepared to make adjustments in order to maximize the online learning process.

**KEYWORDS:** communication pattern; COVID-19; elementary school; online learning; west java.

### **INTRODUCTION**

Communication patterns are a communication format between two or more people in sending and receiving messages in the right way. With the right pattern of communication, the receiver will well understand the means of the messages (Djamarah, 2004). This phenomenon is also happening in the present, as we known, online learning is closely related to how teachers are able to provide direction to communicate well with their learning participants (Kale et al., 2011). Online learning is very different from face to face learning that takes

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place in schools. Teachers and students do not meet in a same room, but they interacting by virtual class by using various electronic devices to establish communication in different places (Vianingrum & Setyowati, 2021). Communication, which was initially established face to face, turned into mediated communication with information and communication technology or Computer Mediated Communication (CMC) (Putri & Irwansyah, 2020).

Formal learning during a pandemic is really related to the use of technology. COVID-19 and the online learning process are two interrelated things. Online learning, which initially became something that was very common for the community, became something that people would not want to get used to. This happened in conjunction with the strategy to prevent the spread of the epidemic through social restrictions in the new normal era.

The beginning of 2020 was a year that was quite surprising for the world community. The COVID-19 outbreak suddenly spread quickly to various parts of this world, including Indonesia. COVID-19 has become the most frightening specter in the world of health this decade. Until now (Monday, March 8th, 2021) was confirmed that 221,034 inhabitants positive COVID-19 of West Java, 1,373,836 Indonesians positive COVID-19 (Pikobar, 2021) and West Java continue to occupy the highest position in terms of the number of positive COVID-19 confirmations (Mufarida, 2021). Indonesia has been in the 4th highest position of Positive rate of COVID-19 in Southeast Asia (Aida, 2020).

The COVID-19 outbreak, which is also classified as a very new epidemic, has had an impact on restrictions in various sectors of life. The main reason is that the patterns of the spread of COVID-19 and drugs that can cure patients from this deadly epidemic are still in the process of being studied and researched continuously. As a result, various areas of life participate in making adjustments to their activities. This adjustment continues to evolve according to various new regulations from the government. Some of them include Large-Scale Social Restrictions (PSBB) with coverage of certain cities, to PSBB covering the island of Java. West Java itself, as the province with the highest exposure, has also implemented PSBB several times during this pandemic.

One of the matters that have had a huge impact on the COVID-19 pandemic is the education sector. The world of education participates in making adjustments to learning activities. One of the decisions that have been on going until now is the transformation of face-to-face learning changing to online. Following local government regulations, West Java Province has also implemented learning with online method since the pandemic in early 2020 (Lukihardianti, 2020). Learning with an online system is also known as learning from home or Learn From Home (LFH). The terms of LFH have become a new term and are getting used to being conveyed as an academic activity for students. This adjustment also occurs in the educational process at the elementary school level. LFH has defined learning through a communication network with internet facilities, for example, video conferencing, digital documents, and other online means. Communication technology that used to develop knowledge without interacting face to face, for this case, the learner and the learner (Rahmawati, 2018).

The online learning system is a learning system without having to meet face to face between teachers and students which is mediated by the internet network. The teacher guarantees the continuity of teaching and learning activities, even though the students are at home (Mirawati et al., 2020). Learning conducted online is one of the government's steps to reduce the risk of exposure to COVID-19 in children. Children are one of the most affected by COVID-19. An info graphic from Pandemictalks (As of March 7, 2021) shows that the number of Indonesian children exposed to COVID-19 has reached 162,743 people. The case of this child is almost double the number of cases of children as of December 31, 2020. Cases in school-age children

confirmed 125,048 cases (Pandemictalks, 2021). West Java itself had experienced closely high exposure to COVID-19 in children, as data in December 2020 recorded that 4,982 children in West Java were exposing to COVID-19, the most aged 6-18 years, namely 3,877 children (Maulana, 2020).

Before the pandemic, elementary school students were used to learning while playing and interacting with friends in the school environment. Interest in interaction at school makes the ringing of the recess bell a thing that is eager to await to be filled by playing or just chatting and eating with friends at school. According to Havigusrt on (Prayitno, 2006) describes eight developmental tasks of children in the period 6-12 years old. The eight developmental tasks include; (1) Learn the physical skills needed in the game; (2) Development of attitudes towards oneself as a developing individual; (3) Make friends with peers; (4) Learn to perform social roles as men and women; (5) Learn to master the basic skills of reading, writing, and arithmetic; (6) Development of concepts needed in children's lives; (7) Moral development; and (8) Developing attitudes in groups and social environment.

In addition, Havigurst also explains the individual task development is a task that appears at a certain period in an individual's life. Success will be able to give happiness and provide convenience in carrying out the other, and if it failed it will cause disappointment for the personal, and experience difficulties for the next developmental task (Khaulani et al., 2020). That is a series of components stated by Havighurst as the components of the interest in each aspect.

After years of getting used to such school routines, the eight concepts from Havigusrt also contribute to complementing each other in primary school learning in general. However, the COVID-19 pandemic has resulted in a change in routine. The face-to-face learning process generally stops when the government issues a policy to cut off and prevent the circulation of the coronavirus by studying from home using the internet network. Indirectly, some components of child development are missing.

The adjustment of LFH learning at the elementary school level is certainly not the only one felt by students. Adaptation also involves the preparedness of parents, teachers, and the school. Preparedness to adapt also requires time to change this learning pattern. The various obstacles that are different for each primary school education actor involved make it important for an online learning system to be carefully designed. As research from (Anugrahana, 2020) which stated that even though they were in very limited conditions due to the COVID-19 pandemic, they could still do online learning. The only obstacle is that parents have to add more time to accompany their children. Meanwhile, in terms of teachers, teachers become technology literate and are required to learn many things, especially online-based learning. This online learning system can be used as a model for further learning (Rigianti, 2020). The sudden change in learning from face-to-face to online has created a variety of responses and obstacles for the world of education in Indonesia, including teachers who are the spearhead of education who directly deal with students. A number of teachers experienced obstacles that teachers experienced when carrying out online learning including learning applications, internet networks and devices, learning management, assessment, and supervision.

On the other hand, the online learning process during this pandemic is considered as one of the initial steps for the creation of "Freedom of Learning" launched by the Indonesian Ministry of Education and Culture. However, this of course has advantages and disadvantages. As the results of research from (Abidah et al., 2020) who stated that although this situation is in line with the vision and mission of future learning in the era of the industrial revolution 4.0 and society 5.0, it still has advantages and disadvantages. In terms of strength,

of course, online learning is not limited by space and time, especially since the government's call for self-quarantine, physical and social distancing. However, today's freedom cannot be interpreted as unlimited freedom in learning.

The phenomenon of learner adjustment at the elementary school level is a unique learning phenomenon. The learning process in children and various preparedness that can be said suddenly must be done by educators to become a new challenge in the learning process, especially in terms of communicating effective learning delivery through LFH. Various considerations and matching also need to be considered in realizing an online school. Especially the process of communication between teachers and students.

With the results of previous studies, Various aspects ranging from how the learning process which is usually carried out at school with breaks and non-academic activities at school becomes LFH, whether they can optimally receive lessons using smartphone or laptop technology, or even vice versa. This research dig up How to adapt, are there any obstacles, etc. How is the pattern of learning communication using the online method, what are the obstacles, is it lighter because it does not have to serve students for non-academic matters. Is it a joy because the child is always physically close to their parents, or is it a burden because they are not used to it, let alone the parents as a worker?

This research conducted using a qualitative case study method by interviewing various parties; teachers, parents and students. In addition, researchers also made observations by looking at how the online learning process took place.

## **METHOD**

This is a qualitative case study method. The data conducted primary data by interview and Focus Group Discussion (FGD), and conducted secondary data from document and previous research. Researchers conducted interviews with three categories of informants: Teachers, Students, Parents of Students and the parents as leader of the class. This research chose three categories of informants by considering the third involvement in the online learning process. The parents play the role as the companions for children in the learning from the home process; the teachers play the role as the main responsibility for the fruitfulness of the online learning process by the way he teaches, and children as figures who directly experience online learning. In addition, the researcher interviewed several parents with special criteria, namely those who were the head of the class and led other parents or the parent as a leader of the class. Furthermore, conducting FGD by inviting parents and teachers to discuss together through a zoom meeting. The implementation period of this research is from the beginning of 2021 to October 2021, along with the PPKM rules applied in the province of West Java.

As Bogdan and Taylor (Taylor & Bogdan, 1988) defines qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to them, this approach is directed at the background and the individual holistically (whole and comprehensive). In this case, it is not permissible to isolate individuals or organizations into variables or hypotheses, but it is necessary to view them as part of a whole.

Furthermore, (Mulyana, 2018) said that a case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program or a social situation. In case study research seeks to examine as much data as possible about the subject under study. The methods that are

often used are interviews, observations, document review, and any data to describe a case in detail. In the first stage, researchers conducted interviews with 25 informants in seven areas in West Java, namely Tasikmalaya Regency, Bekasi Regency, Pangandaran Regency, Bandung Regency, Bandung City, and Cirebon City and Regency. Next, the researchers held meetings via zoom with resource persons from various regions to conduct Focus Group Discussions (FGDs) on the topic of online learning.

## RESULT AND DISCUSSION

The learning process for elementary school students during a pandemic is experiencing dynamics of change following various government regulations. This research reveals that COVID-19 has changed the pattern of learning that was originally offline, turned into several methods that have been tried by elementary schools in West Java, including: Full online; Shifts; and Hybrid learning. This adjustment process follows government regulations that are temporal in nature following the development of the positive number of COVID-19 in each city and district in West Java.

This change in learning patterns is also felt in terms of teaching methods and teaching media used by teachers. This study reveals that the most used media to coordinate and distribute learning materials in various elementary schools in West Java is the WhatsApp application on the group feature. WhatsApp is used for several functions, including: (1) Media coordinating the class system between students and teachers; (2) Media coordinates between parents and teachers; (3) Media sharing for learning. In addition to being a medium of communication, WhatsApp is also used as a medium of learning. The use of WhatsApp media as a learning medium is used to share learning materials using WhatsApp like a written material storage drive that students use to learn. Furthermore, in addition to WhatsApp,

This study reveals that the online learning climate in public schools and private schools has differences. In public schools, the learning system does not do much modification and elaboration of online learning adjustments. Even remote learning controls are not so strict. Most of the teaching teachers use WhatsApp for sharing material, which can be in the form of presentations or homemade videos or YouTube links. There is no fixed meeting that maximizes the use of conference call media, such as Google Meet or Zoom.

Furthermore, in private elementary schools, teaching teachers prioritize the use of scheduled conference call media such as offline meetings, with terms and conditions reducing time that are not as crowded as offline learning. The use of this media has also been planned from the school and has been directed directly to the application and learning schedule from the school. Students attend the zoom meeting room as in normal school, wear uniforms, participate in school morning routine activities such as praying and continue with the usual study classes.

For clarity, the researcher summarizes the differences between these two types of schools through the following table:

Table1. Elementary School Facilities and preparedness in Online Learning in West Java

No	Facility/ Preparedness	Private School	Public School
1.	Teaching Internet Facilities.	Available	Available
2.	Training to improve the	Available	Seldom

	ability of teachers in online learning media.		
3.	Parents' financial stability in adjusting online learning costs	The majority do not experience financial difficulties	Not all are able to adjust the additional expenses due to the pandemic.
4.	Parental time to accompany children to learn online	Not all are accompanied by direct parents	Not all are accompanied by direct parents
5.	Gadget facilities for children's learning	The majority are facilitated by having their own gadget.	Not all students are facilitated to have their own gadgets.
6.	Media used	Conference call and WhatsApp group to coordinate.	WhatsApp groups and occasionally use conference calls at the initiative of the teacher.
7.	Parents' ability to use technology	Tend to easily adapt to the technology used.	Not all understand technology, even some parents have difficulty understanding online learning media.

Source: (The Results of Research, 2021)

From table 1 could be seen that there is a difference in preparedness between public schools and private schools in elementary schools in West Java. Students in private schools tend to be more dynamic in dealing with online schools because of the support of various facilities in it, while public schools often face various limitations. This limitation factor is also an obstacle for teachers in public schools to explore. The teacher prioritizes that all students are able to learn together without anyone feeling limited and different from other friends. The differences between public and private schools found in this study are in line with the research results (Patty et al., 2019) that in terms of facilities between public and private schools there is indeed an imbalance. Private schools tend to be more complete and well-facilitated, compared to public schools.

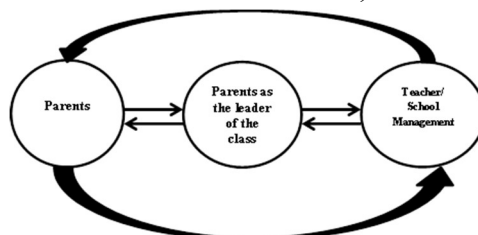
The results of this study also revealed that the teachers, both public and private, tried to involve parents in the online learning process through the election of a Parent Chair. The parent leader is in charge of coordinating other parents in the same class with the jobdesc; 1) Assist with offline assignment collection; 2) Become a representative of parents to convey opinions from parents to the school; and 3) Mediation between parents and teachers. If seen, the role of the Parent Leader has a strong enough influence in the implementation of online learning, in the words on the other hand, the Parent Chair serves as an opinion leader in the parent group. As previous studies have revealed that opinion leaders have the power and role in directing the goals of a communication process. As stated by (Bahfiarti, 2016) that opinion leaders are one of the elements that greatly affect the flow of communication, including acceptance of innovation.

The existence of the parents as leader of the class is a very good key to be used by the school in maximizing the online learning process. The Parents as Leader is an opinion leader for other parents as a mediation between parents and the school. As opinion leaders are defined as people who have advantages who are generally easier to adjust to the community, are more competent and know more about the procedures for

maintaining norms that exist in society (Kurjunaidi, 2019).

If described, the communication pattern formed between the parents as leader, teacher and all of the parents is as follows:

Figure 1. Communication flows Between Parents; Parents as Leader and Teacher



Source: (The Results of Research, 2021)

Based on figure 1, it can be seen that the communication flow that has been running so far is to utilize the parent as the leader of the class as an intermediary for communication between parents and teacher. In addition, it is not uncommon for parents and teachers to communicate directly without intermediary Parents as The Leader of the class.

Furthermore, this study also revealed that students experienced various difficulties in the online learning process. Students categorize learning according to their difficulties online into two; namely language learning is considered the easiest to learn online and numeracy learning the most difficult to learn online. This is also felt by parents who accompany their children during the online learning process. Parents with limited educational background and are not familiar with the learning of numeracy being studied. Parents feel that they need more time to maximize themselves so that they can understand the numeracy material that the child is learning before guiding the child to take the lesson.

Treatment in learning to count does have its own uniqueness, as (Mukminah et al., 2021) said that the concepts in learning mathematics are abstract. So, every abstract concept that is just understood by students needs to be immediately given reinforcement so that it settles and lasts a long time in the student's memory and will be embedded in the pattern of thought and pattern of action. Thus, direct assistance by teachers for learning mathematics is quite important in the online learning process for mathematics lessons.

Based on the phenomena found by researchers in the field, this study also revealed that teachers felt an additional workload during the online learning process. The standby time for teachers to answer parental complaints and questions related to learning is often more than normal working hours. As an excerpt from one of the interviews, "*Sometimes in the afternoon there are lessons, even at night there are still students or parents who ask for assignments*" (Dera, a teacher, 2021)

In addition to teachers, children also experience irregularities in using gadgets. The use of gadgets, which was initially limited, then changed to a learning method that relies heavily on gadgets, encouraging students to be very close to the online world such as games and social media. This is certainly something that is worrying about the occurrence of addiction to gadgets in children. As research from (Utami, 2019) which revealed that the effects of smartphone addiction were vulnerability to excessive thought load, attention regulation, aggressiveness of antisocial actions, difficulty building positive self-identity, and increased potential for self-destructive actions and decreased academic achievement. Of course, this effect needs to be

considered and the attention of parents who accompany children regarding restrictions on their use in students.

## CONCLUSION

The results of the study found that, in online learning there are three learning methods, namely: Full online, shifting and hybrid. The method follows how local government regulations change. Furthermore, the researchers also found differences in terms of facilities and prepared between public elementary schools compared to private elementary schools. Private elementary schools tend to be more prepared to make adjustments in order to maximize the online learning process.

Furthermore, online learning communication patterns do not only occur between teachers and students, but also take on many roles from parents. Parents need to build good cooperation with the school in the application of online learning so that the learning methods applied can run optimally. In addition, the role of The Parents as Leader of The Class takes an important role in the process of coordinating and evaluating learning. The Parents as Leader of The Class as a role model and mediator between the two parties.

Based on field findings, the researchers suggest the following to maximize online learning for elementary school students in West Java province; (1) Holding regular online meetings of parents to see the child's development and accommodate aspirations and obstacles during online learning; (2) establish a time limit for online communication between parents and teachers; (3) Conduct training on the alignment of understanding of media used in online learning between teachers and parents; (4) Listen and provide appropriate solutions to the problems of mentoring faced by parents.

As parties who play a major role in the online learning process for students, it is important for parents to take steps in optimizing online learning for children. Researchers found that (1) Cooperation between fathers and mothers is an important point in maximizing online learning for children; (2) Parents need to limit their children's time to use gadgets and control their children's learning vs playing time; (3) Parents are ready to accommodate children's complaints and provide opportunities for children to discuss together and find solutions; (4) parents try to create a play environment with the family and (5) Communicate various expectations and constraints with teachers and school management.

## LIMITATION AND STUDI FORWARD

As a qualitative case study research conducted in West Java, this research needs to be supported by statistical figures that support research data so that it can be a reference for appropriate policies for the government in terms of implementing schools at the elementary level in West Java. The researcher realizes that there is a need to deepen the pros and cons of online VS offline schools in the community.

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