The Patterns of Distance Learning Communication in The Covid-19 Pandemic Era

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ABSTRACT

The policy of temporarily closing educational institutions to contain the spread of COVID-19 in Indonesia has impacted the learning process, which has been replaced by a learning system using online media application features. Implementing the distance learning system has various obstacles, including infrastructure, human resources, and the learning process. This study aims to determine communication patterns in the distance learning process. The method used in this research is quantitative descriptive with a population of 13,539 students at Bandung Islamic University in 2021; 389 people were sampled using the Slovin formula. The study results show that 1) distance learning obstacles include infrastructure, system, and lecture climate problems. 2) The solution that must be made in terms of infrastructure is that students need to prepare backup providers. In contrast, in terms of material, students need to find additional references from other sources. 3) dependence on internet access can have a financial impact which can be burdensome for educators and students. 4) The combination of offline and online learning is considered efficient. However, face-to-face learning is preferred. 5) Regarding media, Zoom Meeting is the media that is often used. The Moodle e-learning lecture system includes Google Meet, Google Classroom, and Google Drive. 6) The material in the distance learning process is considered sufficient. 7) Online multiple choice questions in the quiz system dominate the test system, google forms, and even essay types or take-home exams. However, there are still some offline projects and exams.

Keywords: Communication Pattern, Distance Learning, Covid-19

INTRODUCTION

The Covid-19 pandemic has spread all around the world, including Indonesia. This epidemic caused panic in all walks of life, without exception. This phenomenon changed all sectors of life. The Indonesian government has also taken a policy to break the chain of Covid-19 transmission, such as social distancing policies, maintaining distance, and using masks. One of the government's strategies in suppressing the spread of Covid-19 is establishing a policy of Large-Scale Social Restrictions (PSBB) in a Government Regulation restricting specific activities of residents in a suspected area infected with Corona Virus Disease 2019 (COVID-19). The restriction includes limitations on the movement of people and goods for a particular province or district to prevent the spread of Corona Virus Disease 2019 (COVID-19). These restrictions are

carried out through school and workplace holidays, restrictions on religious activities, and restrictions on activities in public places or facilities.

The policy of temporarily closing educational institutions as an effort to hold the spread of the COVID-19 pandemic in Indonesia has an impact on the direct learning process. It replaces the learning system originally at school/campus at home. The change in the learning process requires various parties to follow the decisions made by the government. This phenomenon makes the world of education utilize communication technology to do the learning process, using smartphones or online media application features. On the other side, the positive impact of the online learning system phenomenon is the participation of parents in learning activities for children, increasing knowledge and use of communication technology for both teachers/lecturers and students/students and even parents. This impact can indirectly improve the quality of technology-based education in schools and universities.

Studies on the positive impact of the online system have been conducted. For example, the latest research results state that although Indonesia faces a COVID-19 pandemic, all teaching and learning processes can still be appropriately conducted. It is due to the advanced information technology, like the Internet, which can connect lecturers and students through e-learning pages, WhatsApp, Google Classroom, Zoom, and YouTube (Pakpahan & Fitriani, 2020). A study of positive impacts in the family context based on research shows that the development of character education and the relationship between children and parents is quite good during the learning process. Character values that can be developed from the learning process activities are (1) Religious character value, (2) Discipline character value, (3) Creative character value, (4) Independent character value, (5) Responsibility character value, and (6) Curiosity character value. Developing these character values results from the synergy between teachers and parents guiding students lovingly, interacting, and doing positive activities together during this COVID-19 pandemic (Yoga Purandina & Astra Winaya, 2020). There is parental participation when learning at home and encouraging the learning process to be successful by accompanying children to learn online (Darmawan et al., 2021).

On the other hand, there are many obstacles in the online learning system. For example, many people cannot participate in distance learning activities due to the limited ability of technology (Sulistyowati & Dibyorin, 2013). The problems are the limited ability of either teachers or students, limited facilities and infrastructure for teachers and students, limited internet network resulting in an unstable network on online learning processes, inability to meet internet quota needs, and many other problems that arise as a result of the implementation of this online learning system. The CIPS study suggests that disruption to the traditional education system has harmed students from underprivileged families and those in rural areas. These are students who, even under normal conditions, already face barriers to accessing education, and now they are facing additional barriers that arise from inequality in accessing technology infrastructure. The sudden change from face-to-face methods in the classroom to distance learning at home also shows the need for increasing teacher capacity (Azzahra, 2020).

Several studies have shown that Indonesian teachers' information, communication, and technology (ICT) competencies are not evenly distributed throughout the region (Widodo & Riandi, 2013). An education quality gap exists in Indonesia's regions, especially between Java and outside Java. For example, the eastern part of Indonesia has a higher Uneducated level than the western part of Indonesia. Development differences between provinces in Indonesia can affect educational problems, and socio-economic factors affect educational gaps (Azzizah, 2015). Although the government's efforts have had a real impact, many targets to improve access and quality of education have not been achieved, and educational inequality continues (Muttaqin, 2018). Uneven internet access, teacher qualification gaps, quality of education, and a lack of ICT skills are vulnerabilities in distance learning initiatives in Indonesia.

The Covid-19 pandemic accelerated the implementation of distance learning based on information technology. Based on a Directorate General of Higher Education survey, 98 percent of universities have conducted online learning, and students assess that online learning is quite effective. The Ministry of Education and Culture (Kemendikbud) evaluated the implementation of online learning in March 2020 through a survey. The survey results found that 70% stated that online learning was considered good or even very good, and another 30% admitted that there were still weaknesses. Distance learning has become a model running at various universities with learning activities that apply electronic technology conventionally and remotely (Ardiansyah, 2021).

There are several obstacles in the field; first, many lecturers and students are not accustomed to online learning systems regarding the learning culture. This condition illustrates that there is a digital or digital literacy gap. The second problem is that online learning system faces internet network constraints. Indonesia is currently still facing a digital gap between regions in internet access. Based on the study conducted by the Ministry of Education and Culture, the online learning system in universities during the Covid-19 pandemic faced the internet connection. Teachers/lecturers are not used to a hybrid or fully online learning system. Difficulties arise because they have not been trained to use the equipment for the distance learning model. Third, not all universities have an online learning system, infrastructure, or learning platforms. Fourth, an online education system requires an expensive internet network, making it burdensome for students (Kartini et al., 2021); (Kahfi, 2020).

Another study stated that although most students (95.8%) had the equipment for doing distance learning, they felt that the distance learning method was inappropriate because they could not monitor the progress of distance learning and obtain learning materials quickly. However, they could not learn the material easily. Therefore, students are not satisfied with the distance learning method because of the lecturers' process and ability In other contexts also found obstacles such as inadequate facilities and infrastructure, delivery of the material not optimal, the burden of purchasing internet quota, slow internet connection, visual learning style, student's laziness in doing assignments, and difficulty controlling student activities are other problems from distance learning (Fadhilaturrahmi et al., 2021).

The analysis of the academic stress level of students during the distance learning process showed that most students experienced academic stress during distance learning in the mid of the COVID-19 pandemic (Harahap et al., 2020). Other studies mention that the causes of stress symptoms in students due to the impact of the distance learning process during the covid-19 pandemic are lecture assignments, learning environments, noise, limited understanding of the material obtained, unable to meet loved ones, including college friends, slow internet connection, difficulty working on group assignments, unable to do hobbies, as usual, piling homework, wasteful internet quota, difficulty coordinating group assignments, no fixed class schedule, unable to do hobbies, as usual, homework piling up, changes of family relationships, unable to adapt, and the boredom experienced during the distance learning process (Kartika, 2020).

Based on the emerging dynamics regarding distance learning system that occurs in universities, it turns out that the problem has narrowed to the facilities and infrastructure (infrastructure), human resources, and learning process problems. In this study, researchers are interested in the interaction process between educators and students and how communication patterns are built in the distance learning process during the Covid 19 pandemic.

METHODS

This research uses a descriptive method with a quantitative approach. Quantitative descriptive research is a method used to obtain data from a sample of the research population, which was analyzed using the statistical method (Sugiyono, 2028). In this study, the research method used to answer research questions is descriptive. Descriptive research is used to collect, summarize and interpret the data obtained, which is then processed to produce a clear, directed, and comprehensive picture of the problem that is the object of research.

This research examines the pattern of distance learning communication conducted in universities, especially Bandung Islamic University, in 2021. The population in this study is active students of Unisba for the academic year 2020-2021. Based on data from the number of Unisba students, as many as 13,539 people, the samples in this study were taken using the Slovin formula.

$n = N / (1 + (N \times e^2))$.
n = sample; N = population; d = precision number 95% or sig. = 0,05.
The total population is 13,539, and the desired error rate is 5%, then the number of samples used are:

$n = \dfrac{N}{1 + Ne^2}$

$n = \dfrac{13539}{1 + (13539)(0,05)^2}$

= 388,521415 Then, rounded up to 389 students representing various faculties.

Questionnaires, libraries, and documentation did data collection techniques. While the data analysis technique using the percentage analysis technique is done by giving the percentage amount to the data obtained from the field through a questionnaire that has been distributed. Then the result will be given a percentage through the formula: P = x 100%, where:

P is Percentage
F is Frequency
N is The number of respondents

The researcher then gives the results of this percentage analysis a qualitative interpretation according to the research problem. The interpretation of the percentage obtained is as follows: The percentage of 76% - 100% is interpreted as very high, The percentage of 56% - 75% is interpreted as high, The percentage of 40% - 55% is interpreted as relatively high, and percentage below 40% is interpreted as low.

RESULTS AND DISCUSSION

Based on research data collected through questionnaires to students using a Google form, which reached the previously determined target of 389 people, only 295 people submitted the questionnaires. Researchers continue to analyze many questionnaires received from 295 people following field findings that refer to predetermined research questions, which will be presented in the following scope.

1. The Distance Learning Communication Obstacles Among Students

During the pandemic, a technology-based distance learning system requires a different approach in its planning, implementation, and evaluation processes. This learning system requires special attention, especially the infrastructure, a good internet network, and self-motivation to participate in an independent learning process. Although distance learning has been implemented at various levels of education, at the university level, there are many communication obstacles during the learning process (figure 1).

Obstacles

- The signal and internet connection are unstable.
- The internet data quota is insufficient.
- The material presented by the lecturer is difficult to understand for the students.
- The e-learning system often encounters errors.
- Hardware facility issues (Laptop, Handphone).
- The home environment for studying is not conducive.
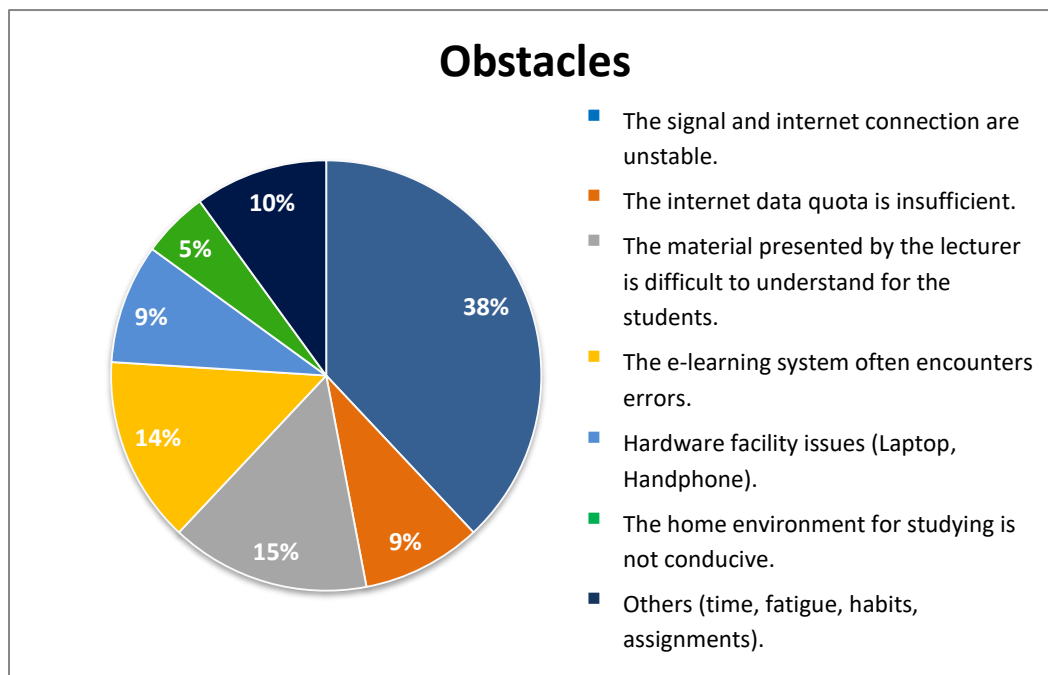- Others (time, fatigue, habits, assignments).

Figure 1. The Distance Learning Communication Obstacles Among Students

The research data shows that three dominant categories occur in the distance learning communication process, namely the unstable internet network signals (38%), lecturer materials that are difficult to understand (15%), errors in lecture systems (14%), and other obstacles such as Inadequate student hardware facilities, a home atmosphere for learning that is not conducive, boredom. The availability of internet quotas is the problem arising in distance learning communication. The communication barriers that arise from this communication process are:

Figure 2. The Distance Learning Communication Model Obstacles Among Students
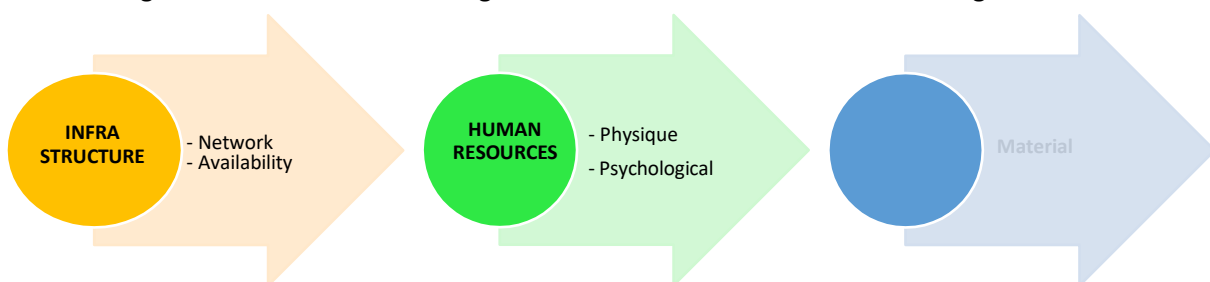
Communication barriers in distance learning systems are a phenomenon that occurs in the communication process during online learning during the Covid-19 pandemic period. The obstacles faced by students who have initially been doing face-to-face learning (offline) due to the pandemic changed to online learning. It causes many obstacles experienced by students, as illustrated in the picture above. Several similar studies also mention that the primary obstacle for students is the internet network problem. For example, many internet service providers in urban areas have fast internet network functions to support the online learning process. However, in rural areas, internet service providers have little choice. It turns out that existing internet networks are inadequate, so online learning is not supported (Fikri et al., 2021).

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In this context, human resources include physical aspects such as the devices owned by students and their limited internet quota. This factor has also been studied, illustrating that not all students and parents can meet needs such as internet quotas, and not all students have sophisticated smartphones (Sabaniah et al., 2021). Other research shows that the implementation of distance learning still has many obstacles, such as inadequate equipment and poor internet connection. Besides that, the increase in learning success is still tiny and ineffective. (Sari et al., 2020) naturally, this is a critical inhibiting factor in distance learning communication.

Another factor in the human resources aspect is students' psychological problems. Either the boredom that hits students or the learning environment is not conducive. Previous researchers have studied this phenomenon. Based on the literature reviewed, it was found that a distance learning system interferes with the parent's lives and causes anxiety. The anxiety is more significant in the parents of elementary, junior high, and high school students than in university students (Tirajoh et al., 2021). Another study found that university students were stressed dealing with distance learning (Harahap et al., 2020). Therefore, this factor is an obstacle faced by university students

Another important thing is the content factor given by the lecturer in providing lecture material. Material that is difficult to understand is an obstacle for students in digesting learning through online lectures. Research has stated that online learning makes educators not know to what extent students understand. So the learning process is impractical because it is difficult for educators, especially those who have never done the distance learning system (Fadhilaturrahmi et al., 2021). Other research supports this condition. For example, it is known that neither students cannot obtain learning materials quickly, nor can they not learn material easily, and students are also dissatisfied with the ability of lecturers to deliver material through distance learning (Napitupulu, 2020). Some of these obstacles cannot be ignored in distance learning during this pandemic. Students' boredom grows when the teacher gives assignments and materials in the same way without changing the tricks in giving assignments and materials. This online learning program is not as easy as imagined because new problems have emerged. Some become obstacles to online learning in Indonesia, where all levels of education are required to adapt suddenly to distance learning using online media. This is not easy because many people are not fully prepared.

2. Solutions to Overcome Distance Learning Communication Problems Among Students

The solution to overcoming obstacles to the distance learning communication process is that several important things can be pursued regarding facilities or infrastructure supporting online learning, such as infrastructure for strengthening the internet network and Learning Management System (LMS). In addition, increasing the capability of human resources, in this case, educators and students, is also needed to support the implementation of distance learning. Another important thing is expanding technology platforms to support distance learning continuously. In the context of this study, the researcher asked the respondents what solutions were carried out in overcoming the obstacles found during the distance learning communication process (figure 3).

Solution

- Backup provider if the internet signal and network are unstable
- Change position and look for a place with a more stable internet signal and network
- Fill in extra quota
- Do not rely on material from the lecturer and look for other references
- Rest yourself / rest hardware (laptop, cellphone, wifi)
- Minimize distractions as much as possible
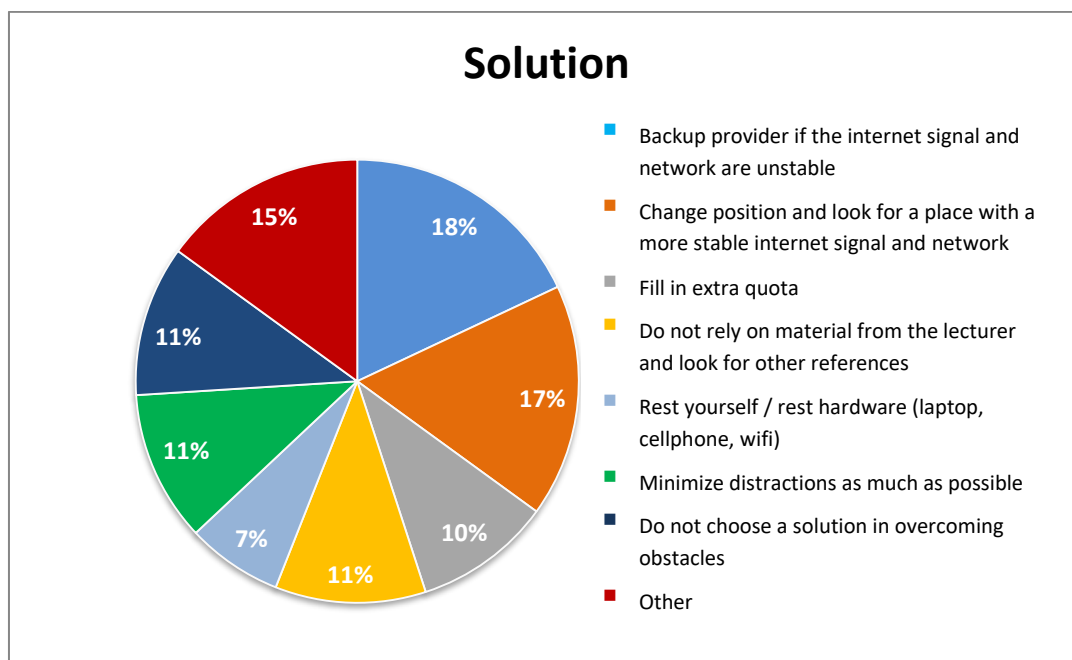- Do not choose a solution in overcoming obstacles
- Other

Figure 3. Solution to Overcome Distance Learning Communication Problems Among Students

Solutions based on research findings are quite diverse and almost evenly distributed, none of which is dominant, technically. For example, when there are problems with the network, students set up a stable provider reserve (18%) or make efforts to change the strategic position in receiving internet connection signals (17%) even to avoid technical errors, respondents rested the device they were using (11%) to reduce distractions as much as possible (11%). As for the content provided in the distance learning communication process, students actively do not only rely on the material provided through distance learning by seeking additional references from other sources (11%). However, from several solutions made by students, some students are less responsive in overcoming these obstacles by mentioning that they do not have any solutions to problems arising in distance learning communication (11%).

Overcoming obstacles regarding material limitations, indirectly with distance learning communication, becomes a positive thing for active students. They become independent to get additional references, as research has been done that states that online learning positively impacts student learning independence (Kusuma, 2020). As for network constraints, this is a problem beyond the reach of student abilities because when the problem is the internet network, many factors cause it, for example, students whose residences are challenged to access the Internet because they are located in mountainous, rural, or remote areas.

Distance learning activities (distance learning) during the pandemic are still constrained by uneven internet access throughout Indonesia, especially in the outermost, leading, and underdeveloped areas (3T), because the government, under the auspices of the Ministry of Communication and Information (Kominfo) targets. The expansion of internet access to all villages and sub-districts throughout Indonesia will be completed by the end of 2022. This is part of the ministry program to support the smooth distance learning process, especially in the outermost, leading, and disadvantaged (3T) areas still constrained by internet access.

3. Weaknesses of Distance Learning Communication Among Students

University students can feel weaknesses in the implementation of distance learning. Some perceived weaknesses occur due to economic background or differences between online

lectures' value and face-to-face learning. As described, the constraints university students face, and the weaknesses of distance learning coincide with the obstacles they face. For example, there are weaknesses when not all regions have a stable internet network, and some regions in Indonesia still have no internet access. Another weakness also occurs. When the facilities and infrastructure are inadequate, the economic situation of everyone cannot be generalized. In addition, understanding the material the teacher presents may not be well absorbed by all students. Other weaknesses concern students' physical and psychological conditions, such as boredom because they cannot meet and interact directly with their friends. It is stated how students view the weaknesses in the distance learning process (figure 4).
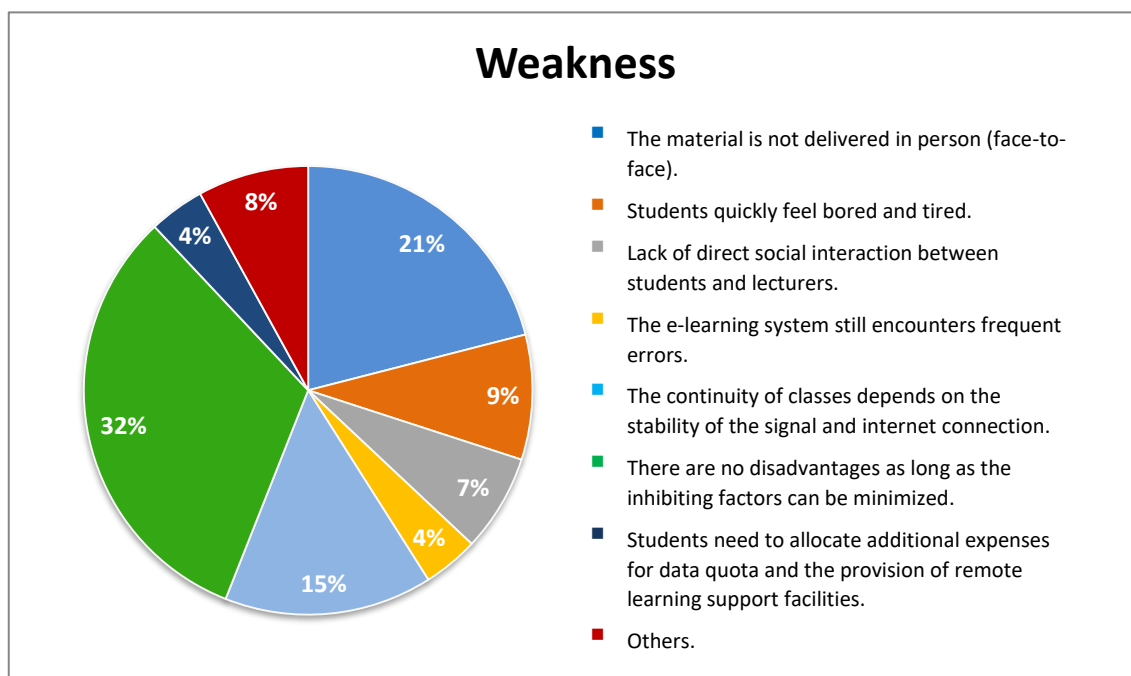

Figure 4. Weaknesses of Distance Learning Communication Among Students

An interesting statement from the dominant student is that there are no weaknesses in distance learning communication as long as the obstacles can be overcome (38%). The reality of this research data is in line with the findings, which state that the learning process carried out through distance learning is quite effective even though some obstacles interfere with distance learning for students (Abidin et al., 2020). However, the weakness of the communication process that is felt during distance learning is very dilemmatic. The material is not delivered face-to-face, meaning that students feel this is the weakness of the learning experienced before the pandemic. 21% of students felt that this is their weakness. This factor is a dilemma because, on the one hand, face-to-face is effective in delivering material. However, on the other hand, the COVID-19 pandemic, without face-to-face contact, can inhibit the transmission of the coronavirus and support social distancing programs to prevent the spread of the virus.

Weaknesses in the communication process, if analogized in research findings, illustrate that the weaknesses of one another are interrelated. In this context, the weakness in terms of dependence on the internet network has implications for physical infrastructure factors in the accessibility form in its use and financial consequences that must be incurred by users of this infrastructure so that it is considered burdensome for educators and students. Distance learning causes the communication process to be done on a secondary basis.

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4. Advantages of Distance Learning Communication Among Students

A distance learning system is a teaching system that does not require face-to-face contact between the participants involved. Therefore, during the covid-19 pandemic, this method is a solution to avoid the spread of the coronavirus, so indirectly, distance learning has advantages from this side, as stated in the study, which states that distance learning allows for social distancing and can minimize people gather in the educational environment to reduce the potential for the spread of Covid-19 (Jusuf et al., 2020). Distance learning can allow educators and students to carry out learning and teaching activities without face to face. Some other advantages are the occurrence of mediated communication between participants involved by using internet facilities without any restrictions on place, distance, and time. In terms of material, participants are given the convenience of finding references by browsing the Internet to complement online learning. Participants can have discussions through the Internet with many participants. In this case, the role of students has also shifted from being passive to being more active and independent. The advantages of distance learning in the context of this research are shown in Figure 5.
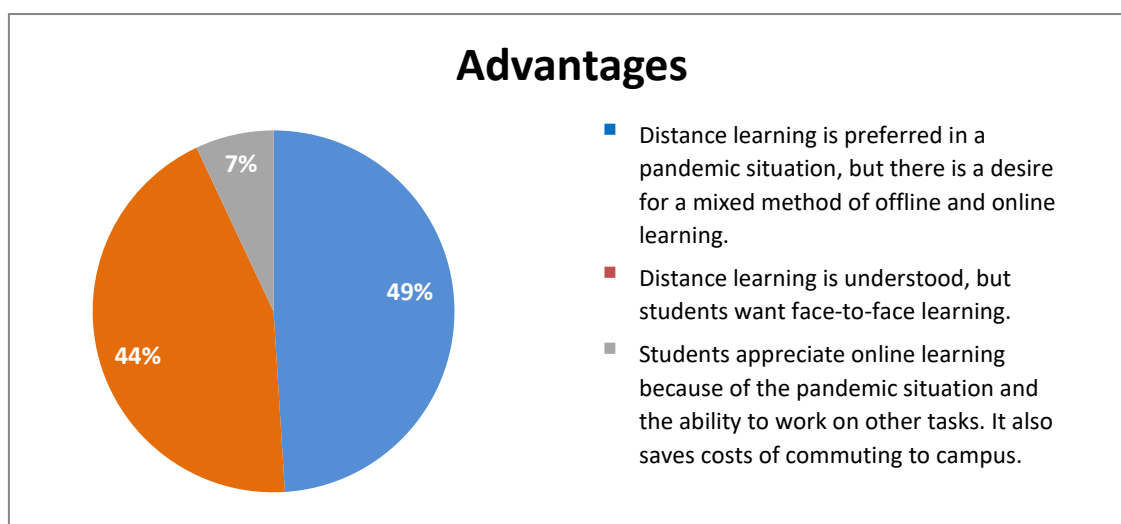

Figure 5. Advantages of Distance Learning Communication Among Students

The data found in the field shows that 49% of students like distance learning but they still consider that the combination of offline and online is still to be done, while 44% of students understand the condition of distance learning, but students consider face-to-face learning is their main hope. Behind the expectations expressed by respondents in the current pandemic conditions, it seems that distance learning is a practical education method. This argument is because distance learning can bring a new atmosphere to various learning developments. Research on the advantages of online learning has stated that "Utilizing online lectures properly can improve learning outcomes optimally during the COVID-19 pandemic. Online lectures can facilitate students' interaction with subject matter materials (Yunita & Elihami, 2021). The results of other studies also show that distance learning with online, offline, or a combination of Learning From Home systems can increase teacher competence in learning (Ahmad, 2020).

5. What Media is Used in Distance Learning Communication Among Students

Online learning media is an alternative to teaching and learning during the pandemic. Various available learning media such as Zoom, WhatsApp, Google Classroom, Google Meeting, Edmodo, and others are commonly used in the online learning process. Based on the results of this study, researchers can illustrate that the use of learning media that lecturers often use can be seen in Figure 6.
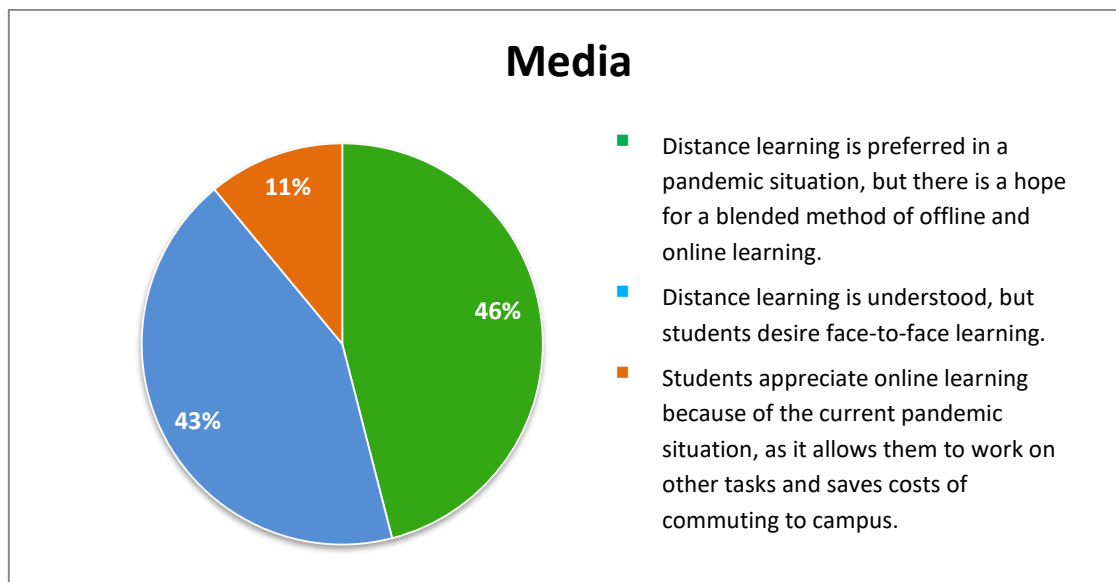
Media

Figure 6. What Media is Used in Distance Learning Communication Among Students

The data shows that Zoom Meeting is a medium that lecturers often use in conducting distance learning (46%), and the use of an e-learning system, the Moodle system, is widely used (43%). This condition can be analyzed because using technology as a learning medium during the Covid-19 pandemic is an alternative solution for distance learning activities. Existing technologies such as Google Meet, Google Classroom, and Google Drive support students and educators in teaching and learning activities. Research that has been studied concerning learning media states that synchronous teaching and learning activities using video conferencing is an effective way, and asynchronous learning media using existing Google Classroom facilities, such as discussion and chat features, are one of the media to support distance learning to keep it running smoothly (Riyandi et al., 2020).

Other research states that the learning process can run well with information technology through e-learning, Google Classroom, WhatsApp, Zoom, and other information media. In addition, internet networks can connect lecturers and students so that the teaching and learning process can run well, even during the COVID-19 pandemic (Sabaniah et al., 2021); (Simanjuntak & Kismartini, 2020).

The implementation of distance learning is carried out online so that technology cannot be avoided. The consequence is that when the ability to use technology is inadequate, it can make the learning process less optimal. In addition, several systems manage teaching and learning activities to support distance learning activities, such as the Learning Management System (LMS), an integrated learning management system through applications. Learning activities in the LMS include the delivery of materials, assignments, and daily assessments. Each learning media used undoubtedly has advantages and disadvantages. Therefore, the advantages of each media must be maximized as possible to support the smooth learning process. At the same time, the shortcomings must be minimized so that these deficiencies do not cause the learning process to be hampered. Research has been done it is stated that the selection of internet-based technology learning media must be seriously considered because if it is not appropriate, it can harm the benefits of learning, where an educator must be able to understand the principles and factors that can affect the effectiveness of digital technology in the learning process. (Putrawangsa & Hasanah, 2018) Not only that, several digital platforms that can support the success of online learning systems are Google Classroom, Edmodo, Google Suite for Education,

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Microsoft Office 365 for Education (Daheri et al., 2020) as well as other digital platforms such as Whatsapp Group (WAG), Google Classroom (GC), Edmodo, and Zoom.

6. Adequacy of Materials Provided in Distance Learning Communication Among Students

In implementing the distance learning communication process, educators must find ways and prepare various efforts so that learning materials can be transferred to students properly. Human resources are an essential part of the success of the distance learning communication process. Educators' ability as material providers and students as recipients of the material requires a management system in using and managing the technology used in the distance learning process. Digital learning content created can be in the form of videos, images, word files, PowerPoint, etc. The creativity of educators is needed to produce exciting learning content. At the university level, learning materials are also essential things that must be considered. In this context, there are student responses to the adequacy of the material provided by the lecturer (Figure 7)
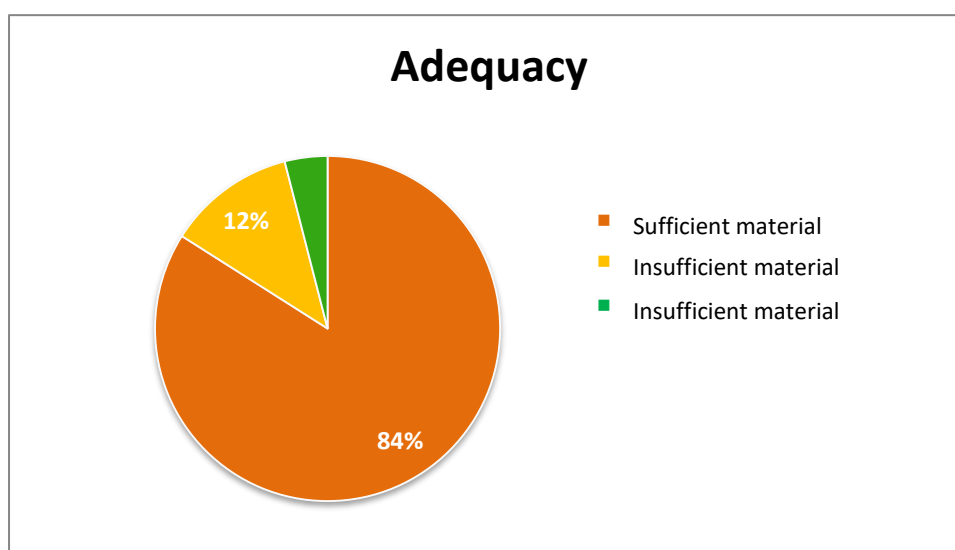
Figure 7. Adequacy of Materials Provided in Distance Learning Communication Among Students

University students' responses regarding the material provided said it was adequate (84%), while only 4% considered it inadequate and 12% less adequate. This means that the material provided at the university student level is considered to have met the standards of student expectations to obtain adequate material. The material in implementing the distance learning communication process must meet the criteria set by educational standards and various efforts to simplify and shorten the material to be delivered. For example, educators need to map out the discussion of the material so that students can understand it. Although to see student involvement only through the online system, there needs to be a question and answer session to measure how far students understand the material presented and to create interactive learning due to two-way communication at universities that are the target objects of this session and summarized in an e-lecture system called forum discussion.

Another factor that is not less important is the need to design exciting learning materials in writing and audio and visuals to make it easier for students to understand the learning materials provided. In addition, to increase the spirit of learning, teachers also need to appreciate the responses given by students for their ability to digest the material given. Bandung Islamic University uses the Moodle system, facilitating several components such as learning materials,

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assignments, assessments, online discussions, and online attendance. Everything can be done using one integrated platform.

7. Exam System Given in Distance Learning Communication Among Students

The distance learning component that is no less important is seeing the success of a lesson through learning evaluation. Through this scheme, educators can see and measure the success of each material taught by evaluating each learning method. In this study, the learning evaluation system carried out in higher education institutions, which became the research object, is illustrated in Figure 8.
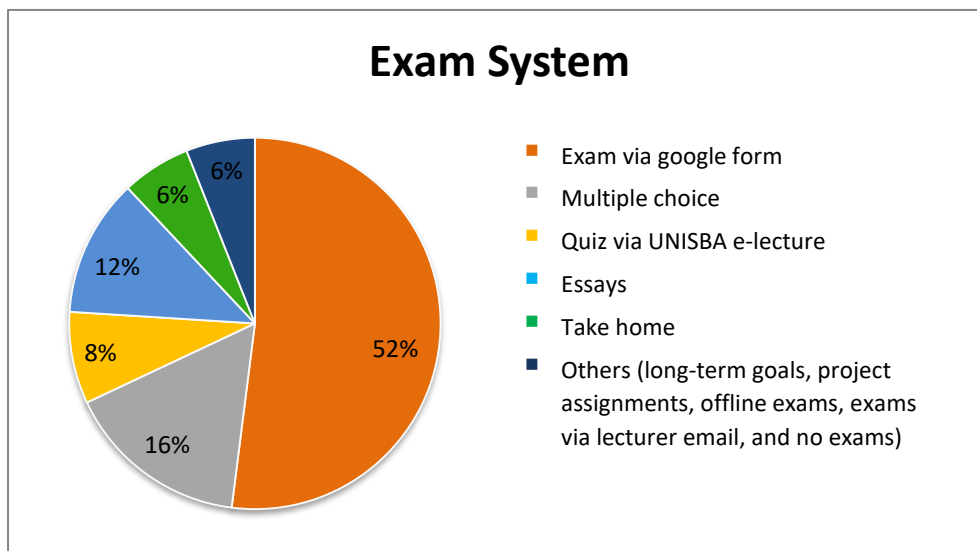

Figure 8. Exam System Given in Distance Learning Communication Among Students

Online exams dominate most exam systems, with multiple choice questions (82%) using the Quia system (16%) using the Google form, essay questions, and taking a home exam. However, there are still a few offline projects and exams. Learning evaluation is a stage to obtain the data and information needed to make judgments and improvements to maximize results. Referring to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 57 paragraph 1, which contains, "Evaluation is carried out in the context of controlling the quality of national education as a form of accountability of education providers to interested parties, including students, institutions and educational programs." Therefore, it means that the position of educational evaluation has the scope of the implementation process and educational product in total, which accommodates three concepts: providing judgment, value, and worth. Evaluation plays a vital role in the educational process. To improve individual and institutional performance and flexibility in determining and designing an assessment system in the learning environment during the online lecture period, the lecturers conduct assessments and evaluations of learning during the teaching and learning process using instruments such as; discussion forums, assignments, and exams.

CONCLUSION

The spread of the Covid-19 pandemic in Indonesia has prompted the Indonesian government to close educational institutions to prevent the spread of Covid-19 temporarily. Distance Learning (JPP) is one of the socialization programs to reduce the spread of Covid-19. Based on the research results, distance learning communication barriers among students are

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categorized into three major parts. Distance learning communication is still the main obstacle related to infrastructure problems, including unstable internet network signals (38%), followed by material delivered by lecturers that is difficult for students to understand (15%), and an error e-lecture system. (14%). Various internal and external constraints of students influence the rest.

Fundamental barriers such as internet connection are often found in students who live in rural areas. In addition, human resources aspects include physical aspects such as the devices owned by students and limited internet quota. Other factors, such as psychological factors of students, become obstacles that are often faced related to the level of boredom and the climate of the learning environment that is not conducive. The other essential things are the material or content factors provided by the lecturer. Material that is difficult to understand is an obstacle for students in digesting distance learning through online lectures.

One of the solutions to overcoming obstacles to distance learning is strengthening internet network infrastructure and Learning Management Systems (LMS). Increasing the capability of human resources consisting of educators and students needs to be improved, and the campus's expansion of technology platform to support distance learning. Based on the research findings, students took several ways to minimize communication problems related to the network by setting up a stable provider reserve (18%), changing strategic positions (hardware) in capturing internet connection signals (17%), and even students avoiding errors by rest the device used (11%). Based on these findings, students cannot intervene against the obstacles experienced if the strength of the internet network is still unstable.

The weakness of implementing distance learning is dominated by economic background and the difference between online lectures and face-to-face learning. Unstable internet connection in some parts of Indonesia, even internet affordability in remote areas, still dominates the weaknesses of distance learning. In addition, students' physical and psychological conditions, such as boredom, are obstacles to the distance learning. Students stated that there were no weaknesses based on the research findings as long as the distance learning barriers could be overcome (38%). However, on the other hand, students felt that accepting the material presented by the lecturers was not well-received (21%). Based on these findings, this becomes a dilemma because face-to-face learning is considered more effective, but on the other hand, distance learning can reduce the spread of the coronavirus.

Based on the findings of researchers in the field, the advantages of distance learning that students feel are distance learning being able to reduce transmission of the coronavirus (49%), students consider distance learning to be understandable in a pandemic condition (44%), and the rest students like distance learning for its flexibility.

The data shows that the Zoom Meeting application software is a medium that is often used in conducting distance learning (46%) and using the e-learning lecture system (43%). The media used, among others, were chosen because they were the best alternative and became a solution in the middle of distance learning.

Based on the findings, 84% of the material delivered by lecturers was sufficient (in quantity). However, in this case, students demanded that educators must find ways and prepare various efforts so that learning materials can be delivered (in quality). The creation of digital learning content should ideally be adapted to the conditions and characteristics of the participants so the learning process is more effective. Content can be created in videos, images, PowerPoint, etc.

Fardiah, D. (2023). The Patterns of Distance Learning Communication in The Covid-19 Pandemic Era. *Jurnal Komunikasi Pendidikan, 7*(1), 28-42. doi:https://doi.org/10.32585/jurnal komdik.v7i1.2209

Most exams conducted in distance learning are multiple-choice questions (82%), using the e-lecture system (16%), and the rest using supporting software. Educators need to design an assessment system based on three concepts: judgment, value, and worth.

CONFLICT OF INTEREST
This research has implications for human resources, infrastructure, and educational communication content. The problems regarding these three aspects require Penta helix cooperation in dealing with several obstacles from the government, community, academics, stakeholders, and even the media.

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