



The Merits of Online Learning Communication in Overcoming The Constraints of Communication Offline Education

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ABSTRACT

This research highlights the weaknesses of communication patterns in offline learning which eventually become opportunities for online learning communication methods. The analysis in this study discusses the various advantages offered by online learning communication, revealing innovative methods and adaptive strategies that contribute to a more dynamic and effective way of delivering material experience. The method used in this study is the literature review method. Preparation of a literature review involves several stages, including finding relevant literature and evaluating literature sources. At the end of the findings will be presented 10 components that make online learning communication a tool to improve the practice of educational communication and overcome the challenges faced by conventional methods.

Keywords: Online learning communication, offline learning communication, communication

ABSTRAK

Penelitian ini menyoroti kelemahan pola komunikasi dalam pembelajaran offline yang akhirnya menjadi peluang bagi cara komunikasi pembelajaran online. Analisis dalam penelitian ini membahas berbagai keunggulan yang ditawarkan oleh komunikasi pembelajaran online, mengungkapkan metode inovatif dan strategi adaptif yang berkontribusi pada pengalaman cara penyampaian materi yang lebih dinamis dan efektif. Metode yang digunakan dalam penelitian ini adalah metode tinjauan pustaka. Persiapan tinjauan pustaka melibatkan beberapa tahap, termasuk menemukan literatur yang relevan, dan mengevaluasi sumber-sumber literatur. Pada akhir temuan akan disajikan 10 komponen yang menjadikan komunikasi pembelajaran secara online sebagai alat untuk meningkatkan praktik cara komunikasi pendidikan dan mengatasi tantangan yang dihadapi oleh metode konvensional.

Keywords: Komunikasi pembelajaran online, komunikasi pembelajaran offline, komunikasi

Introduction**A digital literacy framework**

The digital landscape has been evolving over an extended period, with a significant surge witnessed during the onset of the global COVID-19 pandemic. Numerous educational institutions have embraced the transition to online teaching, pivoting from offline learning methods. With the ongoing spread of the epidemic, certain countries and regions find themselves compelled to adhere rigorously to "home isolation" measures aimed at curbing the virus's transmission. This not only impacts the resumption of work and production but also has profound implications for the reopening of schools.¹

¹ William-Buffonge, N.A.G. "Covid 19 and Education: The Untold Story of the Barriers to Technology Adoption From A Tertiary Viewpoint." *Journal of Education and Practice* Vol.12, No.10, 2021 (2021): 8-18.

Following the shift from conventional to online education within the education sector, a synergistic integration with big data has taken place. A data warehouse has been established to facilitate the development of innovative online educational approaches, providing significant convenience for both students' learning experiences and teachers' instructional tasks.²

It is called a digital transformation where a multifaceted transformation of a business or organization, starting from human resources, processes, strategy, and structure, to the adoption of technology to improve performance.³ Digital transformation can be understood as the process of using digital technology that is already available. Such as the Cloud being integrated with online organization technology, mobile computers, and other media.⁴ Furthermore, digital transformation is "a process that aims to improve entities by bringing about significant changes in their through characteristics a combination of information, computing, communication, and connectivity technologies".⁵

This digital transformation will also help change human behavior as educators and students track, study, document, and progress classroom materials on demand. Looking at the current reality, it cannot be denied that digital transformation presents opportunities and challenges for the world of education. This article aims to provide the significance of online learning as a tool to elevate educational practices and mitigate challenges inherent in conventional methods.

Research Method

The approach utilized in this article is a literature review, which entails gathering data by comprehending and exploring theories from diverse literature relevant to the research. The literature review in the research consists of four phases: preparing the required tools, creating a working bibliography, managing time, and reading or recording research materials.⁶ The process of collecting data involves searching for sources and assembling information from various outlets, including books, journals, and previous research studies. The literary materials derived from multiple references undergo a meticulous and critical analysis to bolster the research propositions and ideas.

Discussion

Offline English Teaching and Learning

Offline Learning Communication, or offline face-to-face education, has its own set of advantages, but there are also some disadvantages for institutions, teachers, and students. Here are some disadvantages for Institutions: First according to Fauzan, Iryanti, E., & Arifin, F. it has limited reach. Offline learning is often confined to a specific physical location, limiting the institution's ability to reach a broader audience. Limitations in terms of the number of

² Onyebuchi, Amaonwu, et al. "Business Demand for a Cloud Enterprise Data Warehouse in Electronic Healthcare Computing: Issues and Developments in E-Healthcare Cloud Computing." *International Journal of Cloud Applications and Computing (IJCAC)* 12, no.1: 1-22 (2022): 1-22.

³ Royyana, Aang. "STRATEGI TRANSFORMASI DIGITAL PADA PT. KIMIA FARMA (PERSERO) TBK." *Journal of Information Systems for Public Health* Volume III No. 3 (2018): 15-32.

⁴ Loonam, et al. "Towards Digital Transformation: Lessons learned from Traditional Organisations." *Strategic Change* vol 27, Issue 2 (2018): p. 101-109.

⁵ Vial, Gregory. "Understanding digital transformation: A review and a research agenda." *The Journal of Strategic Information Systems* Volume 28, Issue 2, (June 2019): Pages 118-144.

⁶ Zed, Mestika. Metode penelitian kepustakaan. Jakarta, Jawa Barat: Yayasan Pustaka Obor Indonesia,, 2017.

learners: Offline learning may have restrictions on the number of learners that can be accommodated, as this depends on conditions and available resources.⁷ Additionally, limitations in terms of flexibility. Offline learning may lack flexibility in terms of time and location since learning must take place in a specific location and at times determined by the teacher.⁸ The next is about infrastructure costs for conducting offline learning, for example maintaining physical facilities, classrooms, and other infrastructure can be costly for institutions. The logistical challenge also involves here, for example managing schedules, coordinating classrooms, and handling administrative tasks in a physical environment, which can pose logistical difficulties. On the other hand, one of the drawbacks of offline learning includes time constraints for teachers. Utilizing digital platforms linked to the internet is believed to decrease both geographical distance and learning duration in online education.⁹ In a offline classroom setting, educators may find themselves with limited time available for offering individualized attention, particularly in larger classes.

Limited Resources also takes place as the disadvantages of offline learning. Access to teaching resources might be restricted compared to the wealth of digital resources available online. One-size-fits-all Approach where in offline classrooms, there is a tendency to adhere to a standardized curriculum, which may result in limited flexibility for personalized or adaptive teaching methods. Offline classrooms frequently operate within the confines of a standardized curriculum, where educators are required to follow a predetermined set of topics and learning materials. This structured approach may restrict the flexibility needed for personalized or adaptive teaching methods. In such settings, teachers might find themselves constrained by the rigidity of the curriculum, leaving less room for tailoring their instruction to suit the unique needs and learning styles of individual students. This lack of adaptability could potentially hinder the optimization of the learning experience and the exploration of alternative teaching strategies that could better engage and support students.

Disadvantages of offline learning extend to students as well. One significant drawback is the limited flexibility inherent in fixed schedules, which may not cater to students with diverse learning preferences or those seeking a more adaptable learning environment. Additionally, geographical constraints pose challenges, as students may be required to relocate to attend a specific institution. This can present a significant barrier for individuals residing in remote areas or facing financial constraints that make relocation unfeasible. In essence, these limitations may hinder students' accessibility to education and impede their ability to tailor their learning experiences to better suit their individual needs and circumstances.

Offline learning poses challenges related to the availability of learning resources, with limitations in variety and accessibility compared to online alternatives. Beyond resource constraints, there are general disadvantages associated with offline learning. The risk of disruptions looms large, as unforeseen events like natural disasters, pandemics, or social disturbances can significantly impact the continuity of offline learning methods. Furthermore, the environmental impact of commuting to physical locations exacerbates existing issues, contributing to problems such as traffic congestion and carbon emissions. It is crucial to recognize that the effectiveness of a learning method can vary based on individual preferences,

⁷ Fauzan, F., Arifin, F., Lubis, M. A. & Firdaus, F. M., "Lecturer's digital literacy ability in the pandemic." Cypriot Journal of Educational Sciences 17(4) (2022): 1130-1142.

⁸ Rahmat, Agus. "A Comparative Analysis Between Online and Offline English Learning in Covid-19 Pandemic Era: Students' View." J-SHMIC : Journal of English for Academic, 2022: 39-54.

⁹ Putra, R.S., & Irvansyah. "Efektivitas Namun Tidak Efisien, Studi Media Richness Theory Dalam Pembelajaran Jarak Jauh Berbasis Teknologi Di Masa Pandemi." Media Komunikasi Digital (Global Komunika) 1(2) (2020): 1-13

the subject matter, and specific contextual factors. Acknowledging these limitations, many educational institutions are adopting a blended approach, incorporating both offline and online elements to harness the advantages offered by each method. This hybrid approach aims to create a more adaptable and resilient learning environment that caters to diverse needs and can better withstand unforeseen challenges.

Communication Online learning methods serve as enhancers

The Covid-19 pandemic has affected the teaching and learning process for teachers, students, and communities. Teachers, students, and parents are learning new things through online learning, which requires them to work harder to change the system from offline to modern, using technology. In the current situation, learning requires collaboration between teachers, parents, and students. Besides that Students who have found advantages in online education encompass those who struggled in conventional school environments, individuals seeking a personalized learning experience aligned with their unique styles and pace, those facing medical challenges hindering participation in offline schooling, teenage parents, student-athletes, performers, and children of military personnel who experience frequent relocations.¹⁰

Technology plays a pivotal role in facilitating effective online teaching and learning, with video conferencing, Learning Management Systems (LMS), and collaborative online platforms becoming integral tools for educators.¹¹ Successful online teaching requires a strategic approach, with educators designing engaging and interactive content, leveraging multimedia resources, and fostering a supportive online community. Incorporating varied assessment methods and providing timely feedback are also crucial elements in ensuring student success in the online learning environment. Student assessment gives a wide perspective of how effective the learning process is for both the students and the instructors. Through assessments, instructors can monitor students' growth and evaluate their teaching approaches.¹² As technology continues to evolve, online reality (VR), augmented reality (AR), and artificial intelligence (AI) are emerging as potential game-changers in education, offering immersive and personalized learning experiences.¹³

Teaching and learning English online post-COVID-2019 involves several elements and strategies designed to facilitate the development of language skills. Here are some aspects commonly involved in the context of online English teaching and learning: The first is E-learning Platforms: The integration of online learning platforms, such as Moodle, Google Classroom, or other similar tools, serves as a medium to deliver educational materials, assignments, and information to learners interactive. Some several platforms or applications

¹⁰ John Watson and Butch Gemin, Education Group, and Marla Coffey. *A Parent's Guide to Choosing the Right Online Program*. florida: INACOL International Assosiation for k-12 Online Learning, 2010.

¹¹ Adan Amer1, Gaganpreet Sidhu2, Zhao Bo3, and Seshasai Srinivasan. "A Short Review of Online Learning Assessment Strategies." *International Journal of Pedagogy and Teacher Education*, 2022: 89-103.

¹² Kusumaningsih, Sisilia. "INCORPORATING INCLUSIVE ASSESSMENT PRINCIPLES AND UNIVERSAL DESIGN FOR LEARNING IN ASSESSING MULTICULTURAL CLASSROOM: AN AUTOETHNOGRAPHY." *LLT Journal: A Journal on Language and Language Teaching* Vol. 24, No. 1, October 2021 (2021): 337-348.

¹³ Wibowo, Bramasta Aditya. "Harnessing Technology for Language Acquisition: A Modern Approach to English Education." *Pustakailmu.id*, 2023: 1.

can be used to support online learning, such as WhatsApp, Zoom, web blogs, Edmodo, and others. In addition, the government also plays a role in addressing the gap in teaching and learning activities during the Covid-19 pandemic by collaborating with various parties focused on developing online learning systems. According to the official website of the Indonesian Ministry of Education and Culture (Kemdikbud RI) in ss, there are 8 learning platforms or applications that can be accessed to support online learning, including: (1) Rumah Belajar, (2) Google Suite for Education, (3) Kelas Pintar, (4) Microsoft Office 365, (5) Quipper School, (6) Ruang Guru, (7) Sekolahmu, and (8) Zenius.¹⁴ According to Saifuddin (2017), the ideal e-learning platform consists of three basic components: e-communication (communicating course materials), e-training (utilizing a Learning Management System approach), and e-assessment (evaluation and assessment of learning outcomes).

The Second is materials: Expert educators emphasize the importance of providing engaging and interactive learning materials, which include videos, images, audio resources, and activities that actively involve learners in the educational process.¹⁵ The third is video conferencing: Utilization of video conferencing applications, such as Zoom, Google Meet, or Skype, for live meetings between teachers and learners is highlighted. This approach not only enables more direct interaction but also facilitates effective verbal communication. The incorporation of video conferencing for speaking, coupled with the application of various methods and strategies, demonstrates how teachers control the distribution of instructional content to students. During the COVID-19 outbreak, the "Speaking for Formal Interactions" course seamlessly transitioned to video conferencing. Introductions are a model of efficiency: the teacher's friendly welcome, shares meeting link, online attendance reminder, and picture-based apperception set the tone for successful online learning.¹⁶

The Fourth is asynchronous learning: The provision of materials that can be accessed at any time (asynchronous) is considered a vital strategy, allowing learners the flexibility to study at their own convenience. The advantage of the asynchronous learning model is that students are independent in their learning and can advance their critical thinking. Students have an easier time learning and comprehending the content provided by the instructor when they use the asynchronous online learning model. The asynchronous online learning model is also attractive because it uses platforms that people use daily.¹⁷ Asynchronous online learning technological applications helped facilitate English language learning during the pandemic and improved students' reading, writing, and listening skills.¹⁸

The fifth is online exercises and assignments: The inclusion of online exercises and assignments in the instructional process is emphasized, designed to refine language skills

¹⁴ Kemendikbud. Kemendikbud Gandeng Swasta Siapkan Sistem Belajar Daring. 2020. <https://www.kemdikbud.go.id/main/blog/2020/03/kemendikbud-gandeng-swasta-siapkan-sistem-belajar-daring>.

¹⁵ Salihu, J. J. "Competence of History Teachers in Managing IT-Based Interactive Learning." Indonesian Journal, 2023: 125.

¹⁶ N.P.S. Widiastuti1, N.N. Padmadewi2, N.L.P.E.S. Dewi. "The incorporation of video conferencing for speaking, coupled with the application of various methods and strategies, demonstrates how teachers control the distribution of instructional content to students." JPBII Vol. 9 No. 2 September 2021 (2021): 67-74.

¹⁷ Geminastiti Sakkir, Ice Trisnawati, Aulyanti Sahril Nurfadhilah. "The Benefits of The Asynchronous Online Learning Model at PostPandemic Covid-19: Students' Perception." ELT worldwide Journal of English language Teaching Volume 10 Number 2 (2023) (2023).

¹⁸ Rido, Akhyar, Bagus Hary Prakoso, and Analiza Liezl Perez amurao. A Systematic Review of Asynchronous Online Learning in English Language Classrooms in Indonesia: Teachers' and Students' perspectives. atlantis press, 2023.

across listening, reading, writing, and speaking domains. However, the challenge for instructors is to design appropriate assessments that can assess higher-level cognitive processes (e.g., application, analysis, evaluation, creation) and mastery of course concepts.¹⁹

The sixth is discussion forums: Encouraging learner participation through online discussion forums is recognized as a valuable avenue for sharing opinions, asking questions, and fostering communication among peers. The application, website, and online discussion forum can provide benefits for the entire academic community, such as exchanging information and sharing links to files, including music, videos, comics, images, and more.²⁰ Discussion forums play a crucial role in online learning by providing a platform for learner participation, encouraging engagement, and facilitating communication. These forums are online spaces where learners can interact, share their thoughts, ask questions, and engage in discussions with their peers. According to Kilinc discussion forums is where online group discussions are held should be divided into manageable groups.²¹ The value of discussion forums lies in their ability to create a collaborative and interactive learning environment. In addition, the following seven components should be highlighted in order to effectively manage online discussion forums. These components; (i) presenting their own views or experiences, (ii) asking questions, (iii) showing appreciation, (iv) providing ground for discussions, (v) suggesting a new direction to discussions, (vi) inviting people to contribute personally, (vii) to summarize the discussions that took place during the process. Therefore, it can be stated that the instructors who direct the discussion forums should consider these components.

Some activities in discussion forum are asking questions: Learners can pose questions related to the course content or seek clarification on concepts they find challenging. This interaction fosters a supportive environment where peers can provide insights and assistance. Teachers must possess effective questioning skills that stimulate critical and creative thinking in young learners. Additionally, teachers should pay more attention to the development of these skills within the context of online learning for young students.²² Some strategies for asking question in online learning are fostering communication: it promotes communication among learners, breaking down the barriers of physical distance. For example through written communication, learners can engage in meaningful discussions, share resources, and collaborate on projects. According to Waru stated in Hidayat categorized questioning strategies applied by teachers in the classroom into four : Prompting, probing, repeating, redirecting.²³ Building a Learning Community: Participation in discussion forums contributes to the creation of a online learning community. Learners can connect with each other, share experiences, and

¹⁹ Boitshwarelo, Bopelo , Alison Kay Reedy, and Trevor Billany. "Envisioning the use of online tests in assessing twenty-first century learning: A literature review." *Research and Practice in Technology Enhanced Learning* 12 (2017): 1-16.

²⁰ Mandasari, R. Deasy. "Forum Diskusi Online Pada SMART Learning System." *INSATek – Jurnal Inovasi dan Sains Teknik Elektro* Volume 1 No. 1 Mei 2020 (2021): 40-46.

²¹ Hakan KILINC, Hakan ALTINPULLUK. "Use of Discussion Forums in Online Learning Environments." vienna, austria: WORLDCTE World COnference On Teaching and Education, 2021. 316-326.

²² Agustin, Atalya. "CRITICAL AND CREATIVE THINKING FOR YOUNG LEARNERS: ASKING QUESTIONS AND GIVING ANSWERS IN ONLINE LEARNING CONTEXT." UICELL Conference Proceedings 2021. Jakarta Selatan: University of Muhammadiyah Prof. DR. HAMKA, 2022. 33-40.

²³ Hidayat, fahmi, and kristanti ninuk. "QUESTIONING STRATEGIES AND STUDENTS' PREFERENCES (BETWEEN REALITY AND EXPECTATION)." *Basis Bahasa dan Sastra Inggris* (Universitas Putera Batam) vol 8 no 1 (April 2021).

support one another in their educational journey. Flexibility and Reflection: Discussion forums offer the flexibility for learners to contribute at their own pace and convenience. Additionally, written discussions allow individuals to reflect on their thoughts before expressing them, fostering more thoughtful responses. Instructor Guidance: Instructors can actively participate in discussion forums, guiding conversations, providing additional insights, and addressing any misconceptions. This interaction helps in creating a more inclusive and supportive online learning environment.

Overall, discussion forums serve as a dynamic tool for promoting active learning, enhancing communication skills, and building a sense of community among online learners. Encouraging participation in these forums enriches the educational experience by incorporating diverse perspectives and fostering collaborative learning.

The seventh is teacher feedback: The provision of regular and constructive feedback from teachers on assignments and learner performance is acknowledged as a crucial element in aiding improvement and enhancing understanding. According to Park, providing probing feedback at a Korean university results in increased student attention and trust in the teacher's ability to correct writing areas and enhance students' understanding and application of the feedback.²⁴ Contemporary research emphasizes that feedback is an evolving process that involves sustaining interaction between teachers and students, whether in offline face-to-face (FTF) classrooms (Donaghue in Suci et al). Alghasab et al. in Suci et al contend that within a Kuwaiti high school setting, employing a range of dialogic to directive approaches in an online EFL writing course using Wiki can encourage students to engage, collaboratively think, and collectively construct knowledge.

The eighth is online tests and evaluation: Online tools for tests or assessments are employed to measure understanding and track learner progress, providing a comprehensive evaluation mechanism. The ninth is an adaptation of materials: Expert guidance emphasizes the importance of adapting educational materials and teaching approaches to meet the diverse needs and skill levels among learners. The last is technological proficiency: The facilitation of learners' development of necessary technological skills, including proficiency in using applications and navigating online learning platforms, is recognized as an integral aspect of the online English learning experience. It is essential to create an online learning environment that supports interaction, engagement, and the development of language skills. Active engagement from both teachers and learners is crucial in achieving the goals of online English language learning."

Online learning allows students to study at more flexible times and locations. Online teaching involves the delivery of educational content via digital platforms, offering flexibility and accessibility to a diverse range of learners. Through online classrooms, students can participate in lessons from the comfort of their homes, eliminating geographical barriers and promoting inclusivity. Online learning offers time and place flexibility, allowing students to study at their own convenience and in their preferred setting. This flexibility enables them to balance their education with work, family, and other commitments. Students can design their own study schedule, access courses from anywhere, and learn at their own pace, which is particularly beneficial for adult learners with busy schedules. Flexibility in online learning has

²⁴ Suci, Dewi Nur, Yazid Basthomi, Nur Mukminati, Asih Santi Hastuti, and Syam Dianita. "EFL students' responses on teacher's online written feedback: Interaction, revision, and perception." INDONESIAN JOURNAL OF APPLIED LINGUISTICS, 2021: 292-306.

been found to promote self-regulated learning and satisfaction with the learning process, especially for employed and adult students

Another result is also the internet provides broad access to global learning resources to enhance English proficiency.²⁵ Utilizing technologies like artificial intelligence and game-based learning enhances teaching methods. In recent years, the educational landscape has witnessed a significant shift towards online teaching and learning, driven by technological advancements and, more recently, the global challenges posed by the Covid-19 pandemic. This transition has transformed offline classrooms into online spaces, creating a new paradigm for educators and students alike.

Online teaching has numerous advantages, but it also presents challenges such as technical issues, the need for digital literacy, and maintaining student engagement. However, educators are employing various solutions, including interactive multimedia content, online collaboration tools, and innovative assessment methods, to enhance the online learning experience. Technology plays a pivotal role in facilitating effective online teaching and learning, with video conferencing, Learning Management Systems (LMS), and collaborative online platforms becoming integral tools for educators. Successful online teaching requires a strategic approach, with educators designing engaging and interactive content, leveraging multimedia resources, and fostering a supportive online community. Incorporating varied assessment methods and providing timely feedback are also crucial elements in ensuring student success in the online learning environment. As technology continues to evolve, online reality (VR), augmented reality (AR), and artificial intelligence (AI) are emerging as potential game-changers in education, offering immersive and personalized learning experiences. By embracing innovative technologies and adopting effective strategies, educators can create a dynamic and enriching online learning environment, preparing students for success in the digital age

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²⁵ Li, Yixiao, and Zhaoxin dai. "Early Transmission Dynamics in Wuhan, China, of Novel Coronavirus-Infected Pneumonia. New England Journal of Medicine." *Journal of Geographic Information System* Vol.12 No.2 (2020).

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