Inter-Institutional Communication Model for Online Learning for Elementary School Students

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Abstract. *This study seeks to understand various communication events in the learning process holistically. The communication events in this paper include communication from the interpersonal level, computer-mediated communication, to organizational communication. This study explains the communication process from the human aspect (non-technical) and human relations with learning media technology (technical). This study seeks to answer how daily communication and communication media technology is vital in implementing online education for elementary school students. This study aims to offer an inter-institutional communication model that can be used to provide online education for students in elementary schools during disaster emergencies such as the Covid-19 pandemic. This study uses a focus group discussion (FGD) methodology with data collection techniques in interviews, field observations, and literature studies. This study uses data analysis in three-stage coding: open, axial, and selective. The subjects in this study were providers of elementary school (Sekolah Dasar) in Subdistrict (Kelurahan) Teluk Pucung, Kota Bekasi. This study finds that there is a need for intensification of communication from the daily level involving local stakeholders to resolve non-technical problems. The government needs to improve the communication media technology infrastructure and innovation in learning media technology for students who take online learning at the elementary level.*

Keywords: *communication model, institution, online learning, elementary school, covid-19 pandemic*

INTRODUCTION

This research is a lesson learned from the pandemic. This research will examine how crucial inter-institution communication is. This research reflects on online learning (past) to support other learning disaster backgrounds (in the future).

In December 2022, Omicron BA. 4 and BA. 5 mutation of the Covid-19 virus signals that humans will coexist with the Covid-19 virus. The number of mutations of the Covid-19 virus globally has reached 54 types. B1470 and D614G mutations are Indonesia's most common Covid-19 virus mutations (Rachmawati, 2021). Humans have lived side by side with viruses for a long time, but health technology and immune engineering have made humans resistant to the adverse effects of viruses (Goodnow, 2021). The virus pandemic has impacted modern human history, including policies (governance) and the administration of bureaucratic matters. The implementation of education is one of the sectors affected by the Covid-19 virus pandemic, including Indonesia. As Hernawati, Palapah, & Noviar (2022) said, there are obstacles in the private university sector in implementing their relations with the public (students) (Hernawati et al., 2022).

The Covid-19 pandemic has impacted Indonesia's teaching and

learning process (Abidah et al., 2020). The government provides alternative teaching procedures during the pandemic. However, its implementation in the field faces obstacles, for example, parents' psychological fatigue, limited internet costs, and inadequate gadget facilities (Goldberg, 2021). This study seeks to understand the problems in the dyadic relationship between the school (as an educational institution) and the home (as an educational participant institution). Therefore, this study seeks to learn how communication between institutions matters.

The implementation of education in elementary schools has a unique characteristic. The implementation of learning for elementary school students has a more complex stage. Some examples are family economic vulnerabilities, increased mother's domestic work, stuttering in learning technology, and slow cognitive development of children.

The implementation of education during the Covid-19 pandemic indicates various communication events. Communication technology, interpersonal communication, and learning media are some aspects that support the learning process in the context of a pandemic. Therefore, the study of communication in implementing learning during the Covid-19 pandemic is essential.

Two-way communication in learning becomes vital in the process of transmitting knowledge. Two-way communication was a standard methodology used before the pandemic. According to Weitzel (2016), two-way communication provides an opportunity for observation in pedagogy. Teaching participants can develop interpersonal communication, leading to cognitive and affective development (Weitzel, 1975).

Online learning due to the pandemic created a different knowledge transmission landscape. The learning communication model is not entirely two-way, involving teacher-students, parents, and stakeholders. At that stage, the communication model becomes more complex. Families must cope with the problem of transmitting knowledge from school to their children (Lase et al., 2020).

The family is the main structure in all cultural communities (Garcimartin, 2012). The family members have strong relationships, each building emotions over a long time. They perform their functions internally and externally. Internal means carrying out functions for the family, while external means carrying out social functions in the community (Blau, 2015).

In the Indonesian cultural landscape, the nuclear family lives in one house. Each member will build conditions and environments that lead to the formation of children's morals, character, and cognition (Awlaa, 2017; R Rustina, 2014; Rutter, 1985). Therefore, the family—a house representation—shapes children's cognitive abilities. In the early socialization stage, the family usually intervenes in the child's relationship with the school (Rutter, 1985). The relationship between the two will build conditions that will later determine the child's development.

The Covid-19 pandemic forces the teaching and learning process to occur in the home environment. Parents and family members become part of the child's learning process. This condition forces parents to build literacy on a variety of communication technologies. However, the conditions of each child and family vary greatly (Wayne et al., 2020). Family economic factors significantly impact economically weak families (Rideout & Katz, V, 2016).

The problem arising from the online teaching and learning process from home is that 71% of families feel that their economy is disrupted, which affects food availability at home. Household

food supplies decreased more quickly by 58%. 40% of families also must buy home internet services and additional devices such as laptops. 60% of families whose children attend primary school to university level find that they experience distraction and noise pollution during online teaching and learning activities (Aguilar et al., 2020). This impacts the psychological condition of parents at home (Novianti & Garzia, 2020; Situmorang, E & Purba, B, M, 2018).

The communication model embodies the school and home communication problem. This study maps problems at the interactional level in the daily lives of students from their homes. In recent studies, family and local government institutions (often neglected in the study of education implementation during the Covid-19 pandemic). Students (Coman et al., 2020) If the communication model that connects the home and school supports it, problems in providing education during the Covid-19 pandemic can be minimized.

The teaching and learning process that was supposed to be face-to-face has now turned online (Rulandari, 2020). To support the online teaching and learning process to remain effective, the government is trying to establish policies that harmonize health and teaching policies. Various policies have been rolled out since the pandemic, for example, changing the learning model from face-to-face to online (Kemendikbud, 2020c), teaching financing assistance (Kemendikbud, 2020a), providing internet quotas, teaching assistance programs (Directorate General of Higher Education, 2020). In addition, the government provides learning services through various mobile platforms such as SmartClasses, Quipper, Zenius, LMS, GoogleClass, to WhatsApp (Abidah et al., 2020; Basar, 2021).

The Ministry of Education and Culture of Indonesia (Kemendikbud) provides a the-pandemic-based program to support online learning. The program supports academic units' teaching and learning process, from university to elementary school. The government, parents, students, leaders, and stakeholders need to build synergistic cooperation to successfully implement the program (Cahyono, 2020; Ministry of Education and Culture, 2020b).

Various parties, including teachers, students, and the government, must establish communication. From a communication point of view, two-way communication effectively achieves teaching and learning objectives (Giantika, 2020). Such communication is necessary, but infrastructure and technology are not always supportive and equitable. (Reddy, 2020).

Communication to support teaching and learning in various regions in Indonesia encounters various challenges. The availability of infrastructure, communication networks, the internet (Sumbodo et al., 2017) (read: super-fast internet), supporting devices, and stuttering use of technology are obstacles to achieving the expected communication goals (Subiakto, n.d.). As Aisha, Firdaus, & Mulyana (2022) said, the teacher is experiencing obstacles. The teacher activates the adaptation mechanism through five stages: confusion, trial and error, capacity building, adaptation, and the effort to find new solutions (Aisha et al., 2022).

Previous research (Chang, 2020) explains the role of vulnerable groups such as women in learning during a pandemic; the research is limited to a narrow scope; this research tries to provide a broader picture that vulnerable groups are connected in larger institutions in social life such as families, schools, and government. Previous research (Adnan, 2020; Agarwal & Kaushik, 2020; Baber,

2020; Besser et al., 2022; Irawan et al., 2020; Muslimin & Harintama, 2020; Sahputra et al., 2020; Sumadi et al., 2022)personality, and levels of learning experiences (affective, cognitive, and behavioral have explained how the daily challenges that students face during online learning, but the research is not sufficient to specifically address the problems (focusing) on specific educational subject cohorts, such as elementary school students. This study seeks to understand precisely the problems experienced daily. Previous research (Besser et al., 2022; Muslimin & Harintama, 2020; Sumadi et al., 2022)personality, and levels of learning experiences (affective, cognitive, and behavioral describes online learning from various scientific perspectives. This research places the study of communication as the main issue while still paying attention holistically to possible problems that can be taken from the point of view of other scientists as an example of education science. In other words, this communication research provides a comprehensive offer as a communication model for stakeholders in placing appropriate policies for elementary school children in carrying out learning with a pandemic background.

This study takes a case in *Kelurahan* (District) Teluk Pucung. This study aims to offer a communication model that can accommodate online learning with a disaster background, such as a pandemic. This study seeks to develop an inter-institutional communication model that can accommodate online learning for all students.

METHOD

This study uses a constructivist paradigm with a qualitative approach (Wenzel & Babbie, 2016). This study uses a focus group discussion methodology. Interviews, detailed observation, and documentation are the three data collection techniques that this study uses to obtain secondary data. Coding is an analytical technique that researchers use to process data. Researchers used three stages of coding, open coding, axial coding, and selective coding (Babbie, 2008; Denzin & Lincoln, 2005).

This research went through various stages of data collection. In the early stages of this research, the researcher conducted observation-involvement and interviews in five elementary schools (SDN Teluk Pucung 01, SDN Teluk Pucung 03, SDN Teluk Pucung 07, SDN Teluk Pucung 08, SDN Teluk Pucung 11). Researchers conducted semi-structured interviews to hope new knowledge would emerge that researchers hope can be found. This study places three informants' classifications: students, parents, and teachers.

In the next stage, this research uses a focus group discussion methodology by inviting experts and policymakers. This study seeks to holistically understand the interrelationships between actors ranging from policymakers to students and parents at home in the learning process from the background of the Covid-19 pandemic. This study offers an inter-institutional communication model that can be an alternative to implementing learning with a pandemic background for today and in the future.

Researchers ensure the credibility of qualitative data by triangulation. In the next stage, the researcher processed all the data using coding data analysis techniques. Researchers make simple codes for later analysis research in the axial coding stage, namely the drawing of connectivity between codes. After the random codes have been neatly arranged, the researcher proceeds to the selective coding stage, as stated in the research results in paragraphs.

RESULTS AND DISCUSSION

Communication is an essential

entity in achieving learning objectives. Technically, effective communication is communication without interruption. Thus, various communication support technologies such as the internet, gadgets, and cellular are essential. Non-technically, the online learning process involves communication between humans. Thus, various humanist factors surround it before the communication process in learning runs out.

The online learning process involves a communication process. Technically, several preconditions need to be in place to create anti-distraction learning. For example, super-fast internet infrastructure, the availability of cellular networks between the school and the home, ownership of devices that support learning platforms, and literacy of the learning platforms (Google Meet, Google Classroom, and Zoom).

Schools and homes cannot fully meet these technical requirements simultaneously. The house must meet various domestic problems when the previous conditions have been met. For example, economic conditions are inadequate to meet technical needs, tug-of-war responsibilities for teaching, limited devices to support online learning, increased intra-home conflicts, increased mother's domestic tasks, and other distractions, namely the assumption that the home is a place to play, not for children.

School—home are two interrelated entities during distance learning (PJJ) during the Covid-19 pandemic. Teachers (schools), parents, students, and siblings of students have a role in implementing PJJ. The four of them collaborate to achieve one goal, the achievement of good absorption of knowledge to students. The relationship between the four is prone to tension.

The atmosphere of PJJ (when this research was conducted) was still relatively new, with confusing responsibilities for educating students. The sudden shift of education work from school to parents makes parents dizzy. Parents (read: mothers) are increasingly busy with increasing domestic work. If the mother does not have teaching assistants, she completes her children's assignments by searching for the answer on a search engine (Google.com). Parents sometimes delegate the task of educating their children at home to their students' housemates and older siblings.

The school has an ongoing relationship with the home in PJJ. Schools and homes often encounter obstacles to successful learning—for example, internet disruptions, inadequate devices that support online learning technology, and minimal cellular quotas. The minimal cellular quota forces homes to rent post-paid internet services. In addition, parents have technical difficulties and are unfamiliar with new learning features and technologies such as Google Meet, Google Classroom, and Zoom.

There are several conditions for the learning process to run well: First, students must have a capable internet infrastructure without interference. Second, schools must have learning modules that teachers can effectively translate when conducting online learning. Third, the family must have enough gadgets that are not shared. Fourth, house representative involvement is vital to support online learning: Fifth, Mastery of learning technology and familiarization of various features by students' families.

The discussion in this study will be divided into three levels. First, this research will explain the technical factors that become problems in everyday life. Second, this research will explain online learning's non-technical (humanist) factors. Third, this research will provide an overview of the possibilities of any communication model that the

government, schools, homes, and students can practice to support online learning.

Technical Level

The Indonesian Government, through Kemdikbudristek, has provided various supporting supplements to support online learning. An example is the assistance of data packages (cellular) to students. However, the implementation process still encounters various obstacles. In several elementary schools in Teluk Pucung, the distribution of data packages to students is uneven. The assistance in the form of data packages that schools receive is not routine, so parents and schools must find other ways to get internet services.

Parents at home must subscribe to the internet Over the Top (OTT) to support online learning. For families from economically weak communities in Teluk Pucung, "neighboring internet" is the solution. In addition, school teachers have more or less the same obstacles as students. Some teachers need to stay in school to complete school administrative needs, but the internet as a support for online learning has not been installed evenly. So, there are problems related to an internet connection. The technical factor is a prerequisite for creating a smooth learning process.

> *(…) waktu itu dapat (kuota), eh tiba-tiba berhenti, enam bulan yang lalu kayaknya. Jadi saya beli sendiri (…) ada sih tetangga saya pasang wifi, jadi pas kuota (internet) saya habis bulan-bulan kemarin, jadi saya berdiri di depan rumahnya aja, saya numpang (internet) (Bu Reni, informant).*

> *Kadang seorang guru juga aduh kita harus sedia pulsa juga, kita mengandalkan wifi sekolah juga kadang rebutan karena jaringannya lambat, makanya jadi sebisa guru bagaimana cara mengajarnya. (Pembelajaran online) ga efektif tapi bagaimana caranya seorang guru*

> *itu agar pembelajarannya itu bia mendekati efektif (Bu Imah, informant).*

Online learning requires communication support infrastructure. One of them is the internet. The internet is transmitted through fiber optic cables (optical fiber) and the internet network that radiates via satellite. Schools must work with telecommunications service providers or build networks at high costs. The teacher must have more cellular data if the school does not have internet with fiber-glass cable. At the same time, homes must have the same technology as schools and teachers. In other words, the house needs to have an OTT internet network or excess cellular data. At this stage, the school and the home must allocate costs they did not plan.

Devices become a means of supporting learning. Homes must provide cellular phones, tablets, and laptops. These devices are a medium for exchanging images, audio-visuals, texts, learning modules, and various online learning platforms. They can operate as long as they are connected to the internet. In everyday life, students must share access to gadgets with relatives in the same house. Students must wait their turn to carry out online learning. The provision of additional devices is also outside the home financial plan.

Several platforms support the online learning process, which is divided into two forms, namely, synchronous and asynchronous learning platforms. The online sync learning platforms are Google Meet (Meet), Google Hangout (Hangout), and Zoom. In the synchronous learning platform—even though it is mediated—teachers and students can interact with each other dyadic. The asynchronous learning platform is Google Classroom. In Google Classroom (GCR), teachers and students can manage the learning process by providing what

modules must be studied, deadlines for collecting assignments, and filling in grades. However, teachers and students cannot communicate dyadically. Literacy on the learning support platform is still an obstacle for students, parents of students, and teachers (at the time this research was conducted).

WhatsApp is the only communication support platform equally familiar to home and school. Because of their familiarity, online learning support platforms such as Meet, Hangout, Zoom, and GCR are not PJJ's preference. In addition, some parents and schools have considered WhatsApp a complete platform. WhatsApp can facilitate conversations between teachers and parents, various documents, and phone and video calls.

> *(...) dia paham kalo Zoom mba tapi kalo kaya Google Classroom itu tetep saya yg li(h)at ada tugas apa terus upload tugasnya gitu mba, tapi kadang kan gurunya juga suruh lewat WA grup aja gitu ya jadi ya pake hp saya (Bu Nita, informant).*

Super-fast internet, gadgets, and literacy learning platforms are necessary for homes and schools. The three technical prerequisites cannot stand alone. When one technical prerequisite is not met, the learning communication process will be disrupted. All three must be continuous. Schools must have the same availability of technical prerequisites as homes. Therefore, home and school must have all three technical prerequisites in a package. Thus, learning does not experience obstacles.

Benefits/Disadvantages of Devices

The gadget is a communication technology that has benefits as well as disadvantages. The benefit of the gadget is as an online learning medium. At the same time, the device has a disadvantage. Gadgets are a medium where each

user can activate various applications. Students are not only limited to using devices to access Meet, Zoom, and GCR. They can use the device to play games. Thus, if the benefits are measured by students' adherence to limited use of the device on the learning platform, the device is ambivalent. It provides benefits, and it also provides disadvantages.

> *malah (gawai) dipake buat main game sama temen-temennya (...) dia kan pasti buka nya hp yang ada bukannya belajar atau ngerjain tugas nya malah mainan game (...) ya kadang dia main keluar tapi main di luar pun bawa hp, gak tau deh dia main hp bareng temen-temennya main game atau gimana saya juga gatau (...) tapi kalo di rumah dia main hp nya pas mau belajar doang, giliran disuruh belajar itupun malah main game (Bapak Rohman, informant).*

Youtube, as one of the social networking sites, is a supporter of learning. Users can use Youtube to watch various learning content that users can use to answer exam questions, for example. Human relations with learning support technologies such as Youtube have advantages and disadvantages. Youtube is not only limited to meeting learning needs, but Youtube is also a learning distraction for participants studying at home. Students can access various videos that are not related to learning. It becomes even more complex because teachers and parents often rely on learning content on Youtube when they get stuck learning. The incident opened up opportunities for students to access various videos that did not meet the learning objectives. TikTok is also a platform students access not to achieve learning goals but for entertainment. Therefore, students are often distracted by a device ecosystem that not only provides benefits for learning but also provides disadvantages with various distraction platforms.

233

(...) punya hp malah buat main game aja ngga belajar (...) jadi gini ada anak kelas 1 ini tuh males banget belum bisa baca kalo disuruh masuk tuh dia nangis, sampe sekolah tuh nangis dia dan ga mau nulis terus ternyatakan ada sodaranya kan di kelas itu, bu guru miza (peserta didik) mah kebanyakan main tiktok main game nah gitukan (Bu Imah, informant)

Non-technical Level

Technical factors are a prerequisite for implementing a free online learning process. However, humans are operators of learning technology. In everyday life, humans must interact with various things that are humanistic. The increase in domestic household work is one example. These non-technical factors illustrate how disruption of online learning can emerge as an unavoidable humanist consequence.

The tug-of-war responsibilities of learning supervision

Elementary school students become the main actors in achieving learning objectives. However, students need other supporting actors, such as teachers, mothers, fathers, and housemates. It creates a tug of responsibility. The tug-of-war of responsibility is an ambiguous condition in supervising student learning assistance. As school representatives, teachers hope parents can supervise student learning because the teacher has limited energy and time to supervise students individually. Teachers cannot monitor students in real terms even though they use synchronous learning platforms like Meet, Zoom, and WhatsApp video calls. Teachers consider parents the most appropriate people to supervise students' learning process. At the same time, parents have the notion that the task of supervising students should be in the hands of the teacher. Parents feel that the task of supervising learning adds to their domestic work. Thus, it creates a tug of war-on the responsibility of supervising learning between teachers and parents.

Gurunya enak banget duduk manis, malah saya yang ajarin. Bagusan masuk deh kalo liat akhlaknya juga, lebih sopan santun kalo masuk sekolah (Bu Wulan, informant).

Mother's Domestic Duties Increase

This study underscores the role of mothers as people who have an essential role in learning in a pandemic setting. The shift in students' learning process at home adds to the mother's domestic tasks. School teachers interact more with mothers, not fathers. The school created a WhatsApp group—where—Mother was the coordinator. The WhatsApp group has members who are also mothers. Mother's domestic tasks are mixed with supervising students in daily life. Mothers must supervise their children when doing online learning, while mothers also have to prepare food for their children and students' housemates. This causes mothers to feel overwhelmed in carrying out supervisory duties and domestic work. Therefore, the supervision of learning students does not run optimally.

makanya yang diurus kan jadi dobel ya, harusnya sekolah ya kita udah pasrahkan yah ke guru, paling kalo misalkan mau ulangan lah gitu karena kalo misalkan mau ulangan kan kita minimal harus nego juga sama anak ya, kamu maunya belajarnya seperti apa, kalo saya sih tipenya seperti itu, kamu mau yang jawab atau kamu yang tanya, cuma kalo kaya gini mau ada daringnya begitu kita ngerasain semuanya dan ngerjain semuanya (Bu Wulan, orangtua, informant)

The house condition becomes disharmony with the increasing tension between mother and father. Mother considers Dad to have a minimal role. The mother feels increasingly burdened

by losing the father's role at home because he must work in the office. Mother "forces" the father to participate in the online learning process of students at home.

In economically weak households, the formation of work within the family has a similar pattern. The father works in the formal and informal sectors, the mother works in the domestic sector, and the mother considers the child a duty to attend school. During the Covid-19 pandemic, family order changed. Mothers are forced to "assign" fathers to supervise their children's studying. Mother was forced to "assign" older house siblings to supervise their younger siblings' studying. Fathers (as the family's economic axis) are "forced" to allocate their income for tools not included in the household purchase plan, for example, increasing the number of devices to support their child's learning process. On several occasions, brothers and sisters must take turns operating the device.

Households (read: brother) have a significant role. The mother thinks that housemates have better learning abilities. In addition to being literate about the latest technology and learning platforms, housemates can make students more obedient. For example, some families deliberately place older siblings as supervisors for their children's studies. Housemates carefully pay attention to what the students are doing. The supervisory function in the online learning process is important because students can use the device and play games.

Mother's Economic and Emotional Vulnerability

The family economy is very vulnerable during the Covid-19 pandemic. That vulnerability can lead to disharmony at home. The income of parents (fathers) is vulnerable because they are threatened with termination of work or reduced wages. The allocation of household finances for the teaching and learning process of children is increasing while family income is uncertain. Economic uncertainty and the accumulation of a mother's domestic work cause a mother's emotions to become more vulnerable. The emotional target of the mother is not only the child but also the father—who, in the division of family work—in some cultures in Indonesia, the father has a role as a provider of family needs.

(...) iya udah pusing, gajinya ga naik-naik (...) sama harus ngajarin anak juga, saya jadi emosian. (...) Kalo matematika kan susah, saya ngatur-ngatur duit belanja gitu sama ngajar juga jadinya emosi pusing, jadinya suka marah-marah (...) jadi nambah beban orang tua kalo belajar di rumah enakan sekolah (Bu Reni, infromant)

This affects the quality of supervision of children's online learning at home. The mother takes shortcuts to complete her son's work. Thus, the learning process does not run as it should. Mothers use the Google search engine as a straightforward way to finish their child's homework. Mothers can easily find a variety of similar learning content through Internet services. Mothers use habitus googling to streamline the work of "supervising children's learning."

Saya lebih mengandalkan Google ya karena emang saya sendiri, kita pandemi pasti ada efek ke kita secara ekonomi atau apa nambah pusing lagi harus ngerjain tugas anak, itu pasti ngaruh banget ya, jadi ya itu tadi kita ngambil yang gampangnya aja kadang-kadang kalo untuk yang terlalu susah otomatis saya harus pakai Google, sebenernya itu kan gak boleh ya cuma ya mau gimana lagi, jadi ya kita harus belajar lagi ngikutin pembelajaran anak tuh kaya gimana (Bu Wulan, informant).

Home is not an ideal place to study.

Children prefer to play than study. Children assume parents are still parents who should not perform their role as teachers. The emotional bond between mother-daughter cannot change suddenly to become formal, like teacher and student. A mother cannot immediately change her role to be someone who fears her child. If they are in school, the child will tend to be more afraid of the teacher, so the child becomes more disciplined and obedient in learning. Therefore, a child will depend on learning answers from his mother.

> *biasanya sih saya tanya nih ke anaknya (di rumah), dia mau apa. Kalo saya liat ini moodnya udah rusak banget saya ngga bisa maksain, harus nunggu mood dia baik dulu baru bisa saya nego sama dia (Bu Hani, informant).*

Mother divides work tasks among housemates (sister). Siblings are essential actors in the success of supervising children's learning. Siblings have a different emotional bond with their mothers. Siblings can be an agency that can monitor children's learning more objectively. In addition, older siblings have learned literacy skills and newer technologies. Therefore, children cannot "trick" their sister into learning while playing games. Older siblings can teach younger siblings to use Zoom, Meet, and GCR. Brother is an actor who can provide more relevant input to current conditions. Older siblings can give time for the younger to play TikTok after completing the task. The younger consider the policy of the older siblings to be more flexible than his mother. The younger becomes more inclined to obey his older brother's advice.

The Covid-19 pandemic has made children psychologically burdened. The child's mood fluctuates. The mother must wait for her child's mood to improve so the mother can tell her child to do homework or study. Mothers cannot force their children to study because children think that home is not a place to study.

A complete learning support infrastructure at home indicates a complete entertainment infrastructure for children. In addition to studying, the availability of gadgets and super-fast internet can be used by children for activities other than studying. Children become more easily distracted by various platforms such as YouTube and TikTok for entertainment. Both platforms can also be used as learning platforms. In some conditions, TikTok can be a persuasive platform for educating people, such as promoting educational massage about Covid-19 (Pratiwi et al., 2021).

Communication between PJJ Supporting Institution*s*

This Communication Model is expected to be able to provide answers to the problems of online learning in the backdrop of a pandemic. The collaboration of various parties through the intensification of communication between institutions from the daily level, the creation of friendly applications for parents and children, and the use of media owned by the government or non-commercial institutions for learning are some examples of communication models that are holistically expected to be useful for online learning in the context of a pandemic. This study sees that communication is essential in providing online education against a Kelurahan Teluk Pucung, Bekasi pandemic.

Role Intensification and Communication of Local Stakeholders

RT, RW, and *Kelurahan* are the three government institutions with the closest social distance to the community. The three government institutions must establish communication with the family. Communication with the
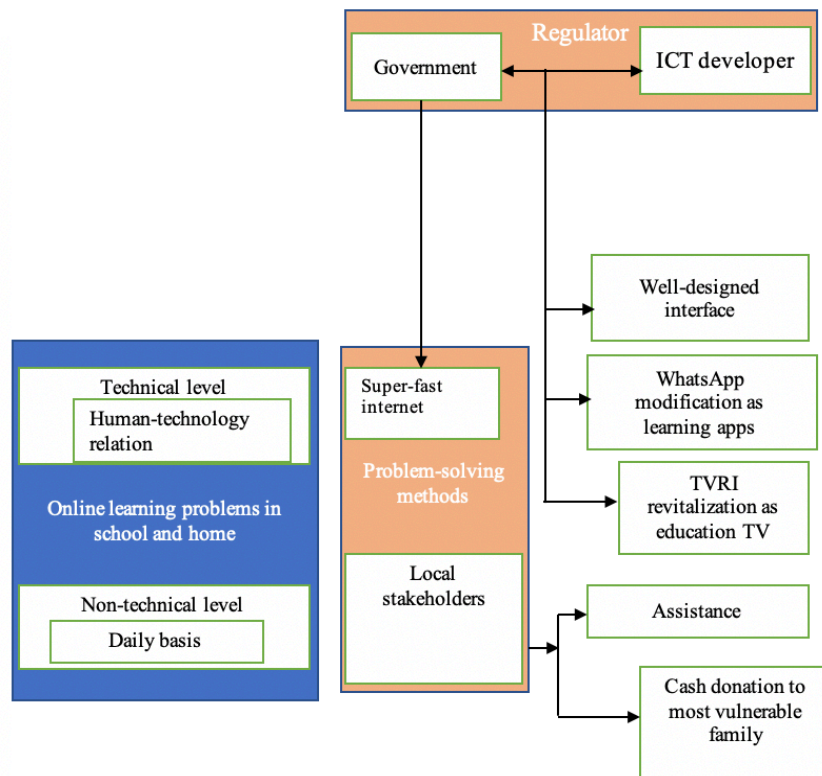
Figure 1. Inter-institutional Communication Model supporting PJJ

family can produce two essential things. First, the three institutions can convey problems objectively (bottom-up) to a higher level of policymakers. Second, the three institutions can properly apply the various aids from the Government through the Ministry. Therefore, dialogue, communication, and intensification of focus group discussions within the Kelurahan or smaller scope can be carried out regularly. The three institutions have a dual role as an

Extension of the people's voice to the government level and a link to government policies at the community level. In this study, the three government institutions play an essential role in the success of online learning in the context of the pandemic. The provision of data packages, digital application training, and direct assistance (donations) for online learning are examples of the three institutions playing an essential role as distributors of community needs, especially online learning in the context of the pandemic.

Provide the Super-Fast Internet Service and Infrastructure

Infrastructure is a prerequisite for service users to carry out various activities, including online learning. Telekom Indonesia is one of the companies that have the most extensive service network in Indonesia. The government should be able to force the state-owned company to improve service quality and make internet service prices cheaper. Therefore, families with a weak economic level can make internet subscriptions one of the necessities that can be included in the monthly shopping list of economically weak households, especially in *Kelurahan* Teluk Pucung.

Making Learning-Friendly Apps

Through Google, Alphabet company has created a service devoted to learning, for example, Google Classroom. However, the user familiarity level determines the learning applications' effectiveness. In other words, the government can initiate various parties to

create learning applications whose screen displays are friendly to all users.

Some of the learning applications in Indonesia are commercial. For example, Zenius and Ruangguru. The government can use its power to make friendly policies for various groups, one of which is by making learning applications accessible. In addition, the parties can establish communication to develop applications that combine games and learning. Games have increased sensitivity, knowledge, psychological, and cognitive development (Bartolomé et al., 2011; Katsaounidou et al., 2019). In other words, the presentation of learning media technology by paying attention to the appearance and form of human interaction with the technology indicates that the learning application can meet the goals of its users.

Using WhatsApp as a Familiar Application for Learning

Various parties, including the Government, can intensify the WhatsApp (WA) application as an opportunity for online learning. The WhatsApp application is Indonesia's only online conversation application with cross-generational users. The WA screen display is considered friendly and familiar to be used by teachers to carry out the learning process.

Utilization of TVRI for Broadcasting Electronic Learning Content

In addition, the Government can also reuse the role of TVRI (Televisi Republik Indonesia) as educational television in Indonesia. TVRI can broadcast actual learning content such as Mathematics, Indonesian Language, Citizenship, and various other subjects so that every child can access learning content for free just by accessing their television.

Maximizing Online Learning

No one has a definite answer as to when online learning in the backdrop of a pandemic will end. This research reflects that online learning needs to have the same quality as offline learning. The excellent quality of learning comes from improving good inter-institutional communication, providing technology infrastructure and learning media, and using various government channels to maximize the learning process from home.

Inter-Institutional Communication

Communication between parents as family representation and teachers is crucial because it represents home and school communication. Schools and homes need to build communication so that the teaching and learning process runs as expected. Several parties will be involved in teaching and learning communication coordination and cooperation. Two-way communication is a manifestation where it will achieve teaching and learning objectives (Giantika, 2020). So far, two-way communication between teachers and students has become an effective communication pattern in teaching and learning, especially in online learning situations during the pandemic. This two-way communication pattern needs support from other parties, especially parents, not just teacher-student communication. Therefore, school-home communication that supports the teaching and learning process is essential, especially in areas where internet access is still constrained (Sumbodo et al., 2017), access to technological devices, and the ability to use technology (Subiakto, n.d.).

Articulating government policies during disasters such as pandemics requires intensifying appropriate inter-institutional communication (Kim & Kreps, 2020). In other words, implementing online learning in a pandemic setting requires an appropriate and mutually sustainable communication model (Reimers &

Schleicher, 2020). The success of implementing online learning is an inter-institutional collaboration between parties such as RT, RW, *Kelurahan,* and any other local stakeholders articulating Government policy. Various parties collaborate to carry out online learning. The government provides an almost free internet quota, assisting families with technology stuttering at the daily level, and the innovations and creations of various technology companies to support online learning are some examples. The institution's sustainability is the key to implementing online learning against the backdrop of the pandemic.

CONCLUSION

This study produces a communication model to improve the quality of learning with a pandemic background (online learning) for elementary school students in *Kelurahan* Teluk Pucung, Bekasi City. The communication model answers the problems that occur in people's daily lives. The problem is divided into two, namely at the daily level, which is humanist (non-technical), and at the level of communication media technology (technical). This shows the need for the role and intensification of the government to improve various communication events for online learning against the backdrop of the pandemic. The government needs to improve communication from the local stakeholder level, prepare communication media technology infrastructure, and create learning-friendly technology innovations.

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