

**THE EFFECT OF ONLINE LEARNING MODEL ON COMMUNICATION ACTIVENESS IN  
CLASSROOM STUDENTS OF THE FACULTY OF EDUCATION AND TEACHER TRAINING  
UIN MAULANA MALIK IBRAHIM MALANG**

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**Abstract:** This research aims to determine the effect of online learning on the ability to communicate in class during learning. The study was designed by comparing communication activeness in online and offline learning. This research was conducted at UIN Maulana Malik Ibrahim Malang with population of all student faculty of education and teacher training UIN Maulana Malik Ibrahim Malang. The sample was probably 167 students. Data obtained by online questionnaire. Then the data were analyzed using the mann whitney u test. This research found that online learning influenced communication activeness in terms of asking questions. While the activeness of expressing opinions and arguing does not recognize the learning model.

**Keywords:** *Online Learning; Ommunication Activeness; Learning Model*

**A. INTRODUCTION**

Humans are living things that encounter development. Development is a process of change in a person which includes the cognitive, biological, and socio-emotional realms (Soetjinngsih, 2018). Every human brings different intelligence. In the cognitive realm, according to J. Piaget, there are four stages of development (Suparno, 2001). If classified, students can be said to be entering the formal operational stage or the final stage in J. Piaget's cognitive theory. A child who enters this stage has been able to draw conclusions, interpret, and develop hypotheses (Budiningsih, 2004). It can be concluded that cognitively, they have mature intelligence. However, their intelligence needs to be balanced with activeness in arguing or communicating with others when they faced with a problem (Ahmad Syaifudin, 2015).

Most of the students in UIN Maulana Malik Ibrahim Malang, especially students of the Faculty of Education and Teacher Training (FITK), are still reluctant to establish communication in learning activities, even though most of the department at UIN Malang emphasize more on individual views. In particular, FITK students whose output are prepared to be a teacher should be able to establish communication in class. Communication in this context is communication that is usually done in the classroom such as asking, expressing opinion, and arguing. The low ability to communicate is evident in the answers to the questionnaire distributed on 10/10/2020. From 166 FITK students, 52.5% answered that they were passive. This is of course caused by several factors including lack of supporting literacy provisions, the impact of previous schools, the environment, and less supportive learning models. Besides that, one factor that is often complained about is an embarrassment to be laughed at. This statement was proven in a questionnaire distributed on 10/10/2020 that the three main factors that caused them to be reluctant to argue were lack of literacy, feelings of shame and fear of being wrong, and unfamiliarity. This is following Susanto's research which states that shame and anxiety to communicate with others are obstacles experienced by everyone (Santoso, 1999).

Based on the results of the presentation above, it can be seen that one of the factors that cause students students of the Faculty of Education and Teacher Training (FITK) UIN Maulana Malik Ibrahim Malang to have low skills in communication is the shame when they communicating directly in class.

Online learning that is currently being undertaken is a new learning model implemented due to the impact of COVID-19. When the COVID-19 pandemic has spread to various countries in the world, all the activity of life turns abnormal. The pandemic COVID-19 leds the model of learning become an online learning model. Online learning is a model of learning with distance that uses technology information and communication. Online learning usually done through google meet, WhatsApp, zoom, and other software. In the current pandemic conditions, the learning model that is widely used is online learning. Online learning can be done at any time. The new learning model that is currently being implemented certainly does not only have a negative impact. Online learning can help teachers to manage learning easily. In addition to providing benefits to teachers, online learning can helps students who have a sense of shame in the class so that they can express themselves optimally (Herowati, 2016).

From the statement above, the author was interested to compare the communication activeness of students during offline and online learning. The existence of online learning is thought to be able to develop communication skills. Therefore, this study aims to determine the effect of online learning on the ability to communicate in the class.

## B. METHODS

The kind of this research is quantitative research. The research design used is a comparative design that compares communication activeness opinion during offline and online learning. The population used was all students of Faculty of Education and Teacher Training UIN Maulana Malik Ibrahim Malang approximately 3316 students. The sampling technique used was a nonprobability sampling technique in the form of quota sampling. Quota sampling is a sampling technique from members of the population who have certain characteristics to meet the predetermined quota (Agung Widhi Kurniawan, 2016). The characteristics of the sample needed are FITK 2017-2019 students who experience online and offline learning. According to Yount, if the population is around 1001-5000, the sample size is 5% of the total population.

**Table 1.** Yount Sampling Technique

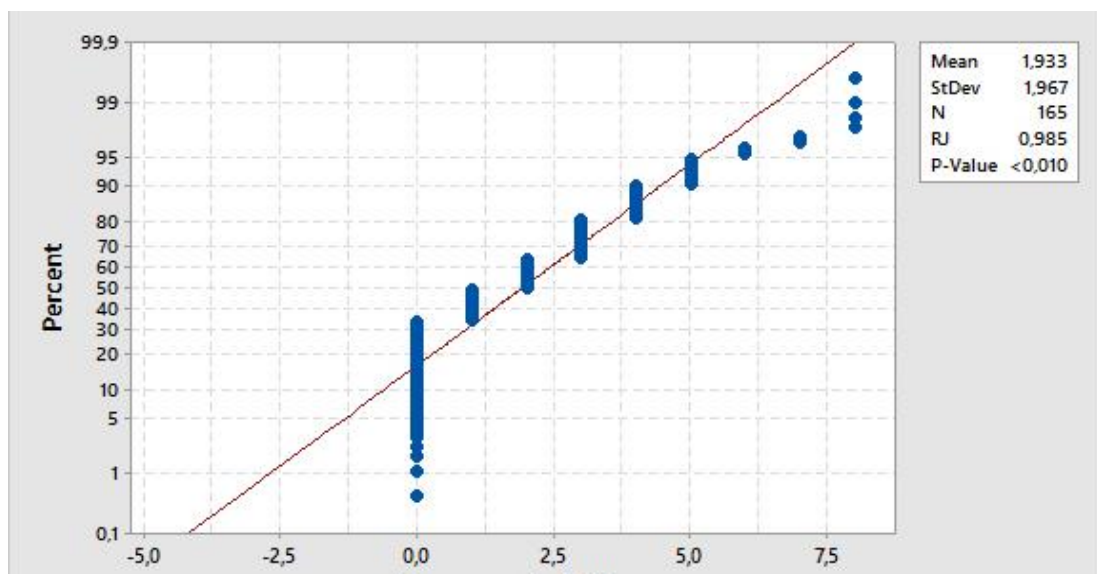
| Population  | Sample |
|-------------|--------|
| 0-100       | 100%   |
| 101-1000    | 10%    |
| 1001-5000   | 5%     |
| 5001-10.000 | 3%     |
| >10.000     | 1%     |

From the table above, the minimum sample size needed is 5% of the 3316 students, or 166 students. The instrument used to obtain data was a questionnaire containing how often students asking, expressing opinions, arguing during online and offline learning.

### C. RESULT & DISCUSSION

The first step is data reduction. Data reduction is the process of selecting, focusing, simplifying, separating, and transforming data obtained in the field (Yusuf, 2014). At the data reduction stage, the researcher gives a coded and discarding invalid data. In this research, the data obtained were 212 respondents. However, among all respondents, not all of the data provided were valid. Therefore, researchers discarded several invalid data. Invalid data is data that does not match the active value of communication with the reasons given. For example, the value of communication activeness is higher when learning offline than online, but the reasons presented show that respondents are more active in communicating when online learning. This process yielded in 167 respondents who provided valid data.

The next step is normality test using Minitab software. The normality test is a test used to see whether the data is normally distributed or not. If the significance value or probability  $>0.05$ , then the data distribution is normal. (As'ari, 2018). The results of the normality test indicate that the data distribution is not normal because significance  $<0.05$ . So, we used Mann Whitney U Test.



**Figure 1.** Data normality test graph for the number of students asking questions, expressing opinion, arguing.

The next step is Mann Whitney U test. The Mann Whitney U test is a non-parametric test used to test two independent groups when the data are not normally distributed (Jonathan Sarwono, 2012). The data were tested with the following hypotheses:

**H0:** There is no difference between the activeness of asking, expressing opinion, and arguing when lecturing offline and online

**H1:** There is difference between the activeness of asking, expressing opinion, and arguing when lecturing offline and online

**Table 2.** The results of the data analysis of asking activeness with the Mann Whitney U test

| Ranks           |               |     |           |              |
|-----------------|---------------|-----|-----------|--------------|
|                 | MODEL_BELAJAR | N   | Mean Rank | Sum of Ranks |
| KEAKTIFAN_TANYA | OFFLINE       | 167 | 183.31    | 30613.00     |
|                 | ONLINE        | 167 | 151.69    | 25332.00     |
|                 | Total         | 334 |           |              |

| Test Statistics <sup>a</sup> |                     |
|------------------------------|---------------------|
|                              | KEAKTIFAN_T<br>ANYA |
| Mann-Whitney U               | 11304.000           |
| Wilcoxon W                   | 25332.000           |
| Z                            | -3.336              |
| Asymp. Sig. (2-tailed)       | .001                |

a. Grouping Variable: MODEL\_BELAJAR

The table above shows the activeness of asking when online and offline learning. In the Exact.Sig. (2-tailed) /significance 0.001 ( $<0.05$ ), then  $H_0$  is rejected and  $H_1$  is accepted with significance  $\alpha = 0.05$ . It can be concluded that there is a difference in the activeness of asking when learning offline and online. When online learning, students are more active in asking questions than in offline learning.

**Table 3.** The results of the data analysis of having opinion activeness with the Mann Whitney U test

| Ranks              |               |     |           |              |
|--------------------|---------------|-----|-----------|--------------|
|                    | MODEL_BELAJAR | N   | Mean Rank | Sum of Ranks |
| KEAKTIFAN_PENDAPAT | OFFLINE       | 167 | 163.63    | 27327.00     |
|                    | ONLINE        | 167 | 171.37    | 28618.00     |
|                    | Total         | 334 |           |              |

| Test Statistics <sup>a</sup> |                        |
|------------------------------|------------------------|
|                              | KEAKTIFAN_P<br>ENDAPAT |
| Mann-Whitney U               | 13299.000              |
| Wilcoxon W                   | 27327.000              |
| Z                            | -.739                  |
| Asymp. Sig. (2-tailed)       | .460                   |

The table above shows the activeness of the expressing opinion when online and offline learning. In the Exact.Sig. (2-tailed) /significance 0.460 ( $> 0.05$ ), then  $H_0$  is accepted and  $H_1$  is rejected with significance  $\alpha = 0.05$ . It can be concluded that there is no difference in opinion activeness when offline and online learning.

**Table 4.** The results of the data analysis of arguing activeness with the Mann Whitney U test

| Ranks             |               |     |           |              |
|-------------------|---------------|-----|-----------|--------------|
|                   | MODEL_BELAJAR | N   | Mean Rank | Sum of Ranks |
| KEAKTIFAN_SANGGAH | OFFLINE       | 167 | 165.02    | 27558.50     |
|                   | ONLINE        | 167 | 169.98    | 28386.50     |
|                   | Total         | 334 |           |              |

| Test Statistics <sup>a</sup> |                   |
|------------------------------|-------------------|
|                              | KEAKTIFAN_SANGGAH |
| Mann-Whitney U               | 13530.500         |
| Wilcoxon W                   | 27558.500         |
| Z                            | -.481             |
| Asymp. Sig. (2-tailed)       | .630              |

a. Grouping Variable: MODEL\_BELAJAR

The table above shows the activeness of arguing when online and offline learning. In the Exact.Sig. (2-tailed) /significance 0.630 ( $> 0.05$ ), then  $H_0$  is accepted and  $H_1$  is rejected with significance  $\alpha = 0.05$ . It can be concluded that there is no difference in refuting activeness when offline and online learning.

From the Mann Whitney U test, it shows that there is a difference in the activeness of asking questions on online and offline learning, while in the activeness of expressing opinion and arguing, there is no difference between offline and online larnings. From the results of a distributed questionnaire, 31% of 166 students felt more confident when lecturing online because they did not face-to-face. However, of the 166 students, 21% answered for other reasons. Most of the other reasons written were Faculty of Education and Teacher Training (FITK) students felt that they preferred offline learning.

#### D. CONCLUSION

Based on research, it can be concluded that online learning affects communication activeness in asking students of the Faculty of Education and Teacher Training UIN Maulana Malik Ibrahim Malang. One of the things that cause them to be more active in asking is their self-confidence because they are not face each other. However, online learning do not affect the activeness of students in terms of expressing opinion and arguing.

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