
| RESEARCH ARTICLE

The Effectiveness of Interpersonal Communication in Hybrid Learning-Based Learning at Universities

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| ABSTRACT

Online learning has changed so that the process of interaction and communication to convey learning material between students and students and students with other students becomes more effective; in this case, a learning innovation known as Hybrid Learning emerges. This study uses a qualitative method. The data used in this study are primary data and secondary data. The results of this study suggest that effective interpersonal communication helps students build better social skills, such as speaking in public or working in teams. These skills are critical in an increasingly open and collaborative work environment. Hybrid learning-based learning also facilitates the development of creativity in students. Through an open and flexible learning experience, students can gain the ability to think creatively and create new solutions to the problems they face.

| KEYWORDS

Interpersonal Communication, Hybrid Learning Based Learning, Social Skills, Creativity Development

| ARTICLE INFORMATION

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1. Introduction

The spread of Covid-19 in Indonesia has had an impact on the paralysis of various community activities, including in the world of education; this, of course, makes the Indonesian government have to think hard in dealing with this disaster. Fitriah (2020) said that the Covid-19 pandemic has created many new problems in the world of education. Before the Covid-19 pandemic hit, learning activities were usually carried out face-to-face, but this was stopped after the Covid-19 pandemic hit Indonesia and the world (Fitriah, 2020). The solution is to create innovations in learning media by utilizing electronic media connected to the internet network. Students who are still studying in elementary, middle school,

Over time, online learning has changed so that the process of interaction and communication to convey learning material that occurs between students and students and students with other students becomes more effective; in this case, a learning innovation emerged known as Hybrid Learning. According to Dwiyoogo in Prasetio (2022), Hybrid Learning is a form of learning that combines face-to-face learning conducted in class (offline learning) and distance learning connected to computer devices (online learning) which is carried out at one predetermined time (Prasetio, 2022).

The presence of hybrid learning has solved the problem of students who are complaining because of poor network conditions in their area so that students or students with inadequate network conditions can participate in offline or face-to-face learning in class. The presence of hybrid learning certainly also facilitates interaction and communication between teaching staff and students and students with other students. Technological developments also open up new opportunities for the development of more interactive and collaborative learning methods, such as hybrid learning. Hybrid learning provides opportunities for students to study flexibly and independently while still receiving support and guidance from lecturers through online interaction. However,

In implementing hybrid learning, it is important to pay attention to interpersonal communication factors between lecturers and students. Interpersonal communication is an interaction process that involves sending and receiving messages between individuals or groups. Effective interpersonal communication can improve the quality of learning and strengthen the relationship between lecturers and students. Hybrid learning also has challenges in terms of the effectiveness of interpersonal communication between lecturers and students. Online learning has different characteristics from face-to-face learning, where interactions between lecturers and students can become less interactive, social interaction is difficult, and lack of emotional support can affect learning outcomes.

2. Methods

This study uses a qualitative method. The approach used in this study is a case study research approach. A case study is an approach to study, explain, or interpret a case in its natural context without any outside intervention. In essence, this study seeks to highlight a decision or a set of decisions, why the decision was taken, how it was implemented and what the results were (Salim, 2001).

Data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and others. Briefly, this research will be presented in a narrative text. With the display of data, it is hoped that it will make it easier to understand what is happening in the community and plan further work based on what has been understood as a result of this activity in the form of a conclusion that is verifikatif. Based on data reduction and subsequent data display, the results of this study can describe a descriptive picture of the focus phenomenon being studied.

The data used in this research are primary data and secondary data. Primary data was collected from field observations, interviews with informants and discussions with community groups. Secondary data comes from documentation in the form of photographs, drawings, mass media publications and other recordings/archives that are in accordance with the research focus. In addition, there are also other supporting data that can be obtained from various relevant literature and research results.

3. Results and Discussion

Education is currently experiencing significant changes in its learning methods, where the use of technology and digital media is increasingly being applied to facilitate the learning process. One form of learning method that is currently being used widely is hybrid learning. This learning method combines face-to-face learning in class with online learning through an e-learning platform. Along with the development of technology, hybrid learning is increasingly becoming an option for universities and colleges to increase learning effectiveness.

However, with the existence of hybrid learning, interpersonal communication between lecturers and students will experience changes in the methods and procedures for communicating. Interpersonal communication is a process of communication that is carried out directly between two or more people who are interconnected, aiming to share information and build effective relationships. Effective interpersonal communication can increase students' learning motivation and academic performance.

In hybrid learning, lecturers and students can communicate through various platforms such as email, online discussion forums, chat rooms, or video conferencing. However, sometimes communication through digital media can make it difficult for students to understand the information conveyed by the lecturer because there are limitations in communication, such as limited time, the use of inappropriate language, and the lack of feedback provided by the lecturer. Therefore, effective interpersonal communication is needed to ensure that students understand the learning material optimally.

The university which is the object of this research uses the SIAKAD website to become a bridge between lecturers and students in the learning process of hybrid learning; the SIAKAD website used is a medium for disseminating information to students so that students get and understand the material provided by lecturers to the fullest so that the hybrid learning process learning can be effective because students have first obtained information about lecture material that will be delivered in class with module teaching materials, learning videos and lecture ppt.

According to Oktaviana and Susilowati (2021), modules are flexible and independent learning media so that they can provide opportunities for students or students to study material independently in an effective and efficient way. In practice, modules can be adapted to the needs of different students or students so as to increase the effectiveness of learning. Based on research by Sugiyono (2019), the use of modules in the learning process can improve students' critical and creative thinking skills and can increase student learning motivation. In addition, modules can also help overcome the problem of lack of time or teaching staff and can help facilitate monitoring and evaluation of student learning outcomes.

The module is an independent learning unit designed to facilitate learning in a structured and organized manner. The use of modules can provide opportunities for students or students to study material independently in an effective and efficient way.

Modules can also be adapted to the needs of different students or students and can improve critical and creative thinking skills, learning motivation, and facilitate monitoring and evaluation of student learning outcomes. (Sutarto, 2018; Oktaviana & Susilowati, 2021; Sugiyono, 2019).

The university in this study created a module to convey information about lecture material that will be given in class; this module can be freely accessed by all students and can be downloaded by students as one of the main lecture materials. The module is done in a language that students can understand; the lecturers change the language of the book into a language that is more understandable to their students so that students can understand the content of the material presented.

In interpersonal communication, language is one of the main components in conveying information; adapting messages to students' understanding and knowledge is the task of the lecturer; the lecturer must be able to change the language of the message so that his students can understand, but the meaning of the material conveyed must remain the same. The ability of the lecturer is what determines whether the material can be delivered properly and effectively or not.

Modules are also useful for students to be able to study material independently before lectures so that students have more knowledge before lectures are carried out. This will help the effectiveness of interpersonal communication because students already have the knowledge to take part in the lecture process; after that, it is the lecturer's job to make students have the same perception and meaning as the desired learning outcomes. This is expected with the existence of modules as hybrid learning media.

The equation of knowledge between students and lecturers before lectures is one of the keys to successful interpersonal communication; lecturers will find it easy to direct students to have the same meaning. Whereas if there is a difference in knowledge between lecturers and students, then the lecturer must start first by giving this knowledge to students first; the result is that the lecturer takes a long time to achieve the effectiveness of interpersonal communication in hybrid learning lectures.

The problem that arises in lectures related to modules is that students don't download and don't read the modules given by lecturers through SIAKAD media, so students don't have knowledge about the material that will be given in lectures; the result is students won't understand the meaning of the message of the material delivered, because to understand, students must first have the knowledge, this process will hinder the effectiveness of interpersonal communication in the learning process.

At the university which is the object of this research, the number of students who do not download the module is very large; some even exceed 50% of the number of students in the class, so the lecturer must first provide knowledge to these students and then start by providing understanding and this greatly hinders effectiveness interpersonal communication. Modules that should be effective communication media become ineffective communication media in supporting the effectiveness of interpersonal communication in hybrid learning lectures.

In this study, it was found that the module was not an effective communication medium in conveying lecture material to support the effectiveness of interpersonal communication in hybrid learning lectures at the university, which was the object of this research. This ineffectiveness is also reinforced by the lack of interest in reading among students at the university in question, so the module is not effective in conveying knowledge. From these problems, other media are needed to convey knowledge in written form to students.

Written media is very important and cannot be eliminated because the ability of humans to remember is very limited, so there must still be written media that can be accessed by students and must also be effective as part of the hybrid learning lecture process. Written media is also very useful for helping students better understand knowledge because students can read it several times until the student understands the contents of the material presented. This is also important because the ability of students to understand the material also varies, and those who have less ability can use written media to continue reading it until they understand the contents of the material.

In addition to using the media module in conveying information about the material that will be given in lectures in class, the university, which is the object of this research, also uses learning video media which contains material presented in lectures. The videos are made by lecturers independently and adapted to their respective classes so that each lecturer has a different learning video, even though the core material used comes from modules. This learning video also uses various links with different media, which is unique in using this learning video.

Lecture learning videos are one of the teaching methods that are increasingly popular among students. By using learning videos, students can study lecture material flexibly and independently without being bound by a certain time and place. In addition,

learning videos also allow students to repeat material that is difficult to understand and facilitate the revision process before exams. According to research conducted by Asmahani et al. (2020), the use of learning videos can increase the effectiveness of learning and student learning outcomes.

In addition to increasing the effectiveness of learning, learning videos also have several other advantages. For example, learning videos can present clearer and more attractive illustrations, animations and graphics, making it easier for students to understand complex concepts. In addition, learning videos also allow students to access lecture material anytime and anywhere, even if they cannot attend face-to-face lectures. This is very useful, especially in the midst of the ongoing Covid-19 pandemic, where online learning is the main alternative.

However, learning videos also have drawbacks. One of them is that students can become less interactive and have less opportunity to discuss with lecturers and classmates. This can reduce the quality of learning and make it difficult to understand the material. Therefore, the role of the lecturer is needed to facilitate interaction between students in learning using video. Overall, video lectures can be an effective and flexible alternative to enhance student learning. However, keep in mind that the use of learning videos is not a single solution to learning but needs to be combined with other learning methods that are more interactive and enable students to participate actively in the learning process.

One of the studies that examine the effect of using instructional videos on student learning outcomes is research conducted by Ningsih et al. (2019). The results of their research show that the use of learning videos can improve understanding of concepts and student learning outcomes in organic chemistry courses. In addition, research conducted by Zheng and Wang (2020) also found that the use of learning videos can increase student motivation and interest in learning.

Another research that examines the use of learning videos in tertiary institutions is a study conducted by Abdullah et al. (2019). This study found that learning videos are effective in improving student learning outcomes and can also increase student participation and involvement in the learning process. In addition, research conducted by Setyawan and Adhitya (2021) shows that learning videos can help students overcome difficulties in understanding lecture material and increase their interest in learning.

The university, which is the object of this research, apart from learning videos and modules, also uses PowerPoint that students can download on SIAKAD media. These PowerPoint are given to students with the aim of making it easier for students to understand the core material presented in lectures. This Powerpoint can be easily accessed by all students and is one of the hybrid learning communication media used by universities.

Powerpoint is a presentation tool that is often used in lectures and business presentations. With PowerPoint, we can make presentations that are attractive and easily understood by the audience. According to an article published in the journal Communication Education, the use of PowerPoint in lectures can help improve students' understanding and memory of the material presented (Gallicano & McDonough, 2019). However, the use of PowerPoint also needs to be done wisely and not excessively so as not to make students bored or lose focus on the material presented.

In addition, there are several tips that can be applied in making effective PowerPoint presentations, such as using relevant images and graphics, choosing contrasting colors but still easy to read, and using concise and concise text. This is in line with research conducted by Lee and Owens (2004), who found that the use of images and graphics in PowerPoint presentations can help increase audience understanding and retention of the material presented. PowerPoint can be an effective tool in conveying lecture material if used wisely and effectively.

At the university, which is the object of this research, the PowerPoint media used is made by lecturers to convey information about the material given in lectures. PowerPoint is made as attractive as possible to attract students to see and read the PowerPoint, but not all lecturers have the ability to make attractive PowerPoint; there are still many lecturers who use PowerPoint just to copy from the module. PowerPoint must also be able to make students interested in the material provided; lecturers must learn to make attractive PowerPoint to increase student interest in reading.

In the context of hybrid learning, there are several factors that can affect the effectiveness of interpersonal communication between lecturers and students. Lecturer skills are needed to manage interactions between students and the material presented. Lecturers must be able to create a conducive learning atmosphere so that students feel comfortable and open to communicating. Lecturers must also be able to provide proper direction and guidance so that students can understand the learning material well.

Students also need the ability to receive and process information provided by lecturers. Students must be able to manage study time independently, read learning materials before entering class, and actively participate in discussions with lecturers and other students. Students must also be able to utilize technology and digital media to enrich their understanding of learning materials.

The suitability between the platforms used, and the goals of interpersonal communication to be achieved is very much needed. Choosing the right platform can facilitate interpersonal communication between lecturers and students, so students can more easily understand the material presented by lecturers. Choosing the right platform can also increase student participation in discussions and reduce technical obstacles that may occur during the learning process.

Clarity is also needed in the procedures for interpersonal communication that will be carried out. This includes the language used, ethics in communication, as well as the agreed format and time of communication. With clear procedures, students and lecturers can more easily understand and follow interpersonal communication that occurs. Fifth, adequate technological support is needed to facilitate interpersonal communication in hybrid learning. The technology needed can be in the form of a reliable e-learning platform, a stable internet connection, and adequate hardware. Adequate technology support can minimize technical problems that may occur during the learning process.

However, the effectiveness of interpersonal communication in hybrid learning does not only depend on the factors above. There are several strategies that can be carried out by lecturers and students to increase the effectiveness of interpersonal communication; lecturers can introduce themselves and provide clear information about the learning material to be delivered. This can help students to understand clearly what will be learned and how to study effectively.

Lecturers can use technology and interactive digital media to facilitate discussions and questions and answers between lecturers and students. This can increase student participation in learning and enrich their understanding of the material presented. Lecturers can also provide constructive feedback on student performance, either through e-learning platforms or directly in class. Good feedback can motivate students to continue to improve their academic performance and help students to understand more clearly the things that need improvement.

Students can ask questions or ask for clarification when they do not understand some information conveyed by the lecturer. Students can also ask questions through online discussion forums or send emails to lecturers to get clear and timely answers. Students can also actively participate in discussions and submit different opinions or points of view on learning material. This can enrich the discussion and enrich students' understanding of the material presented.

The effectiveness of interpersonal communication in hybrid learning-based learning at universities is very important to increase student learning motivation and academic performance. It requires the ability of lecturers and students to manage interactions and make good use of available technology and digital media. The strategies that have been mentioned can assist lecturers and students in increasing the effectiveness of interpersonal communication and optimizing the learning experience in a hybrid learning environment. However, support from the university is still needed to facilitate effective hybrid learning, including adequate technology and facilities, training for lecturers and students, as well as clear policies related to the implementation of hybrid learning.

In order to increase the effectiveness of interpersonal communication in hybrid learning, collaboration between lecturers, students, and the university is needed. Lecturers need to have the ability to facilitate interactive and creative learning, as well as optimize the use of technology and digital media. Students need to actively participate in learning, ask questions, and provide different opinions or points of view. Universities need to provide adequate technological support and facilities, training for lecturers and students, as well as clear policies related to the implementation of hybrid learning.

In facing increasingly complex and dynamic developments, universities need to continue to innovate in providing effective and relevant learning experiences for students. Hybrid learning is a solution that can be adopted by universities to increase learning effectiveness so that it can help students prepare themselves to face future challenges. However, hybrid learning also has its own challenges, especially in terms of the effectiveness of interpersonal communication. Universities need to pay attention to factors that can affect the effectiveness of interpersonal communication in hybrid learning, such as the use of technology, lack of face-to-face interaction, and diverse cultural and linguistic backgrounds.

The use of technology can affect the effectiveness of interpersonal communication in hybrid learning. In using technology, technical problems often occur, which can disrupt the course of learning, such as an unstable internet connection or program crashes. In addition, the use of technology can also affect interactions between lecturers and students because communication made through digital media tends to be less personal and difficult to build strong interpersonal bonds. Therefore, universities

need to ensure that the technology used in hybrid learning can run smoothly and provide a good experience for lecturers and students.

Next, the lack of face-to-face interaction can affect the effectiveness of interpersonal communication in hybrid learning. Face-to-face interaction is one of the best ways to build strong interpersonal bonds between lecturers and students. In hybrid learning, face-to-face interaction is often limited because most interactions are carried out through digital media. Therefore, lecturers and students need to try to keep building strong interpersonal interactions, even through digital media. One way to do this is by using technology that enables real-time interaction, such as video conferencing or chat rooms.

Various cultural and linguistic backgrounds can also affect the effectiveness of interpersonal communication in hybrid learning. In a multicultural learning environment, lecturers and students often have different cultural and linguistic backgrounds. This can make it difficult to understand and interpret the messages conveyed. Therefore, lecturers need to pay attention to the cultural and linguistic diversity in the classroom and try to convey messages in a way that is easily understood by all students. In addition, students also need to try to understand and respect the diversity of cultures and languages that exist in the classroom and try to communicate effectively with lecturers and other students.

The effectiveness of interpersonal communication is an important factor in hybrid learning at universities. Effective interpersonal communication can help increase learning motivation, improve understanding of concepts, and strengthen interpersonal bonds between lecturers and students. Therefore, lecturers and students need to strive to increase the effectiveness of interpersonal communication in hybrid learning by paying attention to factors that can affect the effectiveness of interpersonal communication, such as the use of technology, lack of face-to-face interactions, and various cultural and linguistic backgrounds.

To increase the effectiveness of interpersonal communication in hybrid learning, universities can take several steps, such as Training for Lecturers; universities can provide training for lecturers in using hybrid learning technology. This training can help lecturers understand the technology used in hybrid learning so that it can reduce technical problems that often disrupt the course of learning. In addition, universities can also provide training on how to communicate effectively through digital media so that lecturers can build strong interpersonal interactions with students.

Increasing Face-to-Face Interaction, Universities can increase face-to-face interaction in hybrid learning by using technology that enables real-time interaction, such as video conferencing or chat rooms. Lecturers can take advantage of this technology to hold discussions, ask questions, or provide feedback directly to students. This can help strengthen interpersonal bonds between lecturers and students so as to increase the effectiveness of interpersonal communication in hybrid learning.

4. Conclusion

Effective interpersonal communication helps students build better social skills, such as the ability to speak in public or work in a team. These skills are especially important in an increasingly open and collaborative work environment. Hybrid learning-based learning also facilitates the development of creativity in students. Through an open and flexible learning experience, students can gain the ability to think creatively and create new solutions to the problems they face.

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