

Parents and Teacher Communication Patterns in Increasing Learning Interest in Students of Madrasah Aliyah Negeri 2 Labuhanbatu Utara during the Covid-19 Pandemic

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Abstract

This study aims to look at the communication patterns of parents and teachers in increasing student interest in learning at Madrasah Aliyah Negeri 2 Labuhanbatu Utara, where the presence of the covid-19 pandemic has an impact on the order of life, including in the world of education, which results in changing the learning formulation from face to face (offline) to study at home (online), so that not a few students experience boredom due to this. The results of the study indicate that the objective conditions of student interest in learning XI IPA V MAN 2 Labuhanbatu Utara obtained data from 39 students who filled out the form, there were 37 students or 95% of students who felt bored following online learning. Meanwhile, 2 people or 5% were still in a relaxed state or did not experience boredom when participating in online learning. That from this boredom, communication between parents and teachers does not work effectively, where the communication pattern that is built is a primary and secondary communication pattern that is carried out using telecommunications connected using the theory of social penetration. The lack of good communication between teachers and parents certainly has an inhibiting factor. The inhibiting factor from the parent's side is the busyness of parents, the condition of parents who are less attentive to their children at home, but there are other things that become the inhibiting factor, namely the ability of parents to communicate less, where parents are not good at communicating so there is always a feeling of fear or inferiority to start communication first. Meanwhile, the inhibiting factor from the teacher's side is the busyness of the teacher because in addition to teaching the teacher also has to take care of the household, and there is no good response from parents.

Keywords

communication pattern;
communication in pandemic
period; interest in learning



I. Introduction

Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020). The outbreak of this virus has an impact of a nation and Globally (Ningrum et al, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020).

The presence of the covid-19 pandemic poses a challenge for fathers and mothers as well as a teacher so that they can remain optimal in delivering or delivering lesson material online. This adjustment process can be realized with a good and structured communication pattern from both of them. If the communication between the two is not built properly, it is not impossible that the student's learning process with this technology will not be conveyed.

Regarding communication, its role is so needed in the teaching and learning process. The teaching and learning process does not only involve teachers and students, but the role of parents is also very important, where to communicate about children's development, of course the teacher will tell the parents or guardians of the students. The purpose of communication that is built between teachers and parents is so that children can have the ability to adapt in adjusting learning and can increase their enthusiasm for learning, especially during the current pandemic.

Seen in research conducted by Choirul Muntadiin East Java, which said that of 92.29 percent of students in East Java who became respondents, as many as 88.75 percent of respondents said that teaching and learning activities during online learning were boring and stressful. So that students become less interested in the lessons that are taking place. If this goes on for a long time, then it is not impossible, education in Indonesia is getting lower in rating.

This is also in line with the condition of the students of Madrasah Aliyah Negeri 2 Labuhanbatu Utara. Based on the survey that has been conducted, not a few of the students of Madrasah Aliyah Negeri 2 Labuhanbatu Utara feel bored, bored, lazy, and so on. Moreover, most of their parents are farmers, so they do not have time to pay attention and accompany their children to study. In addition, they lack communication in terms of online learning, which in the end they only learn to the extent of demands that are only given to children.

Based on the phenomenon in the field that communication between parents and teachers has actually been built, with the existence of a school committee, namely an association organization for parents of students, but during this pandemic period this cannot be carried out due to community activity restrictions (PPKM).

Due to this phenomenon, the author wishes to explore further about the problems that occur in student interest in learning in terms of the communication patterns of parents and teachers, and then can find the right solution how to increase student interest in learning. Active communication must be made between parents and teachers so that the progress of a student's learning is known. The teacher's role as a mover as well as a communicator in schools is required to be able to interact with various lines of education, one of which is with parents. As part of the education system, teachers and parents must build good communication.

II. Review of Literature

2.1 Communication Pattern

According to Djamarah, communication patterns are also interpreted as patterns or patterns of two or more people in the process of delivering and receiving the right way so that the expected message can be understood. Soejanto defines communication pattern as a simple illustration of the communication process that shows the relationship between one part of communication and another. Communication pattern is a description of a way that is done by a person or group in providing news directly or through the media.

Ngalimun discusses communication in the category of communication patterns as follows:

- a. Primary communication patterns. The primary communication pattern is the process of delivering messages by the communicator to the communicant by using two symbols, namely verbal and nonverbal. Verbal symbols are the most frequent and most widely used language, while nonverbal symbols are symbols used to communicate with

- gestures, such as eye movements, eyebrows, mouth, and fingers. In addition, paintings are also categorized as nonverbal communication symbols.
- b. The secondary communication pattern is a way of conveying a message from the speaker to the listener by utilizing the symbol as the first medium and the tool as the second means of conveying it. No doubt the second media (tool) is used by the speaker in conveying the message due to the distance to the communicant who is far away or there are many in number. Supported by increasingly advanced technology, it is hoped that secondary communication will be more effective and efficient.
 - c. Linear communication pattern is a pattern that is described by moving one point to another in a straight line, which means the process of delivering messages from the speaker to the listener as the terminal point. Therefore, this communication pattern is common in face-to-face communication, but it is undeniable that there are times when using the media. Linear communication patterns are better known as one-way communication processes, where the communicant only acts as a listener.
 - d. Circular communication patterns. Literally the meaning of circular communication patterns is round or circular. To determine the success or failure of communication, it can be seen from the feedback given from the listener to the speaker. This communication process will take place continuously until there is feedback from the listener to the speaker. Can be studied, the communication pattern that exists between the communicator to the communicant is a rule in communicating for the creation of good communication between two people, both verbally and non-verbally, as a result the intended message is easily understood by the communicant so that the communicant can provide a reciprocal response to the communicator.

2.2 Parent and Teacher Communication through Social Penetration Theory Approach

The relationship between parents and teachers in the learning process will have an impact on students. One of the effects that are not directly felt by students is the active involvement of parents. Parental involvement is an important effort to support children's learning at home. Parental involvement is communication with teachers. Communication between parents and teachers is not only carried out in one direction by the teacher, but parents also have the right to provide feedback. In this way two-way communication between parents and teachers can have an impact on students.

Communication between teachers and parents requires a variety of ways. The initial impression built by parents and teachers is important in establishing communication, therefore both parents and teachers are asked to be able to build a positive impression, because the positive impression given can give a good perception of parents and teachers.

There are several stages described in the onion layer in the social penetration theory so that parent-teacher communication runs intensely during the pandemic, namely: (1) the outermost slice of this onion is knowing someone's profile information. When meeting someone for the first time and starting to communicate with that person, the first things that are discussed are name, occupation, status, place of residence, and even phone number. This series of information is the first basis for continuing the discussion afterwards. (2) this second slice has discussed the hobbies or hobbies of each communication participant. (3) the slices in this layer discuss the desired aspirations, goals, and even the ideology of thought desired by each participant of the communication. (4) the slice in this layer discusses the issue of religious belief. Participants have been involved in discussions about their beliefs and religion. (5) this layer talks about the fantasies they have and the problems they fear excessively. Participants involved in communication

exchange ideas about their fantasies and fears. (6) this slice is the deepest layer in the onion, namely the self-concept. Self-concept is generated through a communication process that is carried out continuously and produces a depth of information from each communication participant. (5) this layer talks about the fantasies they have and the problems they fear excessively. Participants involved in communication exchange ideas about their fantasies and fears. (6) this slice is the deepest layer in the onion, namely the self-concept. Self-concept is generated through a communication process that is carried out continuously and produces a depth of information from each communication participant. (5) this layer talks about the fantasies they have and the problems they fear excessively. Participants involved in communication exchange ideas about their fantasies and fears. (6) this slice is the deepest layer in the onion, namely the self-concept. Self-concept is generated through a communication process that is carried out continuously and produces a depth of information from each communication participant.

2.3 Meaning of Interest in Learning

Linguistic interest comes from the English language "interest" which means like, want, and attention. The teaching and learning process is important for a student to have an interest or preference in following the ongoing learning, because the interest he has will encourage students to show a sense of concern in carrying out activities and participation in learning activities. Ahmadi argues that "interest is an attitude from within the soul of a human being that is connected to something and has a connection from strong feelings". Therefore, it can be concluded that interest in learning is a person's tendency to get pleasure without coercion so that with the formation there will be changes in terms of knowledge, skills, and actions.

Slameto believes that there are several indicators of a student who has an interest in learning:

- a. Interest. What is meant by interest is that a student has a sense of interest in the lessons carried out in the classroom.
- b. Love or pleasure. Like and pleasure is a very important factor for a student about how the teacher provides teaching. Because students who have a sense of love and pleasure will continue to study the knowledge that they like and enjoy.
- c. Care and attention. Concern or attention is the sincerity of the soul that is directed and focused on an object. In order to get good grades or results, a student must have care and concern for what is being learned, otherwise it is feared that boredom will arise which causes students to no longer want to learn.
- d. Participation. Participation is the involvement of a student in the learning process. A student who has an interest in learning, then the student will involve and involve himself in the learning activities he likes.
- e. Awareness. A student who has an awareness of the lesson, the student will study seriously.

III. Research Method

In this study, the type of approach used is qualitative. The purpose of the qualitative method itself is to find out events in depth through data collection. This research was conducted at Madrasah Aliyah Negeri 2 Labuhanbatu Utara to students of class XI IPA V having their address at JL. Captain of the Friends of Damuli Kebun Village, South Kualuh District, Labuhanbatu Utara Regency.

Sources of data in this research using primary and secondary data. The primary data sources in this study were the headmaster, homeroom teacher and parents of XI IPA V Madrasah Aliyah Negeri 2 Labuhanbatu Utara students. While secondary data obtained from library materials, literature, previous research, books, and other information relevant to this research.

Research informants are people who can provide information about the research needed. Research informants can be people, objects, or organizational institutions. Key Informants (Key Informants) on research this is the homeroom teacher, 10 parents old student XI IPA V and homeroom teacher at Madrasah Aliyah Negeri 2 Labuhanbatu Utara. And Informants In addition to this study, the principal of the school Madrasah Aliyah Negeri 2 Labuhanbatu Utara.

Data collection technique is a method used to obtain data or facts that occur in the field. Data collection techniques in research in this research were carried out by interview, observation and documentation methods. In this study the data collection techniques used are: observation, in-depth interviews (in depth, intensive interviews) and study documentation.

After the data is collected from the field, it will be selected and then explained in an analytical descriptive manner. This stage is a search or randomization of patterns in it including systematic testing of the predetermined section, which includes searching data, through the results of notes in the field to determine whether what the researcher is studying with reference to non-mathematical analyzes arranged according to the various tools used to obtain the data collected in-depth, systematic and comprehensive, so that it is easier to explain, through three stages, reduction, data presentation, and verification.

IV. Results and Discussion

4.1 Communication Patterns for Parents and Teachers of Madrasah Aliyah Negeri 2 Labuhanbatu Utara in the Covid-19 Pandemic Period

The Covid-19 pandemic is a grievous disaster for the entire population of the earth. All human life on earth is disturbed, without exception the world of education. Many countries have decided to close schools, colleges and universities, including Indonesia.

Initially, the students studied at school, but during the pandemic, they were diverted by studying from home. Even though they study from home, students continue to study like they would at school. It's just that learning is done using via Zoom, Google Meet or other teleconferences. At the time of learning from home students are also given materials such as studying in different schools, only the study hours for the others are still the same.

Although learning with online learning, in the early days of online learning, students were very enthusiastic and eager not to complain and also not bored in participating in learning, but over time students began to get bored with this learning but would not want to be followed by students because if not participating in online learning is considered not attending school.

The results of interviews with the principal of MAN 2 LABURA showed that students' interest in learning was quite good in participating in online learning during the pandemic. According to him, students' interest in learning is good, as evidenced by the presence of students in online learning, seriousness in participating in learning, obedience to the teacher, for example in terms of assignments. The opinion above is supporting data for the results of the study which states that students' interest in learning in participating in online learning is good. Students are actively learning, taking part in learning activities in online classes, doing assignments, and exercises given by the teacher. The same thing was

conveyed by the homeroom teacher of class XI IPA V even though there were some students who still did not take online learning.

Based on interviews with school principals and homeroom teachers of class XI IPA V, it was found that communication with parents was not scheduled, only a few times, due to the obstacles and obstacles faced by each parent, such as parents' barriers in communicating using the media sometimes not. the existence of packet pulses to communicate, also constrained by a signal that is not good, as well as obstacles for parents who work all day.

Openness is an important thing that must exist when communication is established between communicators and communicants, between teachers and parents. When communicating with parents, sometimes teachers have a little difficulty dealing with parents who don't want to be open in giving an overview of children's learning at home, based on interviews with parents it was found that the cause was that when teachers tried to contact parents by asking students' conditions at home, people old still in working position.

From the results of interviews and observations conducted with the principal and homeroom teacher of class XI IPA V Madrasah Aliyah Negeri 2 Labuhanbatu Utara, it was stated that when teachers communicate with parents, most parents shut themselves off from communicating and do not really respond when teachers try to communicate their children's interest in learning. .

On the one hand, the results of interviews with several parents stated that the communication they had with the teachers was open and friendly. However, most parents do not establish communication that is not so smooth because of busy parents. This means that from the communication process not all parents shut themselves off from communicating with school teachers, but it cannot be denied that there are still many parents who do not close themselves off but rather the condition of working parents.

The openness of communicators and communicants is the beginning of a successful two-way communication process. Openness, which is one of the important factors of interpersonal communication, plays a role in creating a communication atmosphere desired by communicators and communicants. Through openness, each party can understand each other and understand what things they can communicate to their students and children in dealing with learning during the pandemic.

If openness can be applied properly, then the interpersonal communication carried out will achieve the expected goals. Through interviews and observations made during the research, it is known that teachers do not often exchange ideas with parents in terms of children's learning that is constrained during the pandemic, in practice they only occasionally share with parents of children who have problems. If we look further, it would actually be better if the teachers and parents exchange ideas more often.

The relationship between teachers and parents is more emphasized in a good cooperative relationship regarding the provision of information needed by both parties, supervision, and others in an effort to prevent problems in the learning process. However, the communication process that exists between the teacher and the parents of the student cannot run properly due to incomplete feedback from teachers and parents.

If you look at the understanding of communication patterns that have been discussed in the previous chapter, then the communication pattern is a form of message delivery that is used to achieve a goal in communicating by building interpersonal communication between teachers and parents.

Based on the results of interviews that the authors have conducted with teachers and parents of XI IPA V Madrasah Aliyah Negeri 2 Labuhanbatu Utara students, the authors conclude that there are several communication patterns, including, first, the

communication pattern used is the primary communication pattern where parents and teachers communicate with use language as a messenger, as stated by parents in the interview above. The second communication pattern used is secondary, where parents and teachers communicate using mobile phones as intermediary media, which sometimes teachers as communicants and sometimes parents as communicants or vice versa, each has an important role in conveying information, if the meeting is a obstacles to discussing child development,

The use of media in the communication process is necessary because it is constrained by long distances and large numbers. Of course, with the presence of the covid-19 pandemic, one way to be able to communicate actively between teachers and parents is by using a cellphone as a communication medium, but this media communication has not been regularly scheduled by the class teacher.

The need to build communication between parents and teachers is to increase students' interest in learning, where with communication, it will be obtained early what are the obstacles and obstacles for students in dealing with their learning. The purpose of establishing communication between parents and teachers is to increase student interest in learning. In this case the exchange of information between parents and teachers is very important, for example in terms of communication patterns applied by teachers to parents and vice versa, with the aim of increasing student interest in learning.

Based on the author's observations, the information provided by the homeroom teacher of Madrasah Aliyah Negeri 2 Labuhanbatu Utara, the teachers are still not good at managing communication with parents. Because teachers only communicate if a student has problems such as not attending online learning, not carrying out the tasks given by the teacher. This is rarely applied by teachers due to experiencing obstacles and obstacles in carrying out such communication as the author has stated above.

In this study, researchers focused on the pattern of communication between teachers and parents of students XI IPA V MAN 2 Labuhanbatu Utara. The writer found several findings related to the research focus. After the researcher confirmed with the theory of communication patterns that became the researcher's reference. In this study, based on the findings of researchers in the field, researchers agree that the process of communication patterns carried out by teachers and parents is in line with the theory put forward by Ngalimun regarding primary and secondary communication patterns.

In connection with the explanation that the author explained above, this secondary communication pattern uses the theory of social penetration as the stages that have been carried out by the authors have been stated in the theoretical study above.

4.2 Objective Conditions of Student Interest in Madrasah Aliyah Negeri 2 Labuhanbatu Utara

The research conducted at Madrasah Aliyah Negeri 2 Labuhanbatu Utara aims not only to see the pattern of communication between teachers and parents, but also to see the objective conditions of student interest in learning, especially students of class XI IPA V Madrasah Aliyah Negeri 2 Labuhanbatu Utara, so that later results will be obtained. Finally, whether parent-teacher communication has an influence on students' interest in learning.

To see the objective conditions of the student's interest in learning, the researchers distributed questionnaires to students in order to obtain objective results related to the conditions of student interest in learning, from the questionnaires that had been distributed it could be seen the results where from 39 students who filled out the form, there were 37 students or 95% of students who felt bored with online learning. Meanwhile, for 2 people

or 5% others are still in a relaxed state or do not experience boredom when participating in online learning, seeing their declining interest in learning and if this is not acted upon immediately, the interest in children's learning will decrease, then the role of parents and the teacher is needed here. In line with that, it is necessary to establish good communication between parents and teachers.

Based on the results of the questionnaire distributed to students, it was stated that most of their parents did not pay attention to the learning done at home during the pandemic and never gave motivation to children. Interest does arise from within the student himself, but although interest arises from within the student, at least there are external factors that influence it, such as the teacher and parent factors, namely how the teacher teaches and how parents pay attention. The role of teachers and parents is very important to foster student interest in learning, one of which is a fun way of teaching, and parents provide constructive motivation.

Furthermore, the cause of boredom is when doing online learning there is no interaction that takes place either from the teacher or friends, it is different when learning is in normal conditions where discussion activities, exchanging ideas with friends, group work have become routine things, because the process of sharing with others fellow friends is a form of refreshing and as a form of learning support that can reduce boredom, especially for students who have difficulty in learning, communicating and online guidance is not a pleasant thing.

4.3 Constraints and Obstacles in the Process of Communication Patterns of Parents and Teachers of Madrasah Aliyah Negeri 2 Labuhanbatu Utara in Increasing Students' Interest in Learning

Communication between parents and homeroom teachers does not always go well, there are also obstacles and obstacles. As for the inhibiting factors, the author sees it from two sides, namely factors from parents and teachers.

a. Inhibiting Factors from Parents

As educators at home, of course, parents have a very important control in educating their children as well as in increasing the child's interest in learning. Based on the results of the author's interviews with parents, it was found that the inhibiting factors for communication between teachers and parents include:

1. Busy parents. The busyness of parents is the main factor in inhibiting communication between parents and teachers, because parents are very busy with their respective jobs, so they don't have time to talk about things related to children's learning during the pandemic, not only that. Fatigue from working all day is also a problem, where after returning to work parents do not remember to ask children how online learning is today. What's more, the majority of parents are farmers, who have to farm every day. This makes it difficult for parents to find the right time to communicate with teachers.
2. Parents don't care. Indeed, not all parents of XI IPA V students at MAN 2 Labuhanbatu Utara are not attentive, in fact there are also some parents who pay attention to their children, but more parents do not know anything about their children's education, especially during learning during the covid pandemic, such as In conducting interviews, the writer asked if he had ever been to school, but the parents answered almost never, and the author's personal impression was that the parents did not care about their children's education. Because they think their children are grown up, they can distinguish what is good and what is bad for them.

3. Parents' ability to communicate. It turns out that besides the busyness and indifference factor, there are other things that cause barriers to communication between teachers and parents, things where parents are not good at communicating so there is always a feeling of fear or inferiority to start communication first.

b. Inhibiting Factors from the Teacher (Homeroom Teacher)

Furthermore, those originating from teacher factors include:

1. Busy teacher (homeroom teacher). Not only parents who are busy, teachers also have their own activities, besides teaching teachers also have to take care of the household, as the teacher (homeroom teacher) said, teacher's busyness is the main inhibiting factor in communicating with parents. The busy routine of teachers makes it difficult to find the right time to communicate with parents.
2. There is no response from parents, this is also one of the inhibiting factors in communicating between teachers and parents, which makes a teacher sometimes feel bored to communicate with parents, so that only in important and certain matters does a teacher communicate with parents, for example when a child is in trouble. Not following the learning process, not doing assignments and so on. Although not all parents did not respond, more people did not respond than did.

V. Conclusion

That if you look back at the formulation of the problem that the author put forward in the previous introduction, it can be concluded that the communication pattern carried out by teachers and parents of class XI IPA V Madrasah Aliyah Negeri 2 Labuhanbatu Utara is communication carried out using language in addition to delivering messages with the help of media, namely cellphones, where every information will be notified by the teacher to parents through the media and vice versa, so that the communication patterns used are primary and secondary communication patterns.

While the objective conditions of student interest in learning XI IPA V MAN 2 Labuhanbatu Utara obtained data from 39 students who filled out the form, there were 37 students or 95% of students who felt bored following online learning. Meanwhile, 2 people or 5% were still in a relaxed state or did not experience boredom when participating in online learning.

The lack of good communication between teachers and parents certainly has an inhibiting factor. The inhibiting factor from the parent's side is the busyness of parents, the condition of parents who are less attentive to their children at home, but there are other things that are inhibiting factors, namely the ability of parents to communicate less, where parents are not good at communicating so there is always a feeling afraid or insecure to initiate communication first. Meanwhile, the inhibiting factor from the teacher's side is the busyness of the teacher because in addition to teaching the teacher also has to take care of the household, and there is no good response from parents.

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