

Communication Ethics in Online Learning at Vocational School of Sebelas Maret University During the Pandemic

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ABSTRACT. For almost four semesters online learning has been implemented. From it, we want to describe the communication ethics of Vocational School of student class of 2020 at the University of Sebelas Maret (UNS) in online lectures during the pandemic by using the Zoom Meeting application. A descriptive survey is used in this research, data collection uses open-ended questionnaires. The unit being sampled is 20% of the population with simple random sampling and 34 lecturers returned the questionnaire with fill out google form, from a total sample of 40 lecturers. Purposefully sampling was also used for the first time to know legal rules regarding online lecture etiquette. The principal results are students adapt more quickly but the frequency that often appears in online lectures is students closing the camera, communication is more one-way, even though some show their IT skills above their friends. This major conclusion is normative ethics in online learning is not fully owned.

KEYWORDS: communication ethics; online learning; students; lecturers; the covid-19 pandemic

1 INTRODUCTION

In early 2020, the coronavirus disease 19 or covid-19 has been found in more than 200 countries. This virus was stated as a pandemic by WHO in March of 2020 (Septiarini et al., 2021)(Katrakazas et al., 2020). Indonesia also is one of the countries that is facing a difficult time fighting the spread of covid-19. Nationally, the number of reported covid-19 cases continues to increase (Maulana, 2021).

The spread of the virus through the air and crowds requires adjustments in daily life. In the year of the covid-19 pandemic, in which health must use the protocol to wash hands, wear masks, keep distance and stay away from crowds, and minimize mobility (Hayati, 2021a). Sectors that are most significantly affected by the spread of covid-19 in terms of decline according to Faridah Lim, Country Manager of Jobstreet Indonesia, are: (1) services that offer hospitality are the sectors with the highest impact (2) followed on tourism or travel (3) the clothing or textile industry reaches and (4) the food and beverage industry (Hayati, 2021b). To prevent the spread of the covid-19 pandemic in the education sector, the policy taken by the government is to carry out online learning (Rici et al., 2021)(Hamidy, 2021), a learning that is carried out remotely through e-learning media in the form of the internet and other supporting tools such as cellular phones and computers. The finding of previous research stated that : in online learning, communication ethics is important, although in conclusion it has not been implemented properly by students in elementary schools through the Whatsapp application (Prabowo et al., 2021). Through Whatsapp too, the key to succesful communication in the digital era between students as native and lecturers as immigrants are need adjustment and mutual understanding (Fauziyyah, 2019). While in research on linguistic ethics in online learning in Central Java, it is stated that the ethics of communicating using WhatsApp and Google Classroom are carried out well but use mixed languages, Javanese that very polite (*kromo inggil*) and Indonesian (Malia et al., 2021). At Padang, The application of good communication ethics in Whatsapp of PPKN students' from the Social Science Faculty of State University of Padang class of 2016 was very well (Afriani & Azmi, 2020). However, e-learning can cause tremendous difficulties for both students and teachers alike. Students often become isolated and alienated due to their hesitation to participate in online communities (Szopiński & Bachnik, 2022).

If at previous research, researchers concentrate on the Whatsapp application, we will answer the question of how the communication ethics of Vocational Schools of student class of 2020 at University of Sebelas Maret (UNS) in online lectures during the pandemic by using Zoom Meeting application?

Students class of 2020 at Vocational School of UNS are the generation with the nickname of the corona force because they were students during the coronavirus and for almost four semesters, they took lectures online using the Zoom Meeting application.

2 RESEARCH METHOD

This research uses a descriptive survey so it finds simple facts and does not test the hypothesis. The population of this research is 232 UNS Vocational Schools lecturers in Whatsapp group (Wag) in 2022 as shown in figure 1 with details of 200 being UNS Personnel Management System data as shown in figure 2. 32 lecturers are practitioners because we all know that Vocational Schools are schools with a curriculum of 70% practice and 30% theory.

Data collection uses open-ended questionnaires (Subagyo, 2020) so that respondents have the freedom to answer without any alternative answers given by researchers. There is no definite sample size from the researchers. some think 10% or 20% of the total population is considered adequate (Kriyantono, 2012). The unit being sampled is 20% of the population with simple random sampling and 34 lecturers returned the questionnaire with fill out google form, from the total sample of 40 lecturers. It means there are 34 respondents from 27 study programs as shown in figure 3, with 68 percent of respondents being dominated by women as shown in table 1. This method is used if the members of the population are considered homogeneous. Purposefully sampling (Hayati, 2021c) was also used for the first time by Deputy Dean 1 of Vocational Schools of UNS to know legal rules regarding online lecture etiquette. The data were analyzed univariately with frequency distribution and one form of central tendency, namely mode.

Table 1: Sex of respondents

Sex	Frequency	Percentage
Women	23	68
Men	11	32



Figure 1: Member of Vocational Schools lecturers of UNS in Whatsapp group (Source of Admin Prodi)

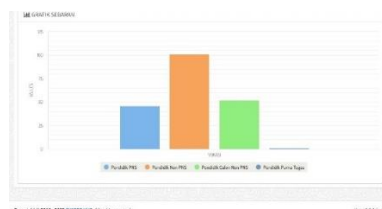


Figure 2: Number of Vocational Schools lecturers of UNS in Personnel Management System (Source of Admin Prodi)

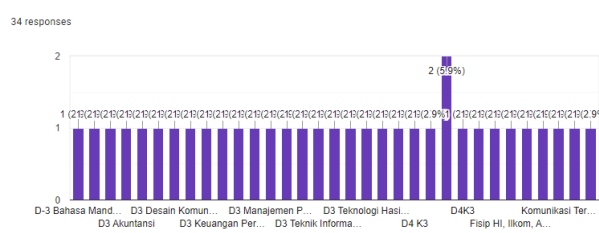


Figure 3: Graphic distribution of respondents (Source Privat Document from Google Form)

3 RESULTS AND DISCUSSION

Due to the pandemic, the forced mass transfer of the communication process to the digital space of social networks, discussion platforms have become a necessity to establish general rules for communication in the virtual environment, including online education services. Among the main identified factors that influence a person's ethical behavior are family, social circle, and level of education (Krasnova et al., 2022)(Abdillah et al., 2022) .

Ethics is closely related to morality, so there are three approaches that can be used (Rayhaniah et al., 2021) (Karimah & Wahyudin, 2010): (1) descriptive ethics, (2) normative ethics, and (3) metaethics. Descriptive ethics is an approach that describes moral behavior. The nature of descriptive ethics is to describe or describe moral behavior, and does not provide an assessment of whether the moral behavior can be justified or not. while normative ethics provides an assessment of human behavior. the aim is to formulate ethical principles that can be accounted for in a rational way and can be used in practice. In metaethics, it is more of an effort to provide an explanation of terms related to actions that are considered moral and actions that are considered immoral (Junaedi, 2020).

As a field of science, the object of ethics is human behavior (Kumalasari, n.d.). Without ethics, one cannot know the limits of good and bad behavior (Apdillah et al., 2022). Therefore, ethics is needed in social life so that every action taken is not of bad value and viewed as unfavorable by society (Turnip & Siahaan, 2021).

Ethics itself can be understood as a means of orientation for human efforts to answer a very fundamental question: how should I live and act. If moral teachings are intended as teachings, advice, rules and standards of action about how humans must live and act so that they become good human beings. While ethics, is philosophy or critical and fundamental thinking about moral teachings and views. Ethics is not a means to achieve good, but critically understands why a certain morality must be held and implemented by us. Ethics examines various practices, values and the basics of morality in human life (Majid & Usman, 2020). Ethics in this research still concerned on the sphere of "real" relations in society.

Communication ethics is important for internalized and implemented in education world. Communication ethics is expressed in a form of calm, patience and empathy in communicating that comes from the intention sincere, not only good words (Prasanti & Indriani, 2017). Communication model something like that can create a two-way interaction which is the embodiment attitude of respect, attention, and mutual support between the parties who communicate. Communication ethics is science that studies both good and bad way of communicating. Ethics at communication prioritizes honest and continuous attitude light, harmonious relationship, accuracy message, avoid cheating, consistency between verbal and non-verbal messages, besides communication ethics also pay attention to communicators regarding their attitude in interrupting the conversation or not (Setyaningsih et al., 2020).

The ethics of communication that occurs in the campus environment is the ethics of communication that occurs between students to the academic community and vice versa (Sari, 2020). It means lecturers are expected to play an important role in instilling the importance and benefits of communication ethics. Where is the lecturer to make students better, either intellectually or behaviorally such as politeness.

From table 2 mean lecturing time is 6,8 years with a frequency of 13 from the lecturing range of 1 to 5 years. It means that the respondents are young lecturers that identify with smart, fast, and energetic when in touch with technology. So, when there is a question about the felling of surprise in responding to the pandemic as shown in table 3, 55,9 percent of respondents answered not surprised, although 12 lecturers or 35,3% said they were upset.

Table 4 tells us that all points that are conveyed to new students at the beginning of online lectures, 15 lecturers said that they are quite adaptive to technological developments, so the time needed to adapt is also not long. While from Table 5 from 27 study programs at Vocational Schools of UNS class of 2020, 1900 students who have identity numbers. If we compare the number of lecturers, 1 lecturer ideally guides 9-10 students.

Table 2: Lecturing Time

Time	Frequency	Percentage
1-5 years	13	38,2
6-10 years	10	29,4
11-15 years	3	8,8
16-20 years	3	8,8
21-25 years	5	14,7

Table 3: Shocked of Pandemy

Shocked	Frequency	Percentage
Yes	12	35,3
No	19	55,9
Netral	3	8,8

Table 4: Adaptation process of students with online learning

Time (month)	Frequency	Percentage
0-1	15	44,1
2-3	6	17,6
4-5	1	2,9
> One semester	10	29,4
Don't know	2	5,9

Table 5: Number of Vocational School of class 2020

Study Program	Frequency of Students	Percentage
D4 Demografi dan Pencatatan Sipil	150	7,8
D3 Komunikasi Terapan	144	7,4
D4 K3	105	5,5
D3 Manajemen Bisnis	89	4,7
D3 Agribisnis	80	4,2
D3 Manajemen Pemasaran	78	4,1
D3 Manajemen Administrasi	78	4,1
D3 Perpustakaan	78	4,1
D3 Keuangan Perbankan	77	4,05
D3 Manajemen Perdagangan	76	4
D3 Perpajakan	76	4
D3 Akuntansi	74	3,9
D3 Teknik Sipil	70	3,7
D3 Teknologi Hasil Pertanian	64	3,4
D3 Teknik Informatika	63	3,3
D3 Farmasi	62	3,2
D3 Akuntansi PSDKU madiun	62	3,2
D3 Desain Komunikasi Visual	60	3,1
D3 Teknik Informatika PSDKU Madiun	60	3,1
D3 Kebidanan	59	3,1
D3 Bahasa Mandarin	58	3
D3 Usaha Perjalanan Wisata	55	2,9
D3 Bahasa Inggris	49	2,6
D3 Budidaya ternak	45	2,4
D3 Teknologi Hasil Pertanian PSDKU Madiun	32	1,7
D3 Teknik Mesin	30	1,6
D3 Teknik Kimia	26	1,4
Total Students	1900	100

Table 6 shows us the first point that lecturers conveyed early to come to class. The thing that popped up the most was changing learning methods from offline to be online, form face to face go to online as many as 21 lecturers or 61,7%. While 9 lecturers are concerned about lecture contracts during the pandemic, only 5,9% or 2 lecturers talk about online lecture rules, and 2 others talk about how to maintain health during pandemic.

It turns out that table 7 shows all conditions that lecturers encountered during online lectures. From rarely frequency to most, lecturers must face the situation where students don't have a good sense of empathy in general because of class conditions affect, some students' technological ability increases from tasks that they collect, 32,3% participation is less active so understanding is lacking, learning is more in one direction because when lecturer give chance to ask, the feed beck is less, and 47,2% from various study program there is same behavior when online learning in progress namely camera is not on with reason of unstable internet signal.

Table 6: The first point that the lecturer conveyed during the pandemic

Points	Frequency	Percentage
Maintain health	2	5,9
Online Lecture Rules	2	5,9
Changing of learning methods	21	61,7
Lecture contract during the pandemic	9	26,5

Table 7: Conditions that lecturers encountered during online lectures at vocational classes of 2020

Conditions	Frequency	Percentage
Students don't have a good sense of empathy in general	3	8,8
Lectures are not focused, learning is more in one direction, participation is less active, understanding is lacking	11	32,3
Students' IT skills increase	4	11,7
Camera is not on, not focus Uncertain internet signal from both lecturers and students	16	47,2

4 CONCLUSIONS

There is no formal online lecture etiquette yet, but verbally through meetings with lecturers at the beginning of the semester, it is conveyed. Of 34 respondents 19 stated that they were not surprised by online lectures and innovation for learning that requires practice. Students adapt more quickly but the frequency that often appears in online lectures is students closing the camera, communication is more one-way, even though some show their IT skills above their friends. This means that normative ethics is not fully owned. While the time for this student to be on campus, there are 2 semesters left out of a total of 6 semesters because 4 semesters have been carried out with the PJJ model. The limitation of this research is only to describe the ethics of communication virtually during online lectures, have not seen the effectiveness of online lectures with student scores in each semester whether it is following the standards of each programmed course.

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