

Collaborative adaptive learning model with a communication competency approach during the covid-19 pandemic in Indonesia and Japan

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ARTICLE INFO

Keywords:

COVID-19;
Online communication
competence;
Collaborative adaptive learning
model;
Health protocol

Article history:

Received 2022-06-11

Revised 2022-09-13

Accepted 2022-12-22

ABSTRACT

Indonesia and Japan are among the countries affected by the COVID-19 pandemic. Education in the two countries relies on digital technology so that learning is done online. This situation is interesting to study because this is the first time massive online learning has been implemented. The options are either studying online or picking up death. However, online learning of course must be well prepared so as not to leave a bad impact on students. The purpose of this study was to compare students' experiences during online learning during the pandemic between Indonesia and Japan. This research uses a phenomenological study with a qualitative approach. Data collection techniques through interviews with 30 college students as informants consisting of several universities in Indonesia and Japan. The results of this study are Indonesian students still experience synchronous and asynchronous obstacles, consisting of technical and non-technical obstacles. Technically with regard to internet networks. Meanwhile, non-technical means that students are not ready to follow online learning so that assistance is needed. Students in Indonesia also need time to adapt to using technology. Meanwhile, online learning in Japan has no obstacles. Even online situations are designed to be like classroom learning environments. Lecturers apply a collaborative adaptive learning model by prioritizing an adaptation approach to situations. Adaptation is categorized as one of the aspects of online communication competence which is considered as a success factor in online learning in Japan.

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1. INTRODUCTION

Adaptation of New Habits is a new policy issued by the Indonesian government, while in Japan this policy is recognized as New Normal term. The policy is taken following a declining trend in the spread of Corona Virus Disease (COVID-19). This deadly virus attacks through the respiratory tract (WHO, 2020). Adaptation of New Habits is actually the same as the new normal term. Both are interpreted as new situations and the community must adapt to the new situation in the middle of the COVID-19 pandemic. A New normal is also interpreted as a new situation in the midst of technological advancement (Smolka & Heugens, 2019). A New normal means a new situation that requires adjustments to people's behaviour related to changes in any context (Paulus & Thompson, 2020). A New normal is needed to solve problems such as education, social, economy, and tourism (Habibi, 2020). In Indonesia, the term of new normal is replaced by the term adaptation of new habits which contain the same meaning and purpose as the term of new normal.

The Adaptation of New Habits or New Normal policy in the midst of COVID-19 is marked by community activities returning to normal even though it was carried out gradually (Habibi, 2020). If previously the activity was carried out from home then when entering a period of adaptation to new habits, the community returned to activities outside of home. No exception learning activities either in schools or on campus. It is predicted that the learning situation will return to normal despite having to follow a number of provisions or health protocols. Joint actions to prevent the spread of the COVID-19 virus by maintaining health (Kresna & Ahyar, 2020). Health protocols such as keeping a distance when interacting, always washing hands after activities or after holding objects, wearing masks when going out of the house, and other good habits (Telaumbanua, 2020).

In the period of new normal or Adaptation of New Habits policy, learning in several countries affected by COVID-19 use online learning systems. Likewise, in Indonesia and Japan, both of them conduct massive online learning. Online learning is defined as a way of learning by utilising the power of the internet network (Rahardja et al., 2019). Online is also called e-learning (Nuriyanti et al., 2013). Online learning in Indonesia is an implementation of the Study from Home or SfH policy (Wajdi et al., 2020). The SfH policy is contained in circular letter number 3/2020 issued by the Ministry of Education and Culture (Kemendikbud). The letter emphasised that during the pandemic learning was carried out online (CNN Indonesia, 2020). Currently, the SfH policy is still implemented until the end of 2020 following instructions from the Minister of Education and Culture. In addition to SfH, the government also applies worship policy from home (Mushodiq & Imron, 2020) and work from home (Purwanto, Asbari, Fahlevi, & Mufid, 2020). All policies issued by the government aim to prevent the spread of COVID-19 (Yunus & Rezki, 2020).

There were several responses from the public regarding the extension of the Study from Home (SfH) programme. In addition to the responses that agreed, there were also college students who did not agree with the SfH extension policy. For those who agree to explain that SfH is indeed important to be continued given the situation of COVID-19 in Indonesia and Japan have not dropped significantly so it is still very risky if college students return to campus. In the pandemic situation, there are two options to choose online learning or picking up death (Samifanni, 2020). For this reason, college students prefer to follow policies issued by the government by implementing online learning.

On the other hand, there are also college students in Indonesia who do not support the minister's policy in extending the SfH programme. According to them, SfH is very burdensome for college students and parents. College students and parents claim they are not ready to run SfH due to several factors, including internet costs that are considered large during SfH. The network factor is also an obstacle considering that not all people geographically live in locations that are easily accessible to the internet network. Moreover, with conditions of limited college students knowledge related technology. Therefore, the college students requested a review before the policy was continued. The college students also requested that policies not be applied massively, given the differences in situations and conditions geographically and demographically. These weaknesses can be minimised when there is a shared sense of responsibility to provide the best (Purwanto et al., 2020). In addition to technical conditions, there are

several other reasons why the college students do not agree with the SfH programme extension policy. In principle, SfH is considered less able to build college students motivation. This happens because of several factors such as the lack of interactive, limited time to discuss, the lack of time the teacher explains the material, to the difficulty of college students capturing nonverbal messages (Jehanum, 2020). Even though nonverbal messages determine the success of the communication process (Hidayat, 2012). However, the reality is that college students do not get this following the perceived limitations of participating in online learning. These limitations occur because there is no readiness from all elements, ranging from education providers, such as teachers to education implementers such as parents and college students. This is in line with the results of the Asmuni study (2020), which shows that the implementation of online learning during the COVID-19 pandemic has various problems experienced by teachers, students, and parents. The teacher's problems are in the form of weak IT mastery and limited access to supervision of students, from students in the form of inactivity in learning and limited supporting facilities and internet network access, and from parents in the form of limited time spent accompanying them. Children benefit from online learning. These problems can be overcome by increasing the competence of mastering IT, providing intensive supervision involving parents, and giving manual assignments. This condition resulted in online communication competence not being optimally developed. The results of previous studies mentioned several aspects that must be possessed in the online communication process, namely building empathy, building good intentions, trying to adapt, interacting, and being able to manage the situations and conditions of online communication (Yayu et al., 2019).

The research on student perceptions of online learning during the COVID-19 pandemic conducted by Saragih O et al. (2020) stated that the majority of students had positive perceptions regarding the implementation of online lectures in two aspects, namely aspects of the teaching and learning process and aspects of lecturer capabilities. have a negative perception in terms of facilities and infrastructure. The results of this study are not in line with Cahyawati & Gunarto (2020), who stated that students still felt hampered in participating in online learning; only 15% of respondents expressed their agreement with online learning; argued that the task load was more; still had difficulty receiving material; and were still very interested in meeting with and getting explanations from the lecturer. Efforts to improve the effectiveness of online learning need to be carried out and prepared by lecturers and students. Especially for students, the preparation of online learning tools and applications and increasing mental preparation, namely adapting, being independent, tough, and responsible, are efforts to achieve maximum learning outcomes.

Based on the college students' experience during the online learning, the researcher felt interested in conducting further studies related to learning management during the adaptation of new habits or new normal in Indonesia and Japan. This follow-up study is considered important because the COVID-19 pandemic situation has not been totally completed so there is still the possibility of an online learning policy in the year 2021. However, before the policy is implemented it is important to carry out an evaluation process of the previous policy.

The urgency of this research is that the college students' experience is a key policy that can be used when entering a new normal or after pandemic period. The purpose of this study is to determine the readiness from college students when carrying out the learning process during the adaptation of new habits. This research is expected to be useful and constructive in nature as a government reference in dealing with the learning process in the new normal during the COVID-19 pandemic. The results of this study are expected to provide material as a reference or policy direction related to learning in Indonesia and Japan. The aspects that will be studied are related to the college students' experience during running the online learning. The experiences related with methods, Medias, obstacles, and exact learning model used in the online system.

Theoretical Perspectives

Learning is one of the theoretical foundations used in research on learning management in the period of adaptation of new habits in Indonesia and Japan. Learning is defined as a form of learning activity.

Learning does not only exist in the context of the teacher with college students in the classroom but learning activities of college students outside the classroom that may not be physically attended by the teacher (Arifin, 2015). Learning is also defined as a measurable and dynamic activity. Good learning is learning that has communicative and interactive characteristics between college students and lecturers.

Learning used as a theoretical framework in this study is in the classroom and the learning with online system. The classroom learning is often referred to as face-to-face learning. Direct learning is considered more effective because lecturers and college students are able to communicate interactively. Face to face learning also makes it easier for lecturers to do storytelling. The term storytelling is commonly used as a technique to convey messages through story-telling (Mahestu & Rahmani, 2019). Direct learning is also able to provide opportunities to capture nonverbal languages. The results of previous studies revealed that there were at least 14 teacher facial expressions found by college students when studying in class (Sitompul, 2012). Different situations when learning is done remotely or online learning. Learning using an internet network so that college students are connected online from different places (Cyly et al., 2019). The characteristics of distance learning include unlimited space and time. Whenever and wherever college students can organise learning. However, often psychologically college students are not ready to follow distance learning (Bachri, 2020). Readiness for online learning can be interpreted as the mental or physical readiness of individuals to participate in learning. Online learning readiness is very important because to avoid obstacles such as the ability to operate computers, limited human resources, and limited infrastructure (Fitri & Putra, 2019). Similar research results also state that online learning is difficult to predict and thus requires preparation (Hidayat & Noeraida, 2020). Online learning is currently practised throughout the world including in Japan (UNESCO, 2020). This situation occurred following the COVID-19. pandemic. The deadly virus caused the learning system to be carried out from home.

Then what about the new normal condition in the midst of the COVID-19 pandemic? is it still relevant to using an online learning system? Or instead, a mixed learning model is needed. Mixed learning systems can be interpreted as a dynamic learning process that collaborates between direct systems and systems using online media (Adams et al., 2019). These questions are part of the purpose of this study. For this reason, a new normal as a theoretical basis is expected to be able to explain the relationship between research problems and research objectives. New normal can be interpreted as a new act or adjustment when people are faced with a situation of change in any aspect. For example, adjustments to technological progress in the education sector. Adjustments can also be made due to emergency situations such as the COVID-19 pandemic. This long-standing pandemic has shaped new behaviours and new habits. Some studies explain that a habit that is continuously carried out will become a new habit (Habibi, 2020). Therefore, Indonesia is more introducing the term new normal with another term namely Adaptation of New Habits. At present, there are several places that have adopted new habits adaptation to a strict health protocol system, including the city of Bandung. Adaptation includes the habit of washing hands, using a mask when going out of the house, and getting used to adjusting the distance in interacting.

2. METHODS

Research on the learning management in the adaptation of new habits during the COVID-19 pandemic in Indonesia and Japan, using phenomenological studies with a qualitative approach. Phenomenology studies enable researchers to explain the related experiences of college students in conducting online learning. In addition, this study will explain the experiences of informants regarding the expected learning model during the adaptation period of new habits or new normal. Ontological phenomenology can be interpreted as a study that describes the nature of reality formed due to subjective experiences (Moleong, 2007). The same experiences and become a joint agreement (Hidayat et al., 2018). The experience referred to in this study is among informants in constructing the meaning of online learning, the expectation of learning in the new normal times, and the meaning of the learning model desired by college students in the midst of and after the COVID-19 pandemic.

To get information related to the experiences of college students while attending online learning in the midst of a COVID-19 pandemic, researchers used interview techniques as ways to collect data. Interviews can be interpreted as primary data collection techniques (Irianto & Subandi, 2016). Interviews were conducted with 30 informants who were used as data sources. Those informants were chosen purposively with the criteria of having participated in and conducted online learning. Interview technique as a form of epistemology from qualitative research to the study of phenomenology. The experience of each individual can be known and constructed during interviews (Hidayat et al., 2018). The results of interviews with college students are expected to be able to answer the axiology of phenomenological research that is building an agreement on a shared experience of online learning in the midst of COVID-19. These experiences can also be used as a reference in building hopes and desires of the community related to the management of learning during the adaptation of new habits.

Research Objects and Subjects

This study focuses on studying learning management during the adaptation of new habits in the midst of the COVID-19 pandemic in Indonesia and Japan. To answer this focus, the researchers reiterated several aspects that will be studied including the experience of doing online learning. Expectations and desires for learning models in the new adaptation period. These aspects serve as research objects. To answer the aspects that will be studied by researchers determine the informants or research subjects as data sources (Ferdiansyah & Hidayat, 2014). Subjects are selected purposively with the provisions of college students who have done and participated in online learning. The subjects were 30 college students from 11 universities consisting of 6 universities in Indonesia and 5 universities in Japan including Gajah Mada University, Lampung University, Telkom University, Adhirajasa Reswara Sanjaya University, Malahayati University, Raden Intan State Islamic University, Hiroshima University, Kyoto University, Kobe University, Tohoku University, and Kwansei Gakuin University.

Data Analysis Techniques

The results of research on learning management during the adaptation of new habits in Indonesia and Japan will be described in the discussion section. However, the researchers did data processing before. The data of the research results include the first data construct, the second data construct, and the third data construct (Hidayat & Hafiar, 2019). The first data construct means the researcher tries to make a transcript of the results of the interview with college students. Transcripts were made based on the results of the interviews needed to answer the research objectives (Hidayat & Hafiar, 2019). The first data construct has similarities with the stages of data reduction. Stages are intended to simplify the interview data (Miles & Huberman, 1994). Sometimes there are informants' statements that are not needed so that at the stage of reduction they do not need to be included in the interview transcript.

The second data analysis stage is the second data construct. At this stage, the researcher classifies various statements of college students' experiences related to learning during the adaptation of new habits. The statements include their experiences during online learning and the desired learning model in the new normal period and after pandemic. This data separation is expected to help researchers in presenting research data. Therefore, this stage is often referred to as the data presentation stage (Kuswarno, 2007). Stages that emphasise aspects of tabular representative narrative exposure are included in the format of the matrix, graphics, and so on. The presentation of these data can make it easier for researchers to see an overview of the results of research (Husaini, 2009). The data obtained need to be presented in a simpler format so that researchers can easily make actions based on the understanding obtained from the presentation of these data. The stages of the presentation of this data are usually presented in the results section of the research. However, it often also becomes a unity in the results section and the discussion of research results.

The third data construct stage is the final stage in the research data analysis technique (Hidayat et al., 2018). The researcher tries to draw conclusions from the data submitted by college students during the interview. However, to facilitate drawing conclusions, researchers use the results of the presentation

of data as a basis for drawing conclusions. This stage usually formulates the main points resulting from research activities. This last stage is in the form of data analysis in the discussion section of the research report. The conclusion drawing is an attempt to find or understand the meaning, of the experiences of college students related to online learning, and the desired learning model when entering a new normal period in the midst of the COVID-19 pandemic. The analysis is done by paying attention to relevant data and theories.

Data Authenticity Test

The results of research on learning management in the new adaptation period during COVID-19 in Indonesia and Japan, before being presented, the authentication test was conducted first. Data authentication test is an important part of a study (Kuswarno, 2007). Data can be held true if data authentication has been tested (Mubarok & Hidayat, 2014). The chosen data authenticity test is triangulation. The technique aims to check the validity of research data from various sources.

The triangulation technique that researchers use is the triangulation of data with sources. Triangulation by comparing information based on statements of 30 college students. Information obtained from one college student will be compared with information obtained from other college students. The data checking process is expected to maintain the validity of the data. Thus, the data analyzed in the discussion section is valid data and is in accordance with the research objectives, namely to find out the college student experience during online learning and the expected learning model during the transition or post-pandemic period.

3. FINDINGS AND DISCUSSION

In the initial part, the researchers found responses from informants related to online learning during the COVID-19 pandemic. There are different experiences between Indonesian and Japanese college students. If classified experiences consist of learning methods, preparation, media, online learning weaknesses, and methods that are relevant during a pandemic. The results of the study found that the experiences of college students in Indonesia and Japan are not all the same. There are several experiences of college students in Indonesia that online learning is not optimal, while in Japan, it is felt that it is in accordance with the goals and targets of online learning.

All informants admitted that the learning method in the new normal period used synchronous and asynchronous methods. Synchronous method by utilizing online media such as zoom. "*Lecturers usually provide a zoom link for face-to-face lectures*". "*Online via either or digital platform*". "*Usually directly by using a particular application*". The admission of Indonesian college students is in line with the recognition of Japanese college students "*Conducted online*". That was said by college students from Kobe University. "*Full online using video*". Likewise, the admission of college students from Kwansai Gakuin University who said that learning is done online.

When asked about the constraints of the synchronous method, the informant from Japan admitted that there were no obstacles, starting from technical or non-technical. College Students from Hiroshima University explained that "*online runs optimally because lecturers continue to facilitate students to discuss*" "*The material is delivered online, but lecturers are always willing to answer questions and provide solutions when they don't understand and need help*". The college student from Kobe University also admitted the same thing, "*online in Japan still feels like face-to-face, two-way lectures, and lecturers are still trying to make sure students understand the material presented*". "*It is no different from face-to-face lectures, because the online method in Japan has been more prepared*". That was the admission of college students from Tohoku University.

This situation is inversely proportional to the experience experienced by college students from Indonesia. The experience of Indonesian college students related to online learning methods, all informants admitted that obstacles often occur, especially technical problems such as internet networks. Then the lecturer who did not have the preparation to prepare the material and how to deliver the material assessed the non-technical obstacle. The college student from UIN Raden Intan admitted that

"often the problem is on the internet". A similar thing was experienced by college students from the ARS University. "In addition to networking, lecturers' readiness is also experienced before teaching, for example the material that has not been distributed, then the material is also monotonous". Likewise, the admission of college students from Gajah Mada University "learning media is less varied". Meanwhile, student learning media in Japan actually admit that lecturers are very creative in making learning media. "Full lecturers provide material in the form of soft files, there is also a video". "Apart from the video, the lecturer also sent a voice recording and presentation material".

The differences in the experiences of college students in Indonesia and Japan in participating in online learning that have been described in the previous section, illustrate the readiness of the government and education providers. The Indonesian government is considered not totally ready, so online learning experiences many obstacles. The government is considered not ready both technically and strategically (Hidayat & Noeraida, 2020). For example, technically in Indonesia, readiness in the field of learning technology is still considered not optimal. "During studying, I felt that everything was not ready, the internet network was not stable." Another informant gave a similar response even though he did not clearly mention the obstacles experienced by "Learning during the pandemic is normal, it's just that I feel a lot of technical problems." However, this is different from the experience of students in Japan who admit that technically they do not experience obstacles. "Japan is ready technologically, prior to the pandemic, online learning was already carried out although it was not as massive as now". Technology in Japan is better prepared than in Indonesia so that students in Japan do not experience problems during online learning.

Non-technical online learning during the pandemic in Indonesia is also felt to be not optimal. However, it is different in Japan, where it is felt that it is optimal and there is no difference between direct learning. "Until now, college students in Japan are accustomed to being online, and online have been prepared so that the material can still be understood". "It's good, online but still two-way, discussion, and lecturers make sure all students understand". "Online in Japan does not involve many college students per class, so they still feel close to the lecturers". This portrait in Japan has not been found in Indonesia. All informants admitted that online learning has not been effective. "I have not much knowledge online in Indonesia, it's better to study campus." Another informant also said the same thing, "It is very ineffective, it would be better if the government should review it again, or make provisions for dividing the hours of study from home, but college students are also given time to go to campus." Another obstacle related to online learning is the lack of interaction (Adams et al., 2019). The informants admitted that time constraints and poor internet networks often had difficulty interactive. Whereas one of the effective learning approaches is through dialogue communication. Dialogue can build relationships though dialogue through social media (Pang et al., 2018). The informant also said that online learning was considered to be less than optimal in building emotional relationships "previously close without distance from the lecturer, now it is difficult to meet face to face".

Table 1. Comparison of Online Learning Experiences

Category	Indonesia	Japan
Learning Method	Synchronous and asynchronous	Synchronous and asynchronous
Lecturer Preparation	<ol style="list-style-type: none"> Lecturers are not fully ready technically, as if they are not ready to adapt to technology. On a non-technical basis, the ability to convey messages online. 	<ol style="list-style-type: none"> Lecturers are completely technically ready, as if they are ready to adapt to technology. On a non-technical basis, lecturers are used to delivering material online

Learning Media	Video, power point, Voice Notes, Social Media Group	Video, power point, Voice Notes, Social Media Group
Obstacles	1. Internet network is not stable 2. Lecturers are not ready to adapt to technology 3. Uneven creative and varied learning media	No obstacles found
Expectations	1. Students want a collaborative learning model (combining online with face-to-face on campus) 2. If it has to be fully online, students expect the technical and non-technical quality to be improved.	The adaptive collaborative learning model with an online communication competency approach is maintained and improved

Source: Research Result

The experience that lecturers in Japan are technically and non-technically better prepared than in Indonesia in managing online learning, of course, cannot be separated from the communication competence of lecturers. Competence is defined as a person's ability to communicate well (Omar, 2018). Indonesian college students said most of the lecturers gave assignments without any explanation of the material. Lecturers are also considered not to have tried to build an interactive atmosphere. However, it is different from the admission of Japanese college students who emphasize that lecturers are very good and able to build dynamic relationships. This illustration emphasizes that communication competence is needed because this greatly determines the success of the learning process. Competence will be more difficult when communicating online because of the many obstacles that are difficult to predict compared to face-to-face communication. Online communication competencies include empathy, good intention, adaptation, interaction, and the ability to manage learning (Hidayat, 2012). Empathy must be owned by all elements involved in learning, such as government, teachers, students, and parents. Online learning policies issued by the government must pay attention to the situation and conditions of the community. Likewise, teachers when carrying out learning should pay attention to the condition of students. Parents are also expected to do the same thing, namely trying to understand and understand the teacher's condition. We mutually understand and understand what it means that the parties have tried to be consistent with the situation and conditions. Empathy can be interpreted as actions taken based on consideration of other people's conditions, or positioning oneself towards other people's positions (Yayu et al., 2019). Empathy is needed in the persuasive communication process (Hidayat, 2012). The presence of empathy means that each individual tries to build an emotional connection. Relationships are built because other people are not only positioned as interlocutors, but are placed as part of the closest family members (Nadya & Hidayat, 2016). For example, lecturers do not merely consider students as learners, but lecturers position students as their own children who need warmth and protection from their parents. Empathy communication is often called communication that involves the psychological aspects of other people (Batubara, 2011). The goal is to build emotional bonds so that consciously behave and behave based on good intention or sincerity (Purwanto et al., 2020). Good intention is also another aspect of communication competence that is intended to improve relationships (Omar, 2018). Good intention is very much needed as proof of the seriousness of the lecturer in teaching. Sincerity can be measured from the way students appreciate their profession so that they prioritize these assignments. This is in line with the results of previous research which states that great teachers are teachers who are able to prioritize teaching tasks (Tengku Ariffin et al., 2018). Good intention is needed in the middle of an abnormal communication situation. The possibility of barriers to communication can be overcome if there is good intention from all parties.

Good intention in the sense of efforts to prepare yourself for implementing online learning. Online communication competence can also be built with efforts to adapt immediately (Hidayat et al., 2020). Adaptation can be interpreted as an adjustment to situations and conditions (Selian et al., 2020). Adaptation aims to maintain the dynamism of communication (Iriantara, 2014). For example, lecturers and college students are expected to be able to adapt to learning technology following the online learning policy.

Another aspect of online communication competence is the ability to manage communication. Lecturers and college students are required to be able to understand the situation and condition as a whole. Starting from the sociological and psychological conditions so that all parties have a sense of empathy before acting. Furthermore, each party is also expected to have the seriousness or good intention to prepare and implement online learning. Sincerity can also be measured by being open to adapting to new habits. For example, before being less familiar with technology, in a situation like now all elements are required to learn about technology. The ability to manage class is also built when all parties open up to each other. The dialogue situation is developed so that there is no misperception. In the context of learning, it is very important to have an interactive atmosphere. This atmosphere will help college students strengthen their understanding of the material that has been delivered by the lecturer.

Online learning in Indonesia during the COVID-19 pandemic is considered ineffective, basically because it has not been developed. Readiness starts from the government, educational institutions, parents and college students. The results of searches in the field, researchers found several categories of preparation that must be done by all parties during online learning. First, the readiness of the government in building regulations. Second, education providers, namely universities related to online learning systems such as Learning Management Systems (LMS), and interactive and communicative learning materials. Third, the preparation of lecturers and college students related to online communication competencies so that independent learning using internet technology as a learning medium can run optimally. Independent study is useful for training creative college students and empowering them to achieve optimal success. Independent learning is known as Self-Directed-Learning or SDL (Xuan et al., 2018). Meanwhile, online learning in Japan has met preparation standards ranging from the learning system to the preparation of lecturers and college students.

Two realities about online learning in Indonesia and Japan have built an agreement that online learning must be better prepared and the quality improved. According to informants, the government is responsible for making regulations on online learning. The regulations include technology to be used by college students. Technology is expected to be easily accessible and does not require a large amount of money. *"The government should have prepared a special technology for online learning, of course the cheap one is better if it is not paid."* The government is also expected to massively socialize the online learning model policy. *"The government should not forget to convey to the public regarding learning from this house, if possible, as soon as possible so that people also prepare themselves."* This step is considered very helpful for people's knowledge regarding the preparations that must be done before learning. The government's swift steps to convey each policy to the public are considered as openness to information. Openness by providing easy and fast access to the development of policy information and post-pandemic countermeasures as well as in conditions of adapting to new habits. This finding is in line with the results of previous research that the right public policy will help people get out of difficult times during a pandemic (Muis, 2020). However, this step requires collaboration between the central government, local governments and the community.

Other parties who also need to be better prepared before online learning are lecturers. The informants considered that the lecturer was the spearhead of learning. Therefore, they hope that lecturers must be more technically ready such as preparing effective learning materials and media. Teacher readiness greatly determines student interest in taking part in learning (Hidayat & Noeraida, 2020). The informants admitted that lecturers who were able to build interactive and communicative online learning would be much better, even the same as direct learning in class. *"Lecturers are actually*

the ones who have to be better prepared so that students don't get bored". Another informant said the same thing "Lecturers can take care that students are interested in an online learning approach that is not boring, for example more interactive, just like learning in class." The experience of informants from Indonesia was also felt by students in Japan. "Lecturer readiness is not optimal, everything is sudden," "Learning online, lecturers have to be creative so they can build student enthusiasm".

Based on the results of interviews in the field, researchers found a common hope related to learning during the adaptation period for new habits or new normal. The period in which everyone must adjust their attitudes and behaviors related to change (Habibi, 2020). There is a mutual agreement that online learning is the best solution in the midst of the COVID-19 pandemic. Even so, they still hope to return to study on campus. "Still want to study on campus" "On campus, in anticipation of continuing to apply health protocols that have been given by the government." Likewise, the hope expressed by students from Japan "Schools are just like before, going to school, but still carrying out existing regulations." If indeed in an adaptation situation, they still ask that the adaptive collaborative learning model be maintained.

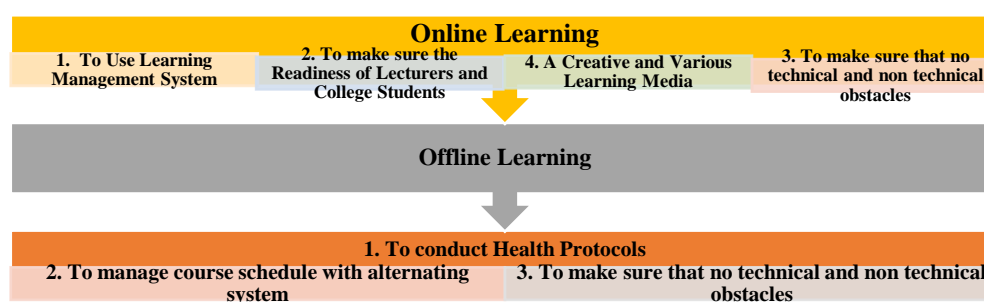


Figure1. Collaborative Adaptive Model in Learning

Source: Research Result

The expectations of the informants regarding the learning model when they enter the new normal era, build a mutual agreement that the desired learning is to return to campus (offline) with strict health protocols. If an online system is really needed, they ask that the system be collaborated with an online learning system and study directly on campus. These hopes also reinforce their desire to return to study on campus. They hope that the new normal situation or the adaptation of new habits, the government has started giving permission to return to study on campus gradually with strict health protocols. However, they technically entrusted it to the school. The variety of college students expectations regarding the collaboration of the learning system at home and on campus is in line with the Blended Learning (BL) system. BL learning is carried out by integrating face-to-face and online learning (Dziuban et al., 2018). One of the BL learning systems aims to assist pedagogy and andragogy practice that is easily accessible and effective (Bervell & Umar, 2020). The presence of Blended Learning has transformed face-to-face interactions into virtual meetings. The BL learning system cannot be avoided along with technological advances that are able to create new cultures (Han & Ellis, 2020). This culture is currently integrated globally, thus building a new environment in the form of an online learning culture.

4. CONCLUSION

A collaborative adaptive learning model with strict health protocols is the approach that the informants expected. They propose this model by paying attention to experiences during and following online learning in the midst of the COVID-19 pandemic. Collaborative adaptive learning model is to divide learning time between online from home and learning directly to campus (offline). Online is still necessary given the pandemic is not over. In addition, online can also increase the independence and ability of college students and lecturers about the use of learning technology. Meanwhile, direct learning to schools is also still needed to overcome boredom and maintain student learning motivation.

A collaborative adaptive learning model divides time or study schedules. For example, three days studying from home online, and the next three days studying at campus. For learning on campus, the school, parents, and students must work together to maintain health protocols. Efforts are made to familiarize yourself with a healthy lifestyle, such as the school setting up a place to wash hands before entering class, using masks, and checking body temperature. In addition, student seating is also regulated, reducing study hours, and prohibiting parents or escorts from entering the school area.

To overcome the obstacles to learning online in Indonesia, it is recommended that the government prepare optimal learning technology tools. Indonesia can also follow the success of online learning in Japan, which is considered technically, and non-technical ready. Technically, in Japan technology can be enjoyed optimally. Meanwhile, non-technical, the readiness of lecturers and learning media is also optimal. The learning model applied is a collaborative adaptive model with an online communication competency approach including empathy, good intention, adaptive abilities, interaction, and the ability to manage communication.

In this research process, there are still limitations for researchers in identifying aspects of online learning constraints in Indonesia. When the online learning process is not successful, the focus is on how teachers carry out the learning process and the learning technology devices that are not optimal. In fact, online learning activities are complex, and their success is determined by many factors. It is advised that future studies include a greater number of participants, cover a broader region, and investigate the causes that produce it.

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