



Volume 1 Nomor 2 (2022) Pages 187 – 202

International Journal of Bunga Bangsa Cirebon (IJOBBA)

Email Journal : ijobba.bbc@gmail.com

Web Journal : <http://journal.bungabangsacirebon.ac.id/index.php/ijobba>



Teacher and Student Communication Through Blended Learning in the Implementation of PTMT in SMAN 5 Sukabumi

Toto Suprianto^{1✉}, Santa Lorita Simamora²

^{1,2} Mercubuana University Meruya, Jakarta, Indonesia

Email : totosuprianto74@gmail.com

Received: 2022-02-01; Accepted: 2022-26-09; Published: 2022-31-12

ABSTRACT

This study was to determine and describe the communication of teachers and students through Blended learning on the application of PTMT at SMAN 5 Sukabumi City. To describe teacher communication, theories were used, including Berlo theory, Gestalt theory and also the concept of group communication. This research is a qualitative research using case studies. Data was collected through interviews and observations. The research subjects were teachers and students. Observations were carried out at SMAN 5 Sukabumi City which applied PTMT with odd-even attendance patterns. Researchers observed learning through blended learning conducted by several teachers who carried out PTM simultaneously with and PJJ both synchronous and asynchronous PJJ methods After observing in the classroom during the blended learning process, researchers conducted interviews. Then the results of observations and interviews researchers described the communication between teachers and students using some of the theories above. The results of this study describe and describe the communication of teachers and students through blended learning on the application of PTMT at SMAN 5 Sukabumi City.

Keywords: *Communication, Blended Learning, PTMT.*

Copyright © Toto Suprianto^{1✉}, Santa Lorita Simamora²

INTRODUCTION

Science has developed rapidly where in this century the main technology on which it is based is computers via the internet. Various information and communication technology-based learning strategies have emerged. During the COVID-19 period, high school teachers communicated in education through online (online) channels. Currently, teacher communication is facing tremendous challenges because the intensity of communication in this learning is virtual or online. The teacher factor is the determinant of the success of a teaching and learning process. In this learning process, the teacher has the task of delivering subject matter to students through interaction and communication. The aspect of success in learning is largely determined by the

fluency in teacher-student communication interactions. Good communication between teachers and students allows the creation of an effective learning. . Speech spoken by the teacher in a lesson has a very important message.

The existence of the covid 19 pandemic that hit Indonesia and even the world forced some activities to be closed or restricted, one of which was teaching and learning activities at SMAN 5 Sukabumi City. Continuous online learning has caused learning loss to students. Published On September 6, 2021, SMAN 5 in Sukabumi City began implementing the PTMT. There was a limitation on the number of students attending school, so SMAN 5 applied blended learning in the learning process. With the existence of blended learning in PTMT, the writer is interested in studying communication between teachers and students. At this time, the writer is interested in choosing writing a thesis with the title "communication between teachers and students through blended learning in the application of PTMT in SMA 5 Sukabumi".

This research on teacher and student communication through blended learning on the application of PTMT at SMAN 5 Sukabumi uses a communication model from David Berlo, this model has been developed by Berlo since 1960, and is still relevant to current conditions. The communication model from Berlo is known as the smcr model (source, message, channel, receiver). (Mutmainah, 2011) communication sources are influenced by several factors such as communication skills, attitudes, knowledge, social and cultural systems, messages are developed by looking at elements of content structure, treatment and code. While the channel with the five senses (seeing, hearing, touching, smelling) (Mulyana, 2007)

In addition, Gestalt theory is also used in analyzing teacher and student communication, Gestalt theory views learning as a process of understanding (insight). Understanding insight is the sudden observation and understanding of the relationships between the parts in a problem situation. A person is said to be successful in the learning process if he gets insight. With insight, someone will understand the problems they are facing and be able to solve them (Wisman, 2020). According to Gestalt, all learning activities use sudden understanding or understanding of relationships, being able to understand the meaning of interrelationships with each other, it can also be understood that insight is needed to get it. It is this conceptual problem that is most important in Gestalt theory, not repeating things that must be learned, but understand it to add insight (Indrawati, 2019). This is reflected in the communication interactions between teachers and students in learning through the online process. The teacher provides information to students so that students' messages in learning can be processed by students (Safitri et al., 2021).

In addition to theory, communication is also studied with the concept of group communication. According to Shaw (1976, p. 182) in Jayanti (2015: 3) group communication is a collection of individuals who can influence each other, gain some satisfaction from each other, interact for several purposes, take on roles, bond with one another , and communicate face-to-face.

METHODOLOGY

In this study, researchers used qualitative research methods with a case study approach. according to Robert K. Yin (2012, p. 18) is a social science research method or empirical learning method that examines phenomena in real-life contexts, where the boundary between phenomenon and context is not clearly visible and therefore multiple sources of evidence are utilized. . In this research method, various data sources are needed from various data collection instruments. Therefore, this research can use in-depth interviews, participant observation, documentation, surveys, recordings, physical evidence, and others.

Yin (2012, p. 109) also adds that the sources and participants in a study are the main keys in a case study research by

Therefore, the selection of informants in a study must be done carefully so that the objectives of the research can be achieved.

In this study, the informants are written in the table below, namely:

No	Type of Informant	Position
1.	Key informants (Key informants).	Subject teachers
		Student
2.	Complementary Informants.	Head School Curriculum Waka

According to Lofland and Lofland, quoted in *Qualitative Research Methodology* (Moleong, 2017), the main data sources in qualitative research are words and actions obtained from informants through interviews, the rest is additional data such as documents and others.

Data analysis that will be carried out in this study is referring to the Miles-Huberman model. After collecting the data obtained from the results of in-depth interviews with sources, observations, and also the literature or others, then the next step is to select and reduce data. Data reduction is summarizing, selecting and sorting out important things, and taking basic and important data (Sugiyono, 2016). In this study, the data that has been obtained will be selected and sorted to make a categorization so as to form a sequence in understanding the problem, then data that is considered not important for researchers can be removed.

After data reduction, data analysis was carried out. The technique used in analyzing the data using non-statistical methods, namely qualitative analysis. The data obtained from the research are reported or presented as is, then analyzed and presented in a narrative manner in order to get an overview of the facts and to answer questions in the problem formulation. In the *Quantitative, Qualitative, and R&D Research Methods* (Sugiyono 2016) it is stated that explaining the data will make it easier for researchers to understand what is happening.

So that the research can be justified from all aspects, it is necessary to test the validity of the data and check the validity of the data that has been obtained from interviews and various other secondary data sources. To check the validity of the data, the researchers used a triangulation technique. In this case, the researcher used a source triangulation technique, which means that the researcher compared the results of interviews obtained from each research informant as a comparison to check the truth of the information obtained

RESULT AND DISCUSSION

In 2020, precisely in March, SMAN 5 Sukabumi City, face-to-face learning was turned into online learning as the COVID-19 pandemic increased in Indonesia, this learning is expected until September 2021, as the level of the COVID-19 pandemic decreased in West Java, schools were allowed to carry out face-to-face learning. This is limited as a solution to reduce the impact of learning loss on students, by implementing blended learning, students who are at school or at home can carry out learning. And SMAN 5 applies an odd-even pattern to the implementation of PTMT.

One of the goals of implementing PTMT is to limit the number of students and schools apply 50% PTM and the other 50% PJJ alternately. the implementation of PTMT is based on government regulations ranging from the central government to local governments as well as higher institutions, namely the West Java Regional V Education Office Branch Office.

In accordance with the SOP compiled by the school, SMAN 5 Sukabumi City implements learning applying the odd-even pattern and learning is carried out through blended learning, student attendance 50% of students attend and study in class, the rest study at home via online , and to facilitate the distribution the school applies the pattern odd or even absent according to the date of that day. Blended learning is applied at the time of the implementation of PTMT in schools, namely in September 2021. In the socialization of school SOPs, it has been stated that all teachers are required to teach students through blended learning in the application of this PTMT,

In the implementation of this PTMT according to the SOP that has been planned by the school, the school applies an odd-even pattern so that the attendance of students is half of the number of students, some students who attend school according to the date numbers for odd absent and odd numbers of students are present at school while the absent numbers even at home and vice versa, student learning at school applies PTM and for students at home applies PJJ. For this reason, the teacher teaches them in a blended learning way. The other data were obtained through observation of teacher and student learning through blended learning on several subjects whose teachers were willing to be observed by researchers after that the researchers conducted interviews with several informants.

After the researchers went to the field to find the data and information needed and in-depth interviews with several informants that the researchers chose based on

the characteristics that had been applied, the researchers analyzed the results of these observations and interviews through a case study research type with qualitative methods.

Based on the findings of researchers in the learning process in schools, teachers carry out learning through blended learning simultaneously between PTM and PJJ In accordance with the SOP that has been compiled by the school

In the application of PTMT in distance learning (PJJ) SMAN 5 teachers have implemented synchronous and asynchronous communication, at the time of synchronous communication the teacher teaches students to use several applications including Zoom, Gmeet and messenger forums According to Yohanssen Pratama in the book *Distributed Systems (2021)*, synchronous communication is a 'live' interactive exchange between a number of people. This means that this type of online communication occurs in real time or between various parties. The synchronous nature of communication requires an immediate response from the sender or receiver of the message. being able to operate the application, of course, teacher expertise and student abilities are needed, so schools provide teacher training by IT teachers. And for students, schools usually socialize, make videos of using applications and share these videos by sharing via whatsapp groups, classes whose members consist of all students one class and all the teachers who teach in that class.

In the application of PTMT in distance learning (PJJ) SMAN 5 teachers also apply asynchronous communication considering the large quota and signal requirements for several applications used, including whatsapp, Google class room and Quipper, as well as virtual applications to run these applications require the expertise of teachers and students. students, so that schools provide training for both teachers and students. for the quipper app the quipper team provides live training via webinars. Quoted from the book *E-Learning: Implementation, Strategy, and Innovation (2019)* by Lidia Simanihuruk, et al, asynchronous communication is communication that is carried out in a delayed or indirect manner. Definition and Types This type of online communication does not need to be carried out in real time between the two parties. So that the recipient does not have to respond to the message he receives at the same time. where one of them is not required to reply to the message as soon as possible.

Based on the observations and findings presented by the researcher in chapter 4.2, it appears in the face-to-face learning process (PTM) the teacher begins learning by applying oral communication by starting greetings, delivering material and asking questions. In this oral communication, usually the teacher and students will do two things. The type of communication is listening and speaking alternately. Oral communication is a way of sending and receiving messages between two or more people using spoken words. In this type of communication, both parties, namely the communicator and the communicant, must face each other directly or actively talk to each other.

Likewise in the distance learning process (PJJ) SMAN 5 teachers usually start with written communication, among others, by sending messages via WhatsApp to the class

leader or class representative or class group. In contrast to oral communication, written communication refers to the type of communication or delivery and reception message by text.

Written communication is carried out by the teacher with a student, therefore there are people who write messages and readers. Types of written communication are reading and writing. These two things cannot be separated from each other. Without a reader, communication will not run smoothly because there is no interaction. Usually written communication is done in many ways, such as sending messages through social media applications and so on.

When distance learning (PJJ) applies virtual or synchronous, the next learning teacher applies oral communication as well as PTM, but at the time of distance learning (PJJ) asynchronously students and teachers carry out written communication by conducting questions and answers through the comments column in the application the.

At the beginning of entering the teacher, the teacher conveys greetings, this is a group communication because it is conveyed directly in front of a large number of communicants, as well as when the teacher asks whether students can understand the material that has been studied or gives open questions or explanations to all students in the class.

At certain times the teacher asks one student to check his understanding and ability or the student asks the teacher, in this case the teacher and students build interpersonal communication besides that the teacher often asks things outside the subject matter, for example asking the health of students and their families in the future. pandemic or informing the student's grades directly to the student concerned so that the so-called student asks back about the completeness of his study.

. Some of the teacher's activities during PTM have similarities, including greeting greetings and giving apperceptions, delivering apperceptions is a link between students' previous knowledge to learn new material. Apperception is a special stimulus to prepare students both psychologically and materially. Apperception is a stepping stone from old knowledge to new knowledge. In general, the function of apperception in learning activities is to bring their world into our world. That is, linking what has been known or experienced with what will be learned. By doing Apperception, the teacher can ensure that students are ready to receive learning. When a child enters the classroom, it is not necessarily in his mind that it is in class or studying. In class, his mind is still playing games, playing with friends, chat with friends in the WA Group or time spent during breaks outside the classroom. Giving this apperception. Giving apperception in PJJ through synchronous communication has no different problems with PJJ through asynchronous.

In PTM and PJJ synchronously observed by teachers and students, can communicate both verbally and non-verbally Verbal communication can be done in oral or written form, while non-verbal communication generally uses body language

such as hand movements, facial expressions, head shaking , signs, actions and so on. Some non-verbal communication that is generally done by teachers when learning is observed, among others, the teacher nods his head when he receives the right answer and shakes his head when he receives the wrong student's answer, the teacher uses the index finger to point the student so that the student responds to the stimulus given by the teacher, teacher. raised five fingers to signal for students to raise their hands to respond to the teacher, Similar, students who will respond will raise their five fingers which indicates the readiness of students to answer. To respond to students' correct answers, apart from shaking their heads, the teacher raised their thumbs, and to respond to incorrect answers, apart from shaking their heads, the teacher raised and wiggled their five fingers. To calm students while studying, the teacher reminds students by tapping the table or the blackboard, there is also a finger to the lips.

The communication applied by the teacher to students in the learning process both PTM and PJJ at SMAN 5 Sukabumi City aims to provide students with an understanding of the material discussed, the teacher and students act as communicators and communicants. This is in line with the BERLO model that on the other hand, individuals also have the ability to influence and change other members of society through communication. (Berlo 1960:12).

In the teaching and learning process at SMAN 5 through blended learning, it appears that the teacher has acted as a source or source, this is in line with the BERLO Model that there are 4 components in the model known as the SMCR model, namely Source , message, channel and receiver (Holt, Rinehart and Winston, 1960). The teacher as a source of course must have communication skills combined with mastery of subject matter and a good attitude, all of which will have an impact on the creation of effective communication between teachers and students. among others:

- a. Teachers encourage students to actively participate in learning
- b. There is a good relationship between teachers and students
- c. The teacher is able to ask questions that encourage students to explore the learning material on their own
- d. The teacher uses questions that encourage very high reasoning
- e. the teacher is able to facilitate various questions and comments of students
- f. teachers can act as mentors and mentors
- g. Teachers are skilled in various interaction techniques to prevent boredom
- h. teachers are able to solve conflicts and other forms of personal problems, some indicators of teacher communication skills appear during the implementation of PTMT, this is observed, among others
 - a. the delivery of information orally, the teacher explains to students
 - b. the delivery of written information, both their own work and the work of others, so that students can read and learn
 - c. the delivery of material through electronic media, some electronic media are used by teachers to facilitate the learning process

- d. communication in group activities, teachers discuss in learning activities to solve problems together

In addition to teachers, students can also act as communicators when students answer questions or provide information to teachers. In the implementation of PTMT through blended learning, SMAN 5 teachers deliver messages (message), the messages sent can be informative, educative, entertaining, and persuasive, this is in line with the BERLO model that there are 4 components in the model known as the SMCR model, namely Source , message, channel and receiver (Holt, Rinehart and Winston, 1960), Teachers of SMAN 5 as conveying messages (information) in the communication process, have tried to make messages easily accepted by students as communicants. SMAN teachers have paid attention to the character of the message itself, among others;

- a. Message content: something that is conveyed in the message. In this case, the teacher conveys the material according to the subject that will be taught
- b. Message elements: everything related to nonverbal messages, in this case the teacher explains it in the form of words or pictures of the content in question.
- c. Treatment: so that communication becomes easy to be communicative, in conveying messages, messages must be packaged, among others, through voice intonation, so that the way the message is sent to the recipient can have a feedback effect.
- d. Message structure: the pattern of message formation that can affect the effectiveness of the message.
- e. Code: the form of the message sent, for example text, audio, video, and more.

In the communication between teachers and students through blended learning at SMAN 5 Sukabumi, the teacher has used various communication channels to understand students in the material being studied, including oral, written and electronic. The channel used is adjusted to the human senses, through writing on the blackboard and whatsapp as well as PPT conveyed by the teacher, students are expected to receive messages through sight, through learning videos the teacher conveys messages so that the message can be received by students through the students' sense of sight and sense of hearing. this is in line with the BERLO model that there are 4 components in the model known as the SMCR model, namely the source, message, channel and receiver (Holt, Rinehart and Winston, 1960)

In teacher and student communication through blended learning, teachers and students can act as receivers in PTM and PJJ, this is in line with the BERLO Model that there are 4 components in the model known as the SMCR model, namely Source, message, channel and receiver (Holt, Rinehart and Winston, 1960). Messages can be received both verbally and non-verbally by individuals or groups. When the teacher gives explanations to students, students act as communicants. Conversely, when students submit answers to questions or suggestions to the teacher, it is the teacher who acts as a communicant.

In the communication process, the role of the receiver is as important as the role of the communicator. There are several factors that affect the receiver or recipient of the message, namely: Communication skills. Attitude Knowledge and Knowledge of Cultural Systems.

In the communication of teachers and students through blended learning, the teacher tries to convey the material to be able to understand, stimulate thinking and students act as the material received. This is in line with Donni Juni Priansa (2014: 200) who states that the objectives of communication in learning include a. Creating the same understanding of every message conveyed by the teacher to students. b. Stimulate students' thinking to think about messages and stimuli received from the teacher. c. Carry out actions that are in line with the message received from the teacher as expected from the content of the message from the teacher.

The teaching process in both PTM and PJJ illustrates the communication interaction between teachers and students making learning more meaningful because students find their own understanding. In addition, it produces individuals who have the ability to think in solving problems, and can find ways of learning that suit themselves. Learning becomes meaningful because of the interaction of teachers and students towards the learning objectives, namely understanding what is being learned, not just relationships and responses. Not only understanding the material scientifically, but also teaching the teacher to teach the teacher the practice of living space principles related to the student's environment. Given the problem, transfer in learning is also used to solve problems in different situations.

1. People try to connect one lesson with another lesson is learning based on the whole.,
2. If someone is enough to receive a material, then learning can be accepted and understood well, therefore learning is a developmental process. A person's readiness can be influenced by the environment and a person's experience.
3. In the learning process, in addition to involving intellectually, learning also involves a person's physical and emotional, therefore students are also referred to as the whole organism.
4. So that someone has the right response in certain circumstances is the goal of transfer learning. If the ability can be mastered well then it can move to other abilities,
5. When someone gets a new situation, a learning process occurs which is a reorganization of the experience of learning. Individuals can use their previous experiences to deal with new situations,
6. In a problem on the elements of insight can be solved by the role of understanding the relationship in the learning process which is called learning to use insight,

7. In terms of desires, interests and goals of students can support the learning process. Results in learning can be felt useful if it depends on what is needed by individuals in everyday life.
8. Learning can take place continuously which can occur not only at school but outside school because learning can be obtained from one's experience in life.

From the learning transfer process, a person has a new perspective on a problem. (Karyanto, 2017), At PTM and PJJ at the beginning of learning the teacher conveys appreciation by connecting the material to be studied with previous material or other lessons either orally or in writing by displaying pictures or videos. ,This is in accordance with the principles of learning according to Gestalt theory (Karyanto, 2017), it is clear that this theory is contrary to the opinions of behavioristic theory. Learning by using insight is a concept where in an element that contains a problem or problem someone sees a certain relationship in a learning process. Problems in other situations can be faced if insight has been obtained. From here, there is a kind of learning transfer process, but it is not the material learned that is transferred, but generalizations and relations obtained through insight. In order to understand how the occurrence of insight in the learning process based on the whole.

In the PTM and PJJ processes the teacher tries to understand students gradually by asking questions or providing explanations or providing exercises, this is done to prepare students to be able to acquire new knowledge. This is one of the principles in Gestalt theory which states that if a person is sufficient to receive a material, then learning can be accepted and understood properly, therefore learning is a developmental process. A person's readiness can be influenced by that person's environment and experiences

During the PTM and PJJ processes at SMAN 5 on the application of PTMT students are directed to remember, understand, apply, evaluate, analyze and synthesize the material being taught, for that the teacher packs various questions, besides being able to answer students, students also move body members such as standing, sitting, raising their hands, nodding their heads etc. and giving expressions if the answers given are correct students will smile and clap their hands otherwise if the answers are wrong students will frown, grieve or mumble this is another example of principle in gestal theory which states in the process learning, besides involving intellectually, learning also involves physical and emotional

In learning through blended learning at SMAN 5 the teacher provides exercises to work on questions or answer questions ranging from easy problems to difficult problems, ranging from simple problems to complex problems. This is in accordance with the principle of gestal learning which states that so that a person has the right response to certain circumstances is the goal of transfer learning. If the ability can be mastered well then it can move to other abilities.

Described in sub chapter 4.2 the results of the study that the communication process between teachers and students when teachers deliver material at face-to-face

meetings the teacher uses PPT as a guide in explaining the material and even uses other teaching aids so that students can more easily understand and capture the material being taught. in line with the theory of gestalt theory that gestalt theory views learning as a process of understanding (insight) which is different from behaviorism theory which views learning as a process of trial and error. Understanding insight is the sudden observation and understanding of the relationships between the parts in a problem situation. A person is said to be successful in the learning process if he gets insight.

Described in sub chapter 4.2 the results of the study that the communication process between teachers and students when teachers deliver material at face-to-face meetings the teacher uses PPT as a guide in explaining the material and even uses other teaching aids so that students can more easily understand and capture the material being taught. in line with the theory of gestalt theory that gestalt theory views learning as a process of understanding (insight) which is different from behaviorism theory which views learning as a process of trial and error. Understanding insight is the sudden observation and understanding of the relationships between the parts in a problem situation. Someone is said to be successful in the learning process if he gets insight.

To start learning both at PTM and PJJ the teacher acts as a communicator and students act as communicants, in the next process both teachers and students can act as communicators or communicants, communicators are people or groups who convey messages to communicants. While the communicant is a person who receives messages from communicators both actively and passively, both parties must be directly involved. In this case group communication takes place as stated by Shaw (1976, p. 182) in Jayanti (2015: 3) group communication is a group of individuals who can influence one another, obtain some satisfaction from one another, interact for some purpose, take on roles, bond with one another, and communicate face-to-face.

Based on the results of the research described in sub-chapter 4.2, it can be observed that in the implementation of PTM and PJJ through blended learning, teacher and student communication takes place in two or more directions so that communication occurs that meets several interdependent communication elements. This is in line with what was conveyed by Golberg (1985: 244) in (ibid, P. 4) elements of group communication, among others, communicator (sender), message (message), communicant (receiver) media (channel) and response (effects)

1. Communicator (sender), in teacher and student communication through blended learning, group communication occurs in face-to-face learning, teachers and students can act as messengers, teachers and students who have certain incentives and motives when sending messages in messages sent . Each member in a group can be a communicator when they carry out the communication process in the process
2. Messages, in teacher and student communication through blended learning, group communication occurs, teachers and students convey ideas, feelings, or

thoughts received from the communicant (Liliweri, 2011). The form of the message conveyed by the teacher and students is the content of the message and the symbol / symbol to express it. The main symbol used is the language used to express things from the concrete to the abstract (Suryanto, 2015). The message material conveyed can be in the form of information, invitations, work plans, questions and so on. The purpose of teachers and students conveying messages in groups is to invite, persuade, change attitudes, behavior or indicate the direction to be achieved by the group.

3. Communicant (receiver), on teacher and student communication through blended learning communication occurs in groups of teachers and students can act as recipients of messages. In addition, teachers and students are the target of a message sent by the communicator. (Effendy, 2006). In group communication, communicants meet face to face and meet directly with the communicator, so that someone can communicate directly
4. Channels, on teacher and student communication through blended learning group communication occurs, the message of the teacher and students is conveyed through the sensory channels in accordance with the purpose of communication to be achieved. The form of the channel is divided into two, namely direct (face to face) or through media (print / electronic / social). The media contained in group communication in learning can be in the form of discussions and questions and answers
5. Effect (Response), on teacher and student communication through blended learning group communication occurs, the effect is formed, namely what happens from the process of sending and receiving messages. Effect according to Effendy (2006) consists of 3 forms, namely:
 - a. This cognitive effect can be seen from the communication between teachers and groups of students who respond in the form of information and suggestions that can be taken into consideration before making decisions.
 - b. Conative effect This effect results in daily actions which can be seen when the teacher and some students become more open in conveying perceptions. And
 - c. affective effect, this effect is seen when teachers and students get an appreciation of the communication actions they do, then a sense of self-confidence arises because they are able to convey the unity of meaning in group communication.

In PTM and PJJ learning the synchronous model of the teacher and some students communicate with each other, the various contents of the messages sent and received show the function of group communication, this is according to Bungin (2006:268-269), there are several functions of the ongoing communication in small groups, namely: Social Functions, Educational Functions, Problem Solving Functions, Therapeutic Functions

Communication that occurs in the interaction of teachers and students in the process both through PTM and PJJ, which is carried out at SMAN 5 in interpersonal communication seems to have a goal to be achieved, several interpersonal goals that appear include knowing yourself, knowing the outside world, creating and maintain relationships, change attitudes and behavior, play and seek entertainment, and help others

Communication that occurs in interactions between teachers and students in the process both through PTM and PJJ, which is carried out at SMAN 5 teachers have tried to build effective communication, effective communication in learning that is between the sender and recipient of the message feels the same . Signs of effective communication, namely the recipient understands what is meant by the sender so that a sense of pleasure arises between the two because it can change one's behavior after receiving a message which results in good social relations with actions that affect one's attitude after receiving the messages. Because in essence communication is the process of transferring information / messages with a specific purpose that results in changes after receiving information.

Based on the results of interviews with teacher and student informants, learning barriers through blended learning that occur in the implementation of PTM and PJJ are different, in the implementation of PTM disturbances usually occur because of the environment, including student noise in the classroom, while in PJJ students often complain about the availability of quotas. and unstable signal, especially when learning using virtual applications..

CONCLUSION

From the research that has been carried out at SMAN 5 Sukabumi City regarding teacher and student communication through blended learning on the application of PTMT, the following conclusions are obtained:

- a. Teacher and student communication through blended learning in the implementation of PTMT runs better than in the application of PJJ, students can communicate with teachers both online and offline according to the time divided between PJJ and PTM.
- b. Schools apply odd and even patterns to limit student attendance
- c. In teacher and student communication through blended learning the teacher applies synchronous and asynchronous communication
- d. Berlo's communication model which consists of source, message, channel and receiver can be described in teacher and student communication through blended learning at SMAN 5 Sukabumi.
- e. Gestalt learning theory is applied by teachers in classroom learning
- f. In PTM and PJJ learning the synchronous method occurs group communication between the teacher and several students
- g. Barriers that occur in teacher and student communication in the application of blended learning for students who carry out distance

learning in the form of quotas and signals do not occur in those who take part in face-to-face learning.

After paying attention to the conclusions stated above, the author tries to provide suggestions that might be used as consideration for SMAN 5 Sukabumi City in general the world of education. among others In teacher and student communication through blended learning in the application of PTMT, it is necessary to observe teacher and student communication to improve services to students at SMAN 5, the ability of teachers to communicate outside of lessons needs to be improved so that students feel that school is a second home and teachers as a substitute for parents at school. Government programs and decision-making must always be evaluated for their strengths and weaknesses by involving various elements.

REFERENCE

- amaniah, a. (2020). the influence of teacher-student interpersonal communication on learning achievement the influence of teacher interpersonal communication.
- apta, sr (2020). interpersonal communication in distance learning activities through whatsapp group media (study on junior high school students in Tejukusuman village). 1–20.
- asdar, nf, arisona, a., & eso, r. (2020). application of blended learning with whatsapp to improve understanding of concepts in electrical material at SMK Negeri 2 Kendari. *journal of physics education research*, 5(3), 265. <https://doi.org/10.36709/jipfi.v5i3.14085>
- Budyatna, Muhammad, and Leila Mona Ganiem. 2011. *Interpersonal Communication Theory*. Jakarta: Kencana.
- cool ardelia dedy, r., & rifayanti2, awa (2019). interpersonal communication of teachers and students in improving student discipline. 7(1), 190–204.
- Culture 6th Edition Book 1 (Introduction to Mass Communication: Media Literacy and Culture, 6th Edition. Jakarta: Salemba Humanika Publisher.
- Dawn, Marhaeni. 2009. *Communication Science. Theory And Practice*. Yogyakarta: Graha Ilmu.
- Denzin, Norman K., and Yvonna S. Lincoln. 2009. *Handbook of Qualitative Research. Language Edition*. edited by Dariyatno, BS Fata, Abi, and J. Rinaldi. Yogyakarta: Student Library.
- Devito, Joseph A. 2005. *Human Communication*. Jakarta: Professional Books. Dhieni, Nurbiana. 2010. *Language Development Methods*. Jakarta: University
- Effendy, Onong Uchjana. 2010. *Science, Theory and Philosophy of Communication*. Bandung: Image of Aditya Bakti.
- english, mh-ij on s. in, & 2015, undefined. (2015). blended learning outcomes vs. traditional learning outcomes. *researchgate.net*, 3(4), 75–78. https://www.researchgate.net/profile/mona-hamad-4/publication/283209693_blended_learning_outcome_vs_traditional_learning_o

- utcome/links/562df90d08aef25a24432332/blended-learning-outcome-vs-traditional-learning-outcome.pdf
- gawande, v. (2015). development of blended learning model based on the perceptions of students at higher education institutes in Oman. *international journal of computer applications*, 114(1), 38–45. <https://doi.org/10.5120/19946-1747>
- Gustini, Neng, Dede Rohaniawati, and Anugrah Imani. 2016. *Literacy Culture*.
- Hamalik, Omar. 2007. *Psychology of Learning and Teaching*. Bandung: Sinar Baru Algensindo.
- <https://ditpsd.kemdikbud.go.id/article/detail/pembelajaran-tatap-muka-limited-as-solution-di-masa-pandemi-covid-19>
- Ibrahim, Idi Subandy, and Bachruddin Ali Akhmad. 2014. *Communication and Commodification: Studying Media and Culture in Globalization Dynamics*. Jakarta: Indonesia Torch Foundation.
- Katz, Helen. 2003. *The Media Handbook - 2nd Ed*. Mahwah: Larensi Erlbaum Associates, Inc., Publishers. Terbuka. Yogyakarta: Deepublish.
- Littlejohn, Stephen W & Karen A. Foss. 2009. *Communication Theory*, edition 9. Jakarta: Salemba Humanika Liliweri, Hello. 2017. *Interpersonal Communication*. Jakarta: Kencana.
- loyal, th, & aden. (2020). the effectiveness of the application of blended learning in an effort to improve students' academic abilities through the schoology network during the covid-19 pandemic. *journal of innovative mathematics learning (jpmi)*, 3(5), 493–506. <https://doi.org/10.22460/jpmi.v3i5.493-506>
- Meichati, S. 1972. *Readers' Motivation*. Yogyakarta: Gadjah Mada University. Moleong, Lexy J. 2017. *Qualitative Research Methodology*. Bandung: PT Pemuda Rosdakarya.
- Morissan. 2013. *Communication Theory: Individual to Mass*. Jakarta: Pranadamedia Group.
- Mulyana, Deddy. 2005. *Communication Studies: An Introduction*. Bandung: PT Pemuda Rosdakarya.
- Neuman, W. Lawrence. 2013. *Social Research Methodology: Qualitative And Quantitative Approach*. Jakarta: PT Index.
- pangesti, si (2021). the effectiveness of interpersonal communication in online learning methods in the covid-19 era between teachers and students (study on mathematics subjects with specialization in class 12 science 1 sman 5 Palembang). Sriwijaya University.
- sareong, ip (2020). The relationship between interpersonal communication of teacher and student on student learning activeness at Pelita Kasih Christian High School, Makassar. 1(1), 29–42. <https://doi.org/10.25278/jitpk.v1i1.466>
- Sihabudin, Ahmad, and Rahmi Winangsih. 2012. *Communication Between Humans*. Attack: Getok Tular Library.
- Slamet. 2003. *Learning And The Factors That Affect It*. Jakarta: Rineka Cipta.
- Soekanto, Soerjono. 2007. *Sociology An Introduction*. PT Raja Gr. Jakarta. Stanley, J.

- Baran. 2011. Introduction to Mass Communication: Media Literacy And
- subagiyo, s. (2019). application of blended learning model to improve students' understanding of thermochemical concepts. journal of educational chemistry (jec), 1(1), 1. <https://doi.org/10.21580/jec.2019.1.1.3830>
- Sudjana, Nana, and Ahmad Riva'i. 2002. Teaching Media. Jakarta: Sinar Baru Algensindo.
- Sugiyono. 2016. Quantitative, Qualitative and R&D Research Methods. Bandung:
- susilowati. (2019). The relationship between teacher-student interpersonal communication and mathematics learning achievement of Al-Muslimun High School students, Bandar Seikijang District, Pelalawan Regency. Sultan Syarif Kasim State Islamic University, Riau.
- Widjaja, AW 2000. Communication and Public Relations. Jakarta: Earth Literacy.
- wijaya, ph (2017). interpersonal communication between counseling guidance teachers (BK) and students in preventing truancy behavior in students of SMK Binawiyata Sragen in the 2017/2018 academic year. muhammadiyah Surakarta university.
- Yin, Robert K. 2019. Case Study: Design And Methods. Depok: PT Rajagrafindo Persada.
- yuni pratiwi, pariyo, w. (2020). application of the blended learning model to improve student learning performance in economics in high school. 1–10.
- zainuri, ai (2021). interpersonal communication of teachers and students in shaping the character of elementary school students during the new normal era of the covid-19 pandemic (study. Universitas Muhammadiyah Jember.