

## **The Impact of Online Learning on the Students' Digital Communication Ethics**

---

Submitted: 29 June 2022      Revised: 5 July 2022      Published: 7 July 2022

---

Ghozi Jaisy Shiddiq<sup>1</sup>, Wahyunengsih<sup>2</sup>, Ahmad Rizki<sup>3</sup>  
<sup>1,3</sup>Mahasiswa BPI, <sup>2</sup>UIN Syarif Hidayullah Jakarta  
Contributor E-mail: [jaisy.shiddiq21@mhs.uinjkt.ac.id](mailto:jaisy.shiddiq21@mhs.uinjkt.ac.id)<sup>1</sup>

### **Abstract**

Communication in learning is very important because this supports children's success in learning. The better the communication that is built, it is hoped that the results will also be better. *The purpose of this study was to analyze the impact of online learning on children's digital communication ethics. The object of this research is the students of SDN 07 Pagi from grades 1-3. The number of participants involved was 95 participants, the data used was by observing each class through Zoom Meeting media, from grades 1-3 for each child. In this study, we used a qualitative descriptive method with observation. The researcher acts as an observer and participates in teaching and learning activities for SDN 07 Pagi students through Zoom Meeting media. Students' responses to what the teacher said and how a student communicated in the class related to ethics became the focus. There are several classes observed. The purpose of observing from several different classes is because this online system has been carried out since 2019. The results of this study show the impact of students' digital communication ethics in class on teachers, parents, and students by looking at the differences between groups that have been online for 6 months, 1 year, and 2 years.*

**Keywords:** Ethics, Digital Communication, and Online Learning.

### **Abstract**

Komunikasi dalam pembelajaran sangatlah penting sebab hal ini menunjang kepada keberhasilan anak dalam belajar. Semakin baik komunikasi yang dibangun maka diharapkan hasilnya juga akan semakin baik pula. Tujuan penelitian ini adalah menganalisis dampak pembelajaran daring pada etika komunikasi digital anak. Objek penelitian ini adalah siswa SDN 07 Pagi dari kelas 1-3. Jumlah partisipan yang terlibat ada 95 partisipan. Data yang digunakan dengan mengobservasi setiap kelas melalui media Zoom Meeting dengan kelas 1-3 setiap anak. Dalam penelitian ini kami menggunakan metode deskriptif kualitatif. Peneliti bertindak sebagai pengamat dan ikut serta dalam kegiatan belajar mengajar siswa SDN 07 Pagi melalui media Zoom Meeting. Respon siswa terhadap apa yang disampaikan oleh guru dan bagaimana seorang siswa berkomunikasi dalam kelas tersebut yang terkait etika menjadi fokus. Terdapat beberapa kelas yang diobservasi. Tujuan dari mengobservasi

beberapa kelas yang berbeda dikarenakan sistem daring ini sudah dilakukan sejak tahun 2019. Hasil penelitian ini menunjukkan dampak etika berkomunikasi siswa secara digital di kelas kepada guru, orang tua dan antara siswa dengan melihat perbedaan dari kelompok yang telah daring selama 6 bulan, 1 tahun, dan 2 tahun.

Kata kunci: Etika, Komunikasi Digital, dan Pembelajaran Daring.

## **1. INTRODUCTION**

Communication in learning is part of the core of the educational process carried out by children at school. It takes a position as part of the system in the form of a combination of components that relate to each other to achieve an educational goal (Dumitrescu et al., 2014; Fitria et al., 2018; Kintu et al., 2017). In it, children must be guided, nurtured, and trained in discipline to become strong human beings, and also have high morals and good ethics towards fellow living creatures as one of the foundations for establishing relationships between fellow living beings (Lyócsa et al., 2020; Tamboto et al., 2021; Yulia, 2020). But at this time all learning has changed drastically from where children face to face with their teachers to online media due to the impact of the Covid-19 pandemic (Lyócsa et al., 2020; Tamboto et al., 2021; Yulia, 2020). Another name for online learning is online learning which is distance learning which can be through digital media in the form of the internet or other supporting tools such as WhatsApp, google meet, google classroom, zoom meeting applications, and others that require children to communicate openly and actively. with the teacher (Anugrahana, 2020; Fikri et al., 2021).

Research related to students' digital ethics has been carried out previously, including the following. First, this simultaneous communication is carried out at the same time, using Zoom

Meeting or WhatsApp media which allows direct feedback from online communication (Subiyantoro, 2013). Second, some use literature, which is research with a lot of material assistance such as books, magazines, news, etc. (Sugiono, 2012). Third, some directly participate in field surveys where they will collect data for research. The difference between this research and the studies above is this present study carries out through observation and learning through Zoom Meeting media.

The ethics of speaking or communicating in online learning prioritizes being honest and forthright, not taking advantage of circumstances, the accuracy of messages along with good and correct spelling of words, avoiding lies, and consistency in expressing opinions in message media (Daheri et al., 2020; Sa'diyah, et al., 2020). With a modern facility, online learning for each student will help them develop their creative ideas (Arnott & Yelland, 2020; Glassman et al., 2021).

However, what happens in the field is not necessarily what we expect, there are still many students who use this online learning to laze around in their homes (Arizona et al., 2020; Hutaurok & Sidabutar, 2020; Putria et al., 2020). Not only in learning, but a good level of communication is also needed, but in fact, in the communication itself there are still many students who are not polite when asking their teachers, either asking questions about assignments or when asking their teachers, both in asking questions about assignments or asking questions. For example, asking teachers as if their teacher was like a friend, did not greet them first. This needs to be considered so that students are not used to bad things like that in the future (Djuwita, 2017; Junaidi, 2018; Khaerunnisa & Pamungkas, 2018). The research example

above has proven that communication ethics in learning is very important (Fauziyyah, 2019; Mutiani, 2021). With this, through observational research, we can analyze SDN 07 Pagi students for a better future, and then, teachers can provide further teaching on the ethics of communicating in online learning.

The purpose of this study was to analyze the impact of online learning on children's digital communication ethics. Teachers and students must pay attention to the principles contained in the online or online learning model. All aim is for online learning through WhatsApp social media or other internet supporting tools to achieve the desired goal, namely to increase the creativity and ability of students to understand online learning (Abroto et al., 2021; Mulyono et al., 2021; Trisnani, 2017).

Our hope from this research is that it is certainly useful for readers as well as for writers, making the above solution as motivation and self-reflection so that we become aware that we are still doing this online learning, we researchers also hope that the children out there are more active in learning even though through online, and also stay away from negative things. From the explanation of the problems above, the authors decide that the impact of online learning on children's digital communication ethics is the focus of this research.

Our view on the problems described in the introduction is that we can find out what the good and bad effects of online learning are, and from there we can also use the research as self-instruction so as not to have a bad impact on online learning and can provide solutions or motivation for students. lack of ethics. This research was conducted to raise the awareness of students to apply a positive understanding of online learning to

communication ethics. In this study, we used Zoom Meeting media, because to make it easier to observe all children of SDN 07 Pagi grade 1-3 compared to synchronous chat, synchronous calls, and synchronous video calls. Because in this study is for all children in grades 1-3 not face-to-face because it will be more difficult to collect the data that will be taken for this research.

## **2. METHOD**

This study focuses on describing the phenomena that occur by observing the teaching and learning activities of students at SDN 07 Pagi through Zoom Meeting media. The focus of observation is on how students respond to what is conveyed by the teacher and how a student communicates in class.

The instrument related to this research is in the form of observation. Which has many examples of observational research so that it is already accredited. Observations were made in three different classes, of course, where the observations were carried out by Zoom Meeting media, after all the data was obtained, it was confirmed again by interviewing a teacher, to strengthen the data from the observations that had been made so that this instrument was included in the category of qualitative research.

This observational research was conducted in Jakarta, on March 17, 2022 AD, when students at SDN 07 Pagi doing teaching and learning activities through the Zoom Meeting application media. At the time of observation in online teaching and learning activities, in each class course, there are students and students with different quantities, in this observation, intense observations were made of students and students, to get precise and definite data. This research was conducted for 45 x 6 minutes or 270

minutes in each class. The data of students and students that existed during our observations were as follows:

Table 1. Result Observation

<b>NOTE</b>	<b>CLASS 1</b>	<b>CLASS 2</b>	<b>CLASS 3</b>
Student	10	12	19
School girl	17	21	16

### **3. RESULT**

Observations also divide students into male and female gender categories. From these data, there is no significant difference between a student and a female student in communication ethics. In general, the findings can be concluded as follows:

The first is the aspect of honesty. Parents feel annoyed because since online learning the children do not pay attention to the teacher when explaining, even if they are busy playing with gadgets. This shows the students' lack of honesty with themselves, when they already have an honest nature they should still pay attention to the teacher without being watched by anyone. This is a large enough evaluation material for teachers and parents to continue to provide adequate education even though learning is carried out online or remotely. This small contemporary problem will have a big impact if prevention is not immediately carried out in various ways.

Second, is the aspect of speech/word choice. Lack of students' ethics in communicating, such as when communicating with good teachers with their friends, they use a lot of bad language. Various factors cause students to still not understand intensively how to use, choose, and speak good words when

communicating via digital at this time. The role of the teacher who should be someone who can set a good example now seems to be reduced because the learning system has changed from the previous learning system. It is parents and the family environment who can now provide examples and character education, especially in the context of digital communication ethics, both in choosing words, diction, and punctuation that are appropriate and correct.

The third is the aspect of respect for others. The lack of socialization of students with their friends is because students may have never met face to face with their friends, so they prefer to be alone and play with their gadgets. Various applications and systems are gadgets that they enjoy adding to their interest in always playing with gadgets and not hanging out or socializing with their friends. This is what makes respect or care and appreciation for others lacking. Of course, a problem that if not resolved immediately will have an impact on the social life of those who are reluctant and reluctant to give or ask for help from others.

The fourth is from the aspect of learning/craft ethos. Lack of communication with each other when the teacher asks about lessons causes loss of interaction and loss of learning in children. Education and learning, which should be the main needs of children, are now declining due to the online learning system which turns out to be very less effective in providing material and character education to a child. This contemporary learning system does not live up to expectations.

However, in online learning, not all impacts are in a negative context, but of course, there are positive things from online learning, such as further developing students' skills in the use of

digital tools, various learning methods provided by teachers, without having to spend a lot of money students can still get learning, and so on. Because in this journal discussion it is related to the ethics of digital communication, with the education that students are lacking having an impact on their communication ethics towards teachers and other students. According to communication experts, there are at least six things that must be considered to achieve good communication:

1. Know the circumstances and conditions of the interlocutor, and try to speak in a friendly, polite, and honest manner so that we do not make the condition of the interlocutor uncomfortable.
2. Position yourself as a good listener to a problem/crisis that is happening or being faced by the other person so that you can make decisions about what you can give him.
3. Think in advance about what you want to convey, don't rely on emotions alone that will cause new conflicts without knowing in detail what the problem is.
4. Don't indulge in personal life, especially personal matters, share moments that are worthy of public consumption, and don't make personal problems public consumption either, then learn to respect other people's privacy, don't indulge and bring up someone's problems. aa to do with yourself, if as for talk about it through interpersonal communication.
5. Do not speak and share inappropriate content such as SARA and Pornography elements, avoid using these inappropriate elements as mere jokes.

Pay attention to the time when sending messages or communicating, and don't disturb other people's holidays and



breaks just for non-essential communication. The results of the observations made are as follows:

First-grade students can fall into the category of not being good at digital communication ethics because in the research-grade 1 student are still not able to adapt to the online learning system and are still confused with good communication procedures through digital media. But that doesn't mean they don't have ethics at all in their personality. Results of observations in grade two (Take online classes for 1 year):

Second-grade students are in a good category because they have experienced online learning which is more or less able to make them adapt to all procedures for communicating via digital with teachers, friends, or others. The boredom that resonated in their minds made them begin to have the initiative to meet face-to-face with their friends at school, so they began to find out about one another. Results of class three observations (Take online classes for 2 years)

Third-grade students fall into the very good category, this is the result of their knowledge of how to communicate well. But that does not mean they are perfect at communicating and no longer need an education that will form an ethical character. After experiencing online learning for a long time, they will definitely find and play with their friends directly, not even a few who study together in one place even though learning is carried out online.

The differences between students who have run the online learning system for 6 months, 1 year, and 2 years are certainly many. In communicating digitally, students are certainly different, the longer they have been doing this online learning, the more they will know how to speak well in communicating digitally. From

the abatement that exists, all students still need super monitoring and descriptions of good character examples in communication ethics in particular.

### **Discussion**

Based on the findings above, it can be concluded that related to the ethics of communicating digitally, it is very unfortunate the communicate with students who are less ethical to teachers or parents because basically, the purpose of entering children into elementary school is to shape the character of children who are ethical from an early age, it seems with this online learning it is difficult to expect that, even though ethics in communication are very important to do as an effort to build a more meaningful life (Djuwita, 2017; Junaidi, 2018; Khaerunnisa & Pamungkas, 2018). When communication ethics is problematic, of course, it will have an impact on other contexts such as lack of direct communication and interaction is also very influential on the delivery of lessons and maximum understanding of children, when children do not have the spirit of interaction and discussion with teachers, it seems that students prefer not to asked the teacher because of the lack of courage to ask the teacher.

Many factors have led to the ethics of digital communication in children since the establishment of online learning. Family and environmental factors around students are external factors that influence the formation of students' ethics in communication, but internal factors from within the students also greatly affect students' communication ethics (Ahdan et al., 2020). However, environmental factors are no less important in the formation of student ethics because basically a good environment will communicate with good language and vice versa if the

environment is not good then the language used in communication will be less good. The environment is also something that influences human development to be able to interact with each other (Ahmad and Mustika, 2021).

As with previous research, there have been many articles that discuss communication ethics in children, both the ethics of communicating through WhatsApp media, google classroom, zoom, google meet and other media. The results that have been obtained in this research are not much different from the results of previous studies regarding digital communication ethics in children.

#### **4. CONCLUSION**

From this research, it can be concluded that the impact of online learning on children's digital communication ethics is felt, with various observations made by children or students who lack knowledge of ethical digital communication, this is a warning for teachers and parents to be more pay attention to children and provide character education and good examples. The difference between students who experience online learning for 6 months, 1 year, and 2 years is their adaptation to digital communication with their teachers. Of course, the higher their education level, the more they will understand how to communicate ethically digitally.

#### **BIBLIOGRAPHY**

Mahyadien, M. (2020). Analisis dampak pembelajaran daring bagi pelajar dalam membentuk keaktifan belajar. *Engineering, Construction and Architectural Management*, 25(1), 1–9. <http://dx.doi.org/10.1016/j.jss.2014.12.010%0A>

- Maulidana, V. N. (2021). *Komunikasi digital di masa pandemi COVID-19 (Studi pada Taman Kanak-Kanak Negeri Pembina Surabaya)*. 19,(nomor).hal  
[http://digilib.uinsby.ac.id/46987/2/Valla\\_Maulidana\\_B75217147.pdf](http://digilib.uinsby.ac.id/46987/2/Valla_Maulidana_B75217147.pdf) Nirwana
- Prabowo, E., Fajrie, N., & Setiawan, D. (2021). Etika Komunikasi Siswa dalam Pembelajaran Daring Melalui Aplikasi Whatsapp. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(3), 429. <https://doi.org/10.23887/jppp.v5i3.38191>
- Santika, I. W. E. (2020). Pendidikan Karakter pada Pembelajaran Daring. *Indonesian Values and Character Education Journal*, 3(1), hal.
- Sari, P. R., Tusyantari, N. B., & Suswandari, M. (2021). Dampak Pembelajaran Daring bagi Siswa Sekolah Dasar selama Covid-19 Universitas Veteran Bangun Nusantara , Sukoharjo. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 2(1), hal.
- Sediyarningsih, S. (2017). Etika komunikasi dalam pembelajaran jarak jauh. *Institusi Pendidikan Tinggi Di Era Digital: Pemikiran, Permodelan Dan Praktek Baik*, 187–198. <http://repository.ut.ac.id/id/eprint/7213>
- Andarwulan, T., Al Fajri, T. A., & Damayanti, G. (2021). Elementary teachers' readiness toward the online learning policy in the new normal era during Covid-19. *International Journal of Instruction*, 14(3), hal. <https://doi.org/10.29333/iji.2021.14345a>
- Ahdan, S., Putri, A. R., & Sucipto, A. (2020). Aplikasi M-Learning Sebagai Media Pembelajaran Conversation Pada Homey English. *Sistemasi*, 9(3), 493. <https://doi.org/10.32520/stmsi.v9i3.884>