

THE APPLICATION AND UTILIZATION OF INTERACTION ON ONLINE LEARNING

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ABSTRACT

Education is the most important thing in the continuing life of the nation. Therefore, the components that are involved in the world of education has contributed greatly to the learning process, one of which is the learning model used. Faced with these problems, then online learning has its own capabilities in developing the learning process in accordance with the purpose of education. The strong link lies in the interaction in online learning.

This research used qualitative descriptive type. The method used in this research is the study of literature, which is done by tracking the relevant literature to research topics of reading, summarizing, and make-critical notes, as well as linking an outcome study with the results of other studies. Implementation and use of learning interactions in accordance with the current education is a kind of learner-instructor interaction. This type of interaction is appropriate because of the presence of an instructor will support the implementation of online learning to achieve the maximum expectation.

A. INTRODUCTION

In the current era of globalization, the problem of education is crucial and never cease to be discussed. This is because education is an important element in a country, which has the purpose as stated in the Opening of Constitution of 1945, which is an effort to educate the nation's life. Education is an important priority to improve living standards. The role of education has been summarized by UNESCO (United Nations Educational, Scientific and Cultural Organization) as one of the world governing body who deals in the fields of education, science and culture. Based on those explanation, it can be seen that education is the right of all citizens and become the most important thing for the nation's progress.

The education process that goes well aligned with the elements that are in it, namely instructors, learners and learning models. One of the learning that has appeal today is online learning. This is because online learning offers flexibility in ease of access and comfort. In American Studies Reported that over 6.7 million students were taking at least one online course during the Fall of 2012, representing 32% of all higher education students. This figure represents an increase of more than 570,000 students over the number that reported in the previous year, a 9.3% growth rate for online enrollment that

far exceeds the less than 2% growth of the higher education student population (Croxtton, 2014).

Based on this phenomenon, the research was done in order to see the application and use of appropriate interaction in online learning.

B. RESEARCH METHODOLOGY

This research is qualitative descriptive type. The data presented in the form of qualitative descriptive text to enable gaining the deep meaning, while it is not obtainable if using data that consist only numbers (Semiawan, 2010:60). Corresponding qualitative descriptive study used in this research, because this research is intended to describe the application and utilization of interaction in online learning.

The method used in this research is the study of literature, which is done by tracking the relevant literature to research topics of reading, summarizing, and make critical notes, as well as linking an outcome study with the results of other studies. In addition, researchers also need to study how previous researchers used the method, so it can be repaired in the event of an error (Pawito, 2007: 116).

C. DISCUSSION

1. Interaction

Interaction theory provides an approach that is appropriate to consider the entire existing dimension at the expense of a holistic view. This interaction as a basic approach to the essence of a dynamic system. In some cases, the distribution of the two entities in the interaction is necessary. The local entity is symbolized by Y, and entities of the other is symbolized by O. Content that is transferred from the Y to O symbolized by 'd', and the content is transferred from O to Y is symbolized by 'r'. The detailed description shown in the following figure (Portillo, 2015: 18)

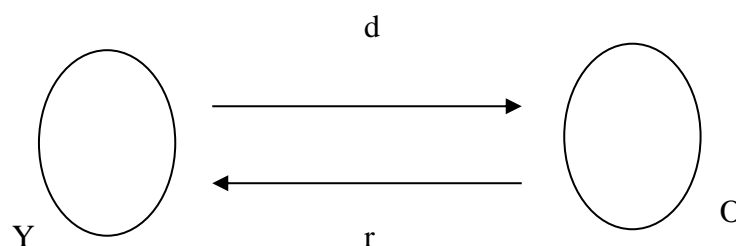


Figure 1. Base Interaction

Based on the picture above, indicates that the interaction as a mechanism for exchange of material is conducted by two entities or components. Delivery of material is done by each entity and responded to by the content that is between them. Entity Y sends the materials to O responded by 'd' and entities O transmit different material to the entity Y and responded first by 'r'. Seeing this, the interaction can be regarded as an intermediary or the media that deliver the material of one entity and other entities.

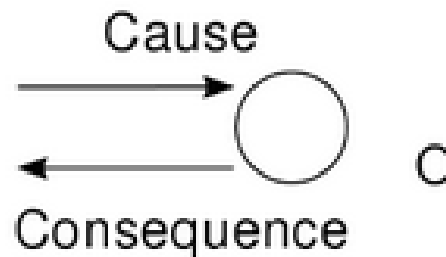


Figure 2. Cause and consequence through a reactive system

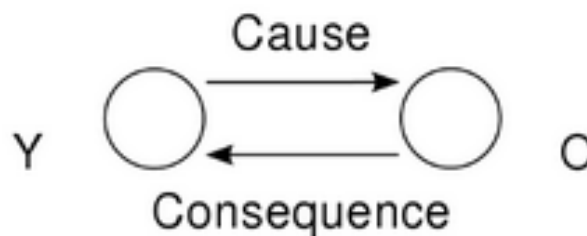


Figure 3. A Causal Action Triggered by A Local Entity Have A Consequential Reaction Triggered by Another

Interaction is an event that resulted in reciprocal and make an action to strongly influence each other. Therefore, the interaction involves more than one object. In this perspective, it can be seen that the interaction is more oriented on process and focuses on the dynamic action. As for the conduct of this interaction, can be classified into three groups, which are as follows (Su, Bonk, Magjuka, Liu, & Lee, 2005):

1) Learner-instructor

The interaction between learner and instructors is done by building an environment that encourages learner to understand the learning content better. This type of interaction is more attractive to educators and favored by learners.

2) Learner-learner

Interactions between learner and learner is done by two or more learner to well-formed into one group or not. This interaction occurs without the presence of the instructor, so learner independently interact each other according to the guidebook.

Some studies reveal that this type of interaction has a very valuable experience for the learner. This is because the learners are in interaction with exploring sources of independent learning, so this method of learning is conducted through self-taught.

3) Learner-content interaction

The interaction of learner with the content is defined as an intellectual process in interaction with content that generates a change in the understanding of learner, learner's perspective, up to the cognitive structure of learner's way of thinking. This type of interaction also has its own interest for the learner, but not many studies that reveal and discuss this type of interaction.

Based on the explanation above, it can be concluded that the interaction has an important role in the communication process, one of them in the learning process. Interaction is done involving more than one person where one acts as a transmitter and the other as recipients of information, between the two there is an intermediary in delivering content. As there are three types of interactions that can be selected to implement activities that take place.

2. Online Learning

Learning is a human activity that occurs scientifically, this can be facilitated by the existence of online instruction adopted in learning. Nevertheless, the benefits provided by the online instructions that are sometimes not fully utilized by the education implementator, primary the learner. Many of the learners take advantage of online instruction by leaving the primary intent to learn. Because of the existence of these conditions, then the making of learning with online instruction must be underpinned by two key objectives to facilitate learning and to communicate to learner that online learning is not just for the sake of administrative, but as a policy and alternatives in order to facilitate the learning process (Wright, Sunal, & Wilson, 2006: 5).

Moore, Dickson-Deane, & Galyen (2011) identify online learning as a more recent version of distance learning which improves access to educational opportunities for learners described as both non-traditional and disenfranchised. Other authors discuss not only the accessibility of online learning but also its connectivity, flexibility, and ability to promote varied interactions. The emphasis today is because online learning has become a necessity and has been applied to most levels of education without exception, ranging from elementary school to university. The fundamental difference lies in the implementation, application and the procedures used in the online learning. Nevertheless,

the material presented must still be tailored to the corridor by placing the correct pedagogic (Moore &Kearsley, 2011: 2).

Furthermore, Anderson (2008: 16) revealed that online learning takes time and a special room, as well as the design of learning materials should be well prepared. This is done with the main focus of learning is to have a high interactivity and collaboration. If learner do not focus and learning materials are not designed well, then online learning will not run with the condition. As for how they'll benefit learner and instructors through online learning are as follows:

1) For Leaner

Online learning benefits for learner because there are no boundary related with time and location. So in this case the learner can access learning materials online anytime and anywhere. It also allows for synchronization between learner and instructors. Learner can use the internet to access the material that is up to date and relevant. Then from the material that has been accessed can be used as discussion material to the instructor when they were in the process of learning in the classroom. Learning situations through these applications can enhance the knowledge and abilities of learner while completing the task by contextualizing material with learning available.

2) For Instructor

For instructors, guidance and direction can be done anytime and anywhere. Moreover, it also can update the content easily and quickly and can be accessed directly by learner. When learner are accessing, instructors can easily lead them and provide information in accordance with what is needed. If the online learning system can be accessed properly, then the student needs will be easier to be met in order to achieve the desired learning outcomes.

In addition to learner, instructors also have an important role to participate in realizing the success of the online learning. Instructor becomes the controller of the passage of the online learning process. As for some of the ways that can be done by the instructor to create online learning success, are as follows (Moore &Kearsley, 2011: 140):

- 1) Perform an online conference with humanizing. This can be done by asking some learner to post their own biography respectively. In addition, it can also be done through updates via social media with the goal to establish a learning community. The existence of these activities provide its own interest for learner because they feel invited to learn together and not patronized.

- 2) Perform an online conference by asking some good questions. This can be done by asking questions and asking learner to answer, with the aim of encouraging more learner that are active in expressing their opinions.
- 3) Controlling the number of messages, this activity can be done by limiting the number of incoming messages within a certain time. For example, from 15 learner in one day limited to only four learner can send messages. Then after the message is received will be reviewed in depth.
- 4) Controlling a long message, this is done for posts that were not too long in order to make the message clear, concise, and dense. For example by limiting the maximum message of 200 words.
- 5) Provide a summary or materials that have been there, this is done with the aim to minimize the risks that occur in the future.
- 6) Recognize each incoming messages, these activities are done by encouraging each student to receive feedback on the answers and questions that have been given. Learner must be able to explain the weaknesses and strengths of the answer given as a form of responsibility.
- 7) Maximize the facilities provided in doing online learning. This was done to facilitate the learner' instructors in organizing well coordinated in teams or individually.
- 8) Make a forum in which contains the procedures and to encourage learner to include comments during the lesson. This is done so that the student will be able to be personally critical and bold to express his opinion.

Anderson (2008:20) revealed that implications for online learning are as follows:

- 1) Learners must be told the result of explicit learning so that they can set expectations and to judge for themselves whether they have achieved the online learning outcomes.
- 2) Learners must be tested to determine whether they have achieved the learning outcomes or not. Testing online learning should be integrated in order to determine the extent of such learners.
- 3) Learning materials must be sequenced appropriately in accordance with a predetermined classification, ranging from simple form the complex, from the known to the unknown, and of knowledge to application.
- 4) Learners must be provided with feedback so that they can monitor how they are doing and take corrective action if required

Based on the explanation above, it can be concluded that the existence of online learning has an important role in the learning process. The few things that need to be considered is the material presented should be true and appropriate to the learning objectives. In addition, good communication is much needed in the online learning process, in order to prevent abuse in the implementation.

3. Application and Utilization of Interaction on Online Learning

Application and utilization of these interactions conducted with the aim to provide an overview tailored to learning in all fields and levels of education. Such interactions are used to explore learning to be done by classification theory will be taught. Interaction in learning is communication that involves learner with shaping learner' knowledge in meaningful ways to achieve success the student.

Three types of interactions, as described in the above points is a typology that need to be applied in carrying out the process of online learning. York & Richardson (2012) in his research revealed that the three types of interaction are becoming a force that is found in the process of student learning achievement. The typology that supports these objectives is the expansion of the interaction between the learner with the interface or with the learning environment as well as tools and other supporting facilities.

Interaction in the learning process involves various components, which has been linked with each other. These linkages can be described as follows (Woods & Baker, 2004)

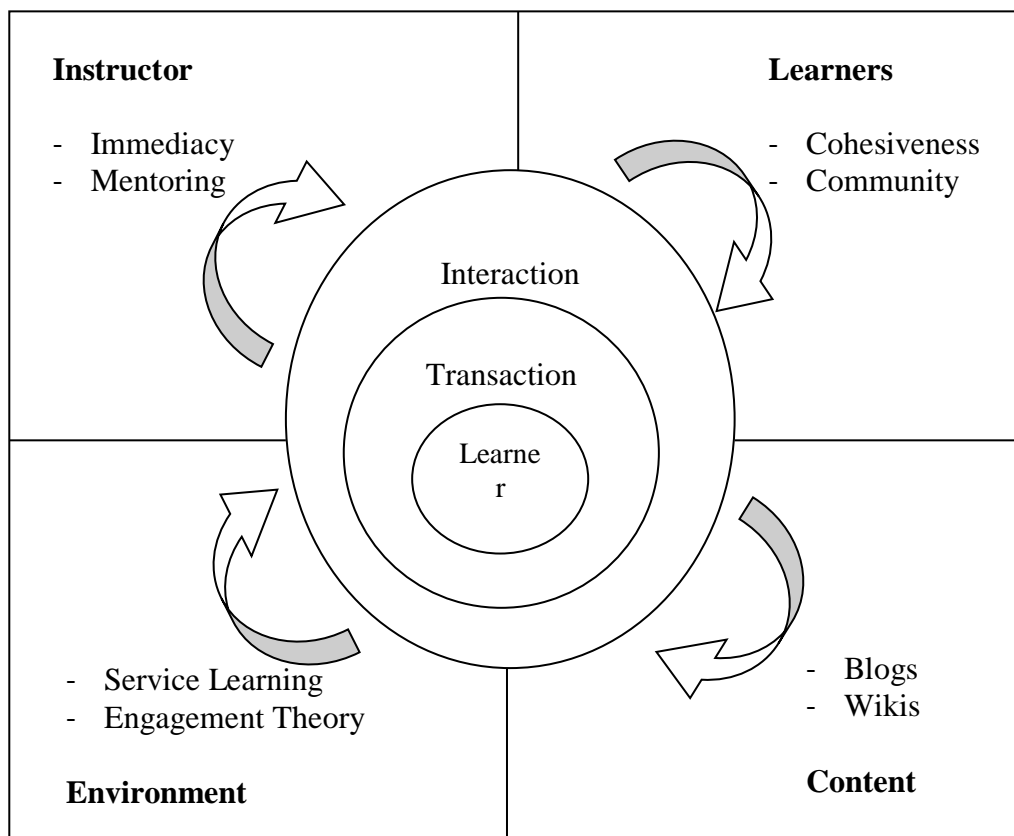


Figure 4. Interaction Model

Based on the picture above, it appears that the most important component in the process of online learning is the instructor, learner, content, and the environment. The four components are interrelated between each other, each component has different skills and abilities. Instructors have task related with immediacy and mentoring. Meanwhile, learner served as cohesiveness and community. Environment play a role in service learning and engagement theory, and instrumental content are blogs and wikis.

Based on the explanation above, it is known that interaction plays an important role in online learning. This is because if there is no synchronization between all components of the learning provided is also not going to get the maximum results. In addition, each component has a role in the learning process is also required to master the fields.

An instructor should be able to provide the material in accordance with the lessons taught and communicated to the student. This is done with the aim to harmonize the goals of their online learning. If the communication is not done, then the learner will use online learning improperly. Moreover, learner will also be a passive user, whereas the purpose of their online learning is to encourage the learner in order to have the courage to express

opinions and participate in answering and asking questions on an application that has been provided.

In addition, the existing contents of online learning also has a considerable influence on the smooth process of learning. If the content is available less according to the material provided, it will affect and give a different perception to learner. The neighborhood around also has an influence on the interaction of online learning. The immediate environment can be seen from the side of family and friends, if the family support their online learning will continue to encourage their children to participate actively in the learning. In addition, friends also give effect to the failure of a diligent student. If a student has a friend who diligently and actively participate in online learning then it will also affect the others by inviting other friends to compete and provide answers to questions on the online learning.

Based on the writer's observation, the interaction in online learning appropriate to use is the type of learner-instructor interaction. This interaction between learner and instructors is conducted by building an environment that encourages learner to understand the learning content better. This type of interaction is more attractive to educators and favored by learners.

The selection of this type of interaction is based on availability of instructors to coordinates the activities by directing both parties to minimize errors in understanding. Thus, in implementing online learning an instructor serving as filler material and facilitate the learner who will conduct the discussion. An instructor is required to encourage learner to be able to provide positive opinions. Meanwhile, learner tasked is to study the material that has been prepared by instructors and play an active role in providing comments, questions, and answers. Interactions that are well established between instructors and learner as well as good content will be able increase the chance to achieve the goal of learning and to increase student achievement.

D. CONCLUSSION AND SUGGESTION

Based on the description above, it can be concluded that the implementation and use of learning interactions in accordance with the current education is the learner-instructor interaction type. Selection of the type of interaction is based on the condition of learners in Indonesia that is currently in passive situation, waiting commands from a teacher or instructor. The learner-instructor interaction type is appropriate because of the presence of an instructor, to ensure the online learning to be employed to the maximum expectation. In addition, the presence of the instructor in making online learning process

learner will be encouraged to express their opinions and play an active role in online learning.

The few things that can be used as suggestions are as follows:

1. The application and use of this type of interaction online learning should be adapted to the level of education and school classification that will apply online learning. This is done to achieve the goals. For example at the level of elementary and secondary schools using this type of learner-instructor interaction, the high school level by combining the type of learner-instructor and learner-learner.
2. On the application and use of online learning interaction, an instructor should be able to deliver innovation to the material presented. For example, held a quiz and give a gift in a certain time period, with the aim to increase student motivation in participating in online learning.

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