What's Missing? How Interpersonal Communication Changes During Online Learning

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Abstract: During the Covid-19 pandemic in Indonesia, all communication activities have been carried out mostly through CMC, including online learning that students must experience. This situation brings big changes in the communication process between lecturers and students and vice versa. This paper aims to see how interpersonal communication changes in the online lecture process and what elements of interpersonal communication are lost with technology in online learning. The data collection method in this study was to conduct Focus Group Discussions on Sociology students at the Universitas Negeri Malang. 6 students were involved in the FGD with the criteria for students above the 2019 class who had experienced face-to-face and online lectures. Primary data was obtained through active observation of Sociology Department lecturers. This study indicates that many dimensions of interpersonal communication are missing in online lectures, such as the loss of empathy between students due to the absence of face-to-face communication and miss communication in online lectures, which causes interpersonal communication not to work effectively. Furthermore, Interpersonal communication cannot be established properly if the lecturer does not have high technological skills. It can then affect the spirit of student learning in online lectures.

Keywords: higher education, ICT skills, interpersonal communication, online learning

1.   Introduction

One of the aspects that experienced the most significant changes during the COVID-19 pandemic was the education sector. Covid-19 has caused all educators to carry out teaching tasks at home, such as school teachers and lecturers at universities. Terms such as work from home, study at home, and teaching from home have become familiar to Indonesian people. Moreover, when the government has provided rules and regulations that all educational activities are no longer carried out in buildings (schools, campuses) but from home online.

The outbreak of the Covid-19 pandemic has changed our habits by carrying out various health protocols such as social distancing, physical distancing, washing hands, wearing masks, etc. The world of education has also undergone enormous changes. Teachers and lecturers no longer carry out their duties in learning classes but are based online (Marbun, 2021). This term has become prominent in recent months and is widely implemented by Education practitioners. In Indonesia, the Minister of Education and Culture responded to this pandemic outbreak by providing policies, including abolishing national exams and replacing them with school exams, extending the validity period of university accreditation, and issuing learning instructions for the 2020/2021 academic year.

Online lectures or e-learning are actually not new. Before the Covid-19 pandemic, many public and private campuses in Indonesia had developed the concept of online lectures by utilizing technology to maximize learning media for students. Online learning itself is defined as a computer network that is interconnected with other computer networks throughout the world (Riyana, 2019). In the application of online learning, of course, both lecturers and students have their respective roles. Lecturers act as facilitators and mentors in learning activities, while students have roles as knowledge constructors, independent learners, and problem solvers (Maudiarti, 2018).

The new normal caused by the Covid-19 pandemic inevitably involves a transformation in the field of education, especially in universities. The sudden forced closure of face-to-face teaching has led academics and students into "unfamiliar terrain" due to the need to adapt swiftly to total e-learning settings (Carolan, 2020). This sudden change requires universities in Indonesia to adapt to digital technology in a short time. The university system must be able to provide quality education in the scenario of digital transformation, disruptive technological innovation, and accelerated changes in the education framework. (García-Morales et al., 2021).

The transformation and innovation of digital learning certainly have several obstacles and challenges in its implementation. In terms of lecturers and professors, this suddenly forced transformation also creates its own stress because lecturers have to adapt to new techniques without adequate training and preparation (Dwivedi et al., 2020). Briefly transitioning offline lectures to online also requires lecturers to have varying readiness levels to use different learning methods with certain competencies (Marioni G., 2020). The main difficulties highlighted by the professors are the high demand for specific skills such as proficiency in operating a computer, the ability to communicate via digital devices, knowledge of using various teaching and learning tools, and the need to address technical problems that arise during online lectures (Dwivedi et al., 2020). Although most academics are easy to adapt to online classes, some lecturers have limitations in mastering technology. These limitations are enough to affect the intensity of communication between students and lecturers during online lectures. Moreover, 70% of our communication can be done face-to-face or through media such as digital technology used in lectures (Mortensen, 2008).

Online lectures themselves also have their challenges for students. The data shows that the biggest problems for students in online lectures are technology and network problems (Mishra et al., 2020). Some researchers state that online lectures can widen the digital divide between students (Govindarajan & Srivastava, 2020). This digital gap should be the responsibility of universities, especially for students who have a socioeconomic level below the average (Liang et al., 2020). During this learning period at home, students also have other obstacles outside of access to technology. (Rahiem, 2021) stated that students in Indonesia have difficulty focusing on studying, and they also experience psychological stress such as being hit by boredom, feeling stressed, exhausted, and lonely. This is when the lecturer as an education facilitator steps in and performs interpersonal communication to the student to relieve their stress and reduce their feeling of isolation during online lectures.

Based on research conducted by (Abubakar, 2015), it was found that lecturers need interpersonal communication to increase student learning motivation. In conducting interpersonal communication, interpersonal communication skills are required so that the interpersonal communication process carried out can achieve the desired goals. The activeness and efficiency of delivering messages from one person to another are largely determined by how well he can play a good attitude so that others are not offended, and there is no misunderstanding that causes the communication goals not to be achieved properly (Hamandia, 2020).

Interpersonal communication between students and teachers mostly occurred in the classroom or during the lectures processes. As long as the lecture provides the lecture and students receive it, the process of sending and receiving messages occurs, thus creating effective communication. Creating effective communication certainly doesn't just rely on messages, but there are some characteristics in which interpersonal communication can be effective communication. DeVito (DeVito, 2016) divides interpersonal characteristics into five main points to create effective interpersonal communication: (a) empathy. Empathy makes the communicators have the same understanding of each other's feelings because each party tries to feel what the other feels in the same way; (b) openness, namely the ability to open up to others and the desire to respond honestly to the stimulus it receives; (c) support. Support can be done using non-verbal cues such as smiling, nodding the head, winking, clapping; (d) similarity, namely the similarity of thoughts, views, and ideas; (e) positivity such as being positive and respecting

others. In lectures that are conducted face-to-face, these five dimensions are certainly easy to do when the lecturer becomes a communicator in lectures. However, in online lectures, these elements of interpersonal communication are interesting to study further because, of course, there will be differences, or there is a loss of interpersonal communication dimension when this involves technology and digital devices.

Universitas Negeri Malang is a university that uses digital technology in lectures. Universitas Negeri Malang has SIPEJAR (Learning Management System), which is used in the lecture system. In addition, there are interesting things in the online lecture process at the Universitas Negeri Malang. During one semester, lecturers are only allowed to conduct teleconferences either with Zoom or Google Meet twice. The teleconference duration is limited to a maximum of 15 minutes in 1 credit. At the same time, lectures at other meetings are recommended to be carried out asynchronously. This regulation was made so that students do not feel too burdened with the internet quota they have to spend. With the lack of synchronous lectures, Researchers are interested in seeing how digital communication changes made by lecturers to students from face-to-face lectures to online lectures. This research was conducted within the Department of Sociology, Faculty of Social Sciences.

2.   Method

This research is a type of qualitative research. Data collection was obtained by conducting Focus Group Discussion sessions. Data collection through Focus Group Discussion was chosen because this technique makes it easier for researchers to make decisions in understanding the attitudes, beliefs, expressions, and terms used by participants regarding the topics discussed, so it is very useful to understand the reasons that are not revealed behind participants' responses. In Focus Group Discussions, the number of participants will determine the course of the discussion. It will be easier to condition the participants who are not too many but effective, rather than conducting FGD with large groups (Stewart et al., 2007).

The first stage that the researcher did when conducting the Focus Group Discussion was to determine the number and criteria of the participants as the unit of research analysis. In this study, the requirements for the participants were: (1) active students in the Department of Sociology, Universitas Negeri Malang, (2) Minimum Class of 20019, (3) Having easy access to online lectures. Based on these data, the researcher then conducted an FGD with six students who met the criteria. The second stage in the Focus Group Discussion is to arrange the schedule and location of the interview. With the Covid-19 pandemic condition and restrictions on activities on campus, the FGD was conducted by teleconference using Google Meet. FGDs through teleconferences were also conducted to capture students who were returning to their hometowns.

Before the researcher asked questions to the FGD participants, the researcher explained to the participants about the purpose of the FGD, the type of study carried out, and other regulations such as turning on the camera, mute mode, if any was not talking, asking the facilitator first before answering. All participants agreed that FGD activities through Google Meet would be recorded for study purposes. Clear information at the beginning like this was done so that participants felt comfortable and more open. When the FGD took place (Britten, 1995), the FGD was carried out for approximately 70 minutes, and with them, the activities were during the teleconference. When the FGD was conducted, two researchers were involved in Google Meet, where one researcher became the facilitator and directed the discussion, while the other person became the observer.

In addition to conducting Focus Group Discussion, the researcher also made direct observations to lecturers in the Department of Sociology regarding their tendency to use digital learning media and communicate between lecturers and students. The data from the FGD and observations were then organized, prepared for analysis, read the entire data, coded the existing data, then compiled how the descriptions and themes would be represented in a qualitative narrative. Then the last stage was data interpretation. This series of stages are the steps in analyzing data for analysis according to (Creswell, 2014).

3.   Results and Discussion

The main purpose of this study is to see how interpersonal communication changes in the online lecture process and what elements of interpersonal communication are lost with the use of technology in online learning. The results of this study obtained three main points, namely:

1. Online lectures make it difficult for students to understand the lecturer's mood

The results of the FGD of Universitas Negeri Malang students stated that they had difficulty understanding the mood and behaviour of the lecturers on that day when synchronous lectures were conducted. Both in offline and online lectures, the moods and emotions of the lecturers in the classroom have a big impact on the delivery of material and the course of the lecture. Delivering lecture material in a good and happy mood allows lecturers to facilitate better interpersonal communication (Rowe et al., 2015). Meanwhile, when the lecturer's mood is bad, interpersonal communication cannot be delivered correctly, affecting learning effectiveness. Attitudes that affect facial expressions and body movements are included in non-verbal communication, where the capture can vary between individuals.

The students' point of view stated that they easily understood the lecturer's mood when lectures were conducted online via teleconference. Still, it was different when lectures were conducted online. In online lectures, students' perspective is only limited to the screen on their laptops or gadgets. They cannot see in detail the body language or the real facial expressions of the lecturers. Students then consider this to make the communication process ineffective. Lecturers as interpersonal communicators must make effective interactions with students in the class with an open attitude with every problem experienced. (Marentek et al., 2018). When there is no openness, then linear interpersonal communication will not occur in the classroom. Students also have difficulty understanding moods when lectures are conducted through WhatsApp Groups. WhatsApp is one of the virtual communication media that can be used in any case, including lectures (Kurniasih & Riyadhsyah, 2018). Most of the lecture material delivered via WhatsApp is in the form of text which is, of course, very difficult to detect the mood of the lecturer only through text.

Meanwhile, social interaction must occur in the lecture process to establish interpersonal communication between teachers and students. Social interaction is a process that involves action and reaction (Goffman, 1990). If the lecturer hopes to get a certain student response, the lecturer needs to take clear and appropriate action.

Students' effort when they see the lecturer's bad mood in the classroom increases activity such as asking questions more often than before. Unfortunately, such measures cannot be carried out in online lectures. In online lectures, students just realized the lecturer's bad mood in the middle of the lecture, and when the lecturer started to raise his voice intonation or reprimand students who were considered inactive. From the study results, students were not active when online lectures were carried out because they did not know how to respond or respond to the lecturer. Meanwhile, lecturers consider student inactivity as a student's attitude that is not positive in attending lectures.

In interpersonal communication, there are two ways to express a positive attitude. First, encourage others to interact. In lectures, this can be done by lecturers in active communication with students. Active communication means that the lecturer involves students in the lecture process and does not carry out one-way lectures. Second, positive feelings. Positive feelings here mean communicating with people who enjoy the interaction and react pleasantly to conditions when communicators and communicants share messages. Lecturers can also show a positive attitude by providing feedback to students. In online learning, students tend to feel less motivated, and achievement decreases. Interpersonal communication in the form of feedback can help students achieve their goals , and have a positive effect on lectures (Singh, 2019).

2. Loss of Empathy Between Students

Changes in interpersonal communication occur in the communication process between lecturers and students and are experienced by fellow students. Based on the FGD of Sociology Study Program results, students at Universitas Negeri Malang tend to be ready to do lectures online and have no problem adapting to the learning platform. However, they feel lost in togetherness and empathy with

their fellow students. Research at Telkom University and UIN Bandung (Watnaya et al., 2020) shows the same thing where students and lecturers miss the feeling of togetherness, empathy for physical appearance, respect, and face-to-face meetings in lectures.

Showing empathy in communication is one of the indicators of students in interpersonal communication. Empathy, of course, cannot be shown by students in lectures. The emergence of an attitude of empathy requires support from peers so that students can optimize their interpersonal communication skills (Maulana & Hidayati, 2016). Students who can establish good interpersonal communication will affect their learning achievement. This is supported by research conducted by (Carter & Hughes, 2005), which shows that peer intervention support will affect students' social interactions. The intervention will cause stimulation to develop communication between students and affect their learning outcomes. This indicates the importance of interpersonal communication for students.

Example of empathy between students; when face-to-face lectures are conducted, students work together to help their friends who are having trouble answering questions from the lecturer, providing information if the lecturer is in the classroom. Still, some of his friends are not present, working on assignments together, to condition the class in an active condition When the teacher's mood is not good. But unfortunately, a lot of empathy is lost in online learning. Conducting lectures through digital devices is considered to reduce the sense of cooperation and empathy between students. Students admit that they find it difficult when they have to do group work with their classmates. When lecturers give assignments in groups, students will create WhatsApp Groups to discuss and share roles in carrying out assignments. Unfortunately, many students in one group did not respond to the discussion and did not even read the incoming message. Students who are not active only respond when the task is finished and ready to be collected. In online lectures, all students feel the same. They are in a variety of different locations and conduct their online lectures. It should be easy to cultivate a sense of empathy during online lectures like this because each individual feels the same way. (Amry, 2014) stated that WhatsApp Groups could improve collaboration in learning, share useful knowledge and information, facilitate discussion and collection of assignments, and make learning more fun. However, it turns out that this convenience is useless if it does not involve the aspect of empathy between students during online learning.

According to students, the loss of empathy arises because of students' many distractions in online lectures. The results of the FGD showed that three things became student distractions in online lectures. First, the lecturer who changes the lecture schedule. When lectures are conducted face-to-face, the lecturer will teach according to the time determined by the campus. However, in online lectures, students stated that some lecturers often shifted the lecture schedule because the lecturer had work and other activities. When the lecture schedule shifts, the discussion session between students will also shift to be more afternoon. Meanwhile, students also have other activities in the afternoon, either helping their parents, working, etc. So that students become unfocused and optimal when conducting discussion sessions and doing assignments.

The second distraction is an unsupportive location. Most students conduct online lectures in their homes. Sometimes at certain hours, the house's condition becomes very crowded, as one student admitted that neighbouring children in the morning often visited his house until noon, so he had difficulty concentrating when doing synchronous lectures either via zoom or google meet. Another student confessed that the distraction occurred when the signal or electricity in his house went out, so he had to reach for a Wi-Fi coffee shop. Meanwhile, the conditions in the coffee shop were unpredictable, and there were a lot of noise disturbances. These outside noises cause students to lose concentration, participate actively, and lose empathy with their classmates.

The third distraction is an inadequate cellular network or Wi-Fi. In the FGD, students stated that the reasons are classic but also disturbing the formation of good interpersonal communication. Many Universitas Negeri Malang students return to their hometowns during online lectures. Not infrequently, areas in their homes often experience power outages, and the cellular network will also not function when a power outage occurs. As a result, students are left behind in conducting lectures, discussions, and doing assignments.

3. Lecturer's technological ability is indispensable in replacing missing elements of interpersonal communication

Universitas Negeri Malang urges lecturers to conduct synchronous lectures via video conference only two times in 16 meetings. The duration of video conferencing is also limited to a maximum of 15 minutes in 1 credit. They were limiting the duration of lectures using video conferencing aims to reduce the burden of student quotas. However, on the one hand, this regulation also has a few negative sides, such as lecturers rarely interacting with students via video conferencing. Students feel communication restrictions to reduce the intensity between lecturers and students. Students feel that time in synchronous lectures via video conference does not build active interpersonal communication.

In lectures via video conference, students tend to agree that there is no ice-breaking or review of material given at the beginning of the lecture, unlike offline lectures in general. The lecture time is shortened when using the video conferencing platform, so the lecturers focus directly on providing the existing material. Moreover, the opportunity to conduct video conferences is only twice a semester; therefore, lecturers take advantage of the available time to offer lecture materials. Unfortunately, student perceptions are not in line with this. Students need virtual ice-breaking or just greetings from lecturers that can be done via video conferencing.

Students participating in the FGD felt that if the lecturer took 5 minutes to greet students, ask students how they are, and take turns calling students to just turn on the camera and greet their friends who are in the video conference room, it would increase the attitude of openness between lecturers and students. The brush of openness in interpersonal communication is a communicator's willingness to react honestly to the response he receives. When the lecturer greets students and asks students personally to turn on the camera, this will show students' openness spontaneously whether the student is ready to attend the lecture or not. Although it looks trivial, the lecturer's ability to greet students and do ice-breaking is also a technological ability that lecturers must possess.

The shift of learning media from offline to online does not mean allowing the loss of the interpersonal communication dimensions obtained by lecturers. But how lecturers can continue to deliver lecture material while still paying attention to interpersonal communication to students. Lecturers can carry out many activities in online lectures that do not eliminate the essence of interpersonal communication. In zoom, for example, based on the results of the FGD, students suggest lecturers use different and interesting backgrounds to attract students' attention. Students even propose to create a different zoom background theme in each meeting or create a uniform class background so that students feel more excited to turn on the camera during lectures. Lecturers also can utilize the whiteboard feature in Zoom and Google Meet to reduce the monotonous use of ordinary share screens.

In addition to the teleconference learning platform, students also feel the loss of the interpersonal communication dimension of the lecturer if the lecture is held in the WhatsApp Group. For an educator, WhatsApp Group can be a forum for giving instructions, disseminating information, and communicating between lecturers and students (Kurniasih & Riyadhsyah, 2018). Based on FGDs and observations, almost all Sociology lecturers at the Universitas Negeri Malang use WhatsApp Groups when online lectures begin. This WhatsApp Group, which a Sociology Lecturer owns, is used to (1) coordinate between lecturers and students, (2) conduct discussions during lectures, (3) Distribute lecture materials, (4) Send student lecture assignments.

Lectures through WhatsApp Groups are considered troublesome and easy to understand, and WhatsApp has many features that can be used. However, it turns out that students cannot feel the dimensions of interpersonal communication through WhatsApp Group. There is no empathy, openness, support, positive attitude to health that can be raised here. Most of the lecturers are still considered rigid in conducting the lecture process via WhatsApp. Many lecturers still carry out one-way communication with students. In the end, back to the main problem, students lose motivation to learn if the communication is not effective. This condition is in line with the results of research by Kituyi and Subira (Kituyi & Tusubira, 2013)(2013), which states that E-Learning provides many conveniences to students because they can determine their own study time, look for wider teaching materials independently, and use existing media such as WhatsApp to discuss with their friends. The success of E-Learning is supported by the ability of students to use technological devices and access the internet. But several factors make E-Learning not optimal, for example, motivation. E-Learning must be accompanied by high motivation from students, and this motivation cannot rely on students alone but must also involve peers and lecturers. Previous research from (Pramono et al., 2021) also shows that it is not enough for

lecturers to master digital technology alone. Still, lecturers must also demonstrate good leadership traits and appropriately-used digital technology as a potential combination to improve lecturers' teaching performance in online learning.

It was noted that there were two main things that students said during the FGD regarding the loss of interpersonal communication in lectures through WhatsApp Groups. First, students feel the lecturer's openness in WhatsApp. This is because WhatsApp only has many lecturers who only use the text feature when directing discussions or providing material via WhatsApp. Second, the loss of equality dimension in interpersonal communication between lecturers and students. The dimension of equality is not felt by students when the lecturer directs a discussion that is not interactive.

Discussions via WhatsApp that are not interactive are when the lecturer only throws questions to students without giving feedback or responding to responses from students. Even though writing words like "Ok" or replying to student answers using emojis can be a sign that the lecturer is listening to the discussions carried out by students. (Colom, 2021) When offline lectures occur, students feel equal to lecturers because they can reply and say anything when the discussion session takes place. However, through WhatsApp Groups, it is difficult to reply to each other and create active discussions, especially if the lecturer is just throwing questions. Suggestions from students in lectures through WhatsApp Groups are lecturers can respond to some discussion answers to warm up the discussion situation. In addition, students will feel equal with lecturers when communicating if lecturers take advantage of features in WhatsApp such as emojis, sending GIFs, sending illustrations or memes, to voice notes. Because, of course, the form of communication in the form of text alone cannot maximize the interpersonal communication process in lectures.

Table 1. Changes in Interpersonal Communication in Lectures

Changes in Interpersonal Communication in Lectures			
Face-to-face lectures	Online Lessons		
	Platforms	Student's condition	Student expectations
There is equality between lecturers and students When conducting discussions in class where lecturers provide many opportunities for students to provide feedback and get a portion of speaking	WhatsApp Group	The attitude of equality is reduced due to the short time in teleconferences and limited communication in WhatsApp Groups	Lecturers more often provide feedback from discussions given by students, especially in WhatsApp Groups
Lecturers show concern for students by greeting students at the beginning of the lecture / Asking when they see that one of the students is absent	Zoom, WhatsApp Group	There is no sense of concern shown by the lecturer because in the teleconference or WhatsApp Group the lecturer directly provides material to shorten the time	Lecturers can take turns asking students to unmute and on camera during teleconferences and greet their friends
There is a positive nature and empathy among fellow students. Both in carrying out assignments and in creating an active class atmosphere When you see the lecturer's bad mood	Zoom, WhatsApp Group	Decreased sense of empathy because students find it harder to reach their themes to work together in lectures	Fellow students understand each other's conditions, and even though they are constrained by distance, they can communicate and collaborate effectively through existing digital media
Lecturers show openness When communicating with students, such as responding to student comments and openly showing their emotions	Zoom, WhatsApp Group	The attitude of openness is not visible when communication is integrated with digital technology	Lecturers can show emotional openness by using features such as emoji, background zoom, and filters in zoom

4.   Conclusion

Students are digital native groups who are fluent in using technology, while lecturers are digital immigrants who still have to adapt to using technology. Overall, they can master the digital technology used by lecturers in online lectures. Even after doing online lectures for more than a year, students feel more comfortable in online lectures because they can also do side jobs and participate in other activities. With this adaptation, it can be said that students are ready to accept any material given by the lecturer. However, the level of understanding and absorption of lecture material cannot only be measured by the ability of students to operate digital platforms in online learning.

Lectures using video conferencing platforms are considered to eliminate the essence of interpersonal communication. One of which is that students cannot understand the emotions and conditions of the lecturer's heart. This then affects student activity in the classroom. Suppose in offline learning, and students can condition themselves to be more active when they see the lecturer's unusual movements than in online learning. In that case, students choose to stay in mute mode and off camera when the lecturer explains.

Universitas Negeri Malang has shown readiness in online learning by providing SIPEJAR as the main Learning Management System (LMS). Although many other lecturers develop learning media using other platforms such as WhatsApp, Zoom, Google Meet, and Google Classroom. The difference in platforms, of course, makes a difference in communication, especially in establishing a personal closeness between teachers and students. It is undeniable, no matter how high the level of lecturers and students mastery of communication and information technology, it still cannot replace the conditions in face-to-face lectures. So far, the Universitas Negeri Malang has provided a lot of training to lecturers regarding online learning methods. However, referring to the results of this study, Sociology lecturers at the Universitas Negeri Malang should be more active in establishing personal relationships and providing motivation to students. Evaluation can also be done in the middle of the semester to see how far students feel they have an intimate closeness to their lecturers or what input and improvements should be made in conducting online lectures.

In addition, lecturers in the Department of Sociology at the Universitas Negeri Malang must also increase innovation in delivering lecture materials. Students do not feel the loss of detailed essences in the communication process in lectures. Lecturers can change the dimensions of interpersonal communication that can only be obtained through face-to-face by utilizing the features in the online lecture platform, whether it's making interesting background zooms or Google Meets, providing virtual ice breaking, asking students to take turns on the camera, and greet their friends, to make use of emoticons on WhatsApp Groups. Online lectures are a two-way collaboration between lecturers and students. When the lecturer can become a good facilitator, understand the needs of students, and fully master the material to be delivered, students will also be better prepared to receive material from lecturers and run online lectures. Therefore, understanding lecturer technology is very important in online lectures because it is the lecturer as a teacher who designs all lecture activities and conveys the material to students. Moreover, online lectures are likely to be applied further in the future and become common in university learning. In the future, students will be free to gain knowledge from any city or country through their laptop screens.

This research is still limited to students' perspectives on changes in interpersonal communication in the online lecture process. In the future, there is still a lot of space that can be developed in this research, such as reviewing interpersonal communication from the lecturer's perspective or looking at the relationship between interpersonal communication and the technological capabilities of the lecturer.

5.   Suggestions

In the future, there is still a lot of space that can be developed in this research, such as reviewing interpersonal communication from the lecturer's perspective or looking at the relationship between interpersonal communication and the technological capabilities of the lecturer.

6.   Co-Author Contribution

The authors affirmed that there is no conflict of interest in this article. Author 1 carried out the fieldwork, prepared the literature review, overlooked the whole article's writeup and interpretation of the research. Author 2 wrote the research methodology and did the data entry.

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