

The Cyber Ethics of Academic Communication Based on Early Childhood Education Student Perception in Universitas Negeri Malang

Eny Nur Aisyah^{1*}, Tomas Iriyanto¹, Hardika Hardika¹, Rosyidamayani, T. Maningtyas¹

¹ Faculty of Education Universitas Negeri Malang, Malang, Indonesia,

*Corresponding author. Email: eny.nur.fip@um.ac.id

ABSTRACT

This study aims to reveal the understanding and awareness of students in respecting and gaining knowledge during the e-learning process based on Cyber Ethics at the State University of Malang. Cyber Ethics-based academic communication includes (1) One-to-one communication, (2) One-to-many communications, and (3) Information Services. This research used a phenomenal approach. Analyzed by investigating to describe and explore information to 51 students from the Program study of early childhood education the Faculty of Education, State University of Malang. Data were collected by in-depth interviews, observation, documentation study and Forum Group Discussion (FGD). The results showed very limited understanding of academic communication based on Cyber Ethics in early childhood education students of the Faculty of Education, State University of Malang, this was due to the lack of knowledge and skills needed in managing information in the cyber world. To increase students' knowledge, training and socialization are needed specifically to introduce the ethics of communication in the cyber world for students.

Keywords: *Student Perception, Academic Communication, Cyber Ethics*

1. INTRODUCTION

The existence of technology in cyberspace which is now familiar in the millennial generation learning environment becomes a challenge for educators to be able to innovate more and be creative in the learning process. The transformation of the learning process that is now happening due to technological developments provides a lot of information and knowledge easily and quickly. However, the reality is that the ease and speed of information and knowledge acceptance in the digital world tends to heed the rules and ethics of interacting in the virtual world (cyber ethics) in the use and utilization of technology so that now there is a widespread cybercrime that should not occur in the cyber world [1]. Cyber ethics is a rule or values that are mutually agreed upon and adhered to in interactions with fellow users of technology, especially information technology that is not written. There are no clear rules in using cyber ethics to communicate technology-based, so that Indonesia is the 3rd country with the most violations of internet law or cybercrime in the world. Data of crimes that occur in the virtual world of Indonesia include: cases of defamation reached 45% and expressions of

hatred (22%), online fraud (15%), online gambling (5%), as well as illegal access and pornography (4%). Throughout 2017 totally, there were almost 1,500 reports on defamation on social media, and throughout 2018, there were 338 reports of cybercrime cases handled by the Criminal Investigation Directorate of the National Police [2]

A form of policy taken by the Indonesian government to protect people from criminal acts in cyberspace is the issuance of Law Number 11 of 2008 concerning Electronic Transaction information (UU ITE)[3]. Smart in using and utilizing information technology in communication is a must for all Indonesian people, especially for educators and prospective educators in the educational environment. Educators are figures who directly become models in the implementation of the learning process for students so that, the ability of educators to control themselves to convey knowledge with good ethics and according to the rules of communication becomes an important part to be realized and understood in academic activities carried out daily in the interaction of academic communication directly or based on cyberspace[4].

The incidents of unhealthy academic communication, both verbal and written technology-based often have an

impact on losses to one party when interacting. The ease of assistance in providing information and knowledge services as much as possible is abused by the adaptation of several sources of information without naming the creator, misuse of identity with a samara name that does not reflect the willingness to be responsible for written statements, and the adaptation of academic work without mentioning the source of adaptation, is a matter thing that often occurs that until now color the development of the cyber world and its users in the world of education [5].

Nowadays cyber users in the education world besides educators are also students[6]. Students as agents of change will become models in their social life with all the attributes inherent in themselves. From the results of preliminary observations that have taken place in Early Childhood Education Program Study at the Universitas Negeri Malang, the lecture process often suffers from difficulties in completing college assignments that are heavily adapted from the internet without naming the author, disputes in communicating through written language related to technology-based academic assignments, as well as disguising inappropriate identities when interacting academically with lecturers, fellow students and education staff as well as technology-based communication interactions that lead to violations of politeness in nonverbal communication, become a separate concern for further analysis related to understanding and awareness of cyber ethics of students in Early Childhood Education Program Study

One of the principles of good communication based on cyber ethics will be a benchmark of the success of transfer learning not merely transfer information. The basic data of student awareness and understanding related to academic communication based on cyber ethics is very urgent to be the basis of development in the learning process that must be carried out continuously, integrated and based on life; can't be separated from the rules of values, norms and rules of the past and present.

2. METHOD

This study uses a qualitative approach with phenomenological analysis. Phenomenological studies are carried out by uncovering and digging up information to research subjects about cyber ethics-based academic communication of Early Childhood Program Study students at Universitas Negeri Malang who will become prospective early childhood educators. The research subjects were determined by snowball technique based on the findings of key informants, namely 51 students with different years of study in the Early Childhood Education Program Study at Universitas Negeri Malang, which has a elements of students with activities as workers, active students in student organizations and students who do not have other additional activities. Data was collected by deep

interview, observation, documentation study and Forum Group Discussion (FGD). The data was analyzed using two techniques, namely interactive analysis techniques which included data display, data reduction, data verification and inference. Secondly, the techniques of discourse analysis and synthesis of information obtained from the FGD process. Data validity test is done by using the triangulation technique, literature review, process accountability audit and research report, and confirmation of research results.

3. RESULT AND DISCUSSION

Communication is a process of delivering stimuli in the form of verbal symbols by a communicator to others (communicant) that aims to change their behavior. [7]. This means that with communication there will be certain changes to the communicant. Based on this understanding it can be concluded that communication is a process of delivering ideas or information by someone (communicator) to others (communicant) through certain communication media so that it causes certain changes to the communicant.

Academic communication is a matter relating to learning and learning activities organized by educational institutions during interaction in learning activities [8]. Academic activities are identical to formal activities in schools and universities. Academic communication can be interpreted as the delivery of information and ideas communicators to the communicant relating to formal learning activities carried out by educational institutions. Academic communication aims to share information about things that can support learning activities at school or university. Also, academic communication serves to strengthen the friendship between the communicator and the communicant.

There are four types of communication, including interpersonal communication, group communication, organizational communication, and mass communication. Often communication that used in academic communication is interpersonal communication and group communication. Interpersonal communication is carried out by two people namely a communicator and a communicant who discusses simple things and face to face. Whereas group communication is communication carried out by a group of people and interdependence, for example, communication in classroom learning. Communication-related to learning is the same as academic communication, where everyone in the group has the same goal which is to discuss or share information relating to academic activities at school or university.

Communication media is a tool or container used to convey messages to others. Along with the rapid development of communication media technology is increasingly growing, not only traditionally but also modern. Modern communication media are increasingly in demand because they are considered faster, easier, and more practical. Technological developments are

also increasingly supporting communication through cyberspace (cyber). The cyber-world is also used by educational institutions especially universities for academic communication. This is done because given that in the millennial era many students often communicate through the cyber world.

The use of communication through the cyber world can be seen from the many users of social media. The results of research from We Are Social shows that 150 million people in Indonesia with an age range of 18-34 years use social media [9]. This means that almost half of Indonesia's population uses social media. According to Nasrullah, social media is the internet media that users use to interact, work together, share and communicate with other users indirectly [10]. Social media makes it easy to use by users who have long distances with other users. The social media provides a lot of ease of communication by students and lecturers to communicate academically, for example through the WhatsApp group, google classroom, appear, etc. Social media is used by students and lecturers together to communicate, exchange information, discuss, and other matters relating to activities [8]

Communication patterns in higher education are not only limited to communication patterns from superiors, but subordinates also provide advice to superiors to achieve common goals[11]. This means, in academic communication the form of communication relations carried out is not only the transfer of knowledge from lecturers, but students are also involved to participate actively in learning even though through social media in writing or verbally [8]. Good communication skills have been held by students in higher education [7]. Media and adequate facilities fully support students' ability to interact well in their learning environment [12]. Students are also given the freedom to express their ideas through social media groups that have been created together. However, students must have politeness in communication. Students must include a reference source every time they cite the ideas of others, this is an ethical form of academic communication in the cyber world. Good communication skills in academic communication cannot be separated from their ability to obtain and implement the acquisition of learning outcomes.

Learning in higher education does not only occur in learning process communication academic activities can be pursued in various ways, because as adult learners students have other activities besides learning. Among them, an active role in the organization and work. In general, students from Early Childhood Education Program Study at Universitas Negeri Malang are students from Indonesia from various regions, both cities and villages. The students of Early Childhood Education Program Study at Universitas Negeri Malang who are informants as research subjects with an average age of 19-24 years are 120 students from the 2018-2015 academic year consisting of 3 types of grouping: 1) active in student organizations (Ormawa), 2) Active in

the Student Activity Unit (UKM), and not active at all in both activities; just college. The following is the exposure of the profile of research subjects based on other types of activities carried out in lectures:

Table 1. The Profile dan Number of Students Based on Their Activities

Year Class	Profile dan Number of Students Based on their Activities		
	Students with activities as workers	Active students in student organizations	Students who do not have other additional activities
2018-2017	3	3	4
2017-2016	4	3	3
2016-2015	3	3	4
2015-2014	3	4	3
Total	17	17	17

In academic communication, disturbances occur in the communication process or can be called communication barriers. Barriers in academic communication have a very big influence on the effectiveness of learning activities. There are two obstacles in academic communication, namely first, semantic barriers, namely barriers related to language grammar. This obstacle is caused because the words used are too difficult or denotative so it is difficult for the communicant to understand. Second, channel barriers, namely barriers related to the media used to communicate [13].

Students who do not really need communication intensity using electronic media in their learning activities ultimately do not care much about the ethics of communicating in the cyber world. Especially those who only study without additional activities, the tendency will be more to communicate less formal in the use of gadgets and not too concerned about academic ethics in communicating individually. The communication interaction skills of the Early Childhood Education Program Study at Universitas Negeri Malang are managed when they can communicate in joint learning activities directly and in social media that practice their ability to interact with many people. Students with additional activities while working have the ability to communicate with many more dominant people. Communicating with fellow individuals is more owned by students who do not have additional activities other than lectures. Students with additional activities in the organization more dominate the ability to communicate in-service information services. The ability to inform and also uphold ethics is dominated by students doing college activities while working. Forging their ability to adapt to the work environment and organization to form a more confident person, more effective communication skills and embed social values as a form of public recognition that is the basis of skills

to serve and communicate with many people well. The following is a graphic presentation of the acquisition of research results related to cyber ethics in academic communication in the Early Childhood Education Program Study at Universitas Negeri Malang:

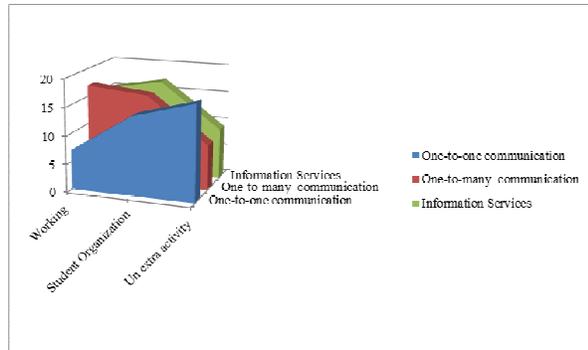


Figure 1. Graph Data of Ability Communication Based on Cyber Ethics

The ability and limitations of skills in communicating based on Cyber Ethics are not well understood by students because of the lack of facilities and information that they get from learning activities carried out daily during their lectures. The affirmation of the rules and also the socialization of how ethics of academic communication become an urgent need that must be understood and carried out simultaneously and continuously through appropriate and easily understood strategies. To be able to reduce obstacles in the academic communication process, strategies are needed to improve the effectiveness of academic communication [14].

Communication strategy is a method used in planning communication through communication management to achieve predetermined goals [15]. There are several stages of implementing the strategy to increase the effectiveness of academic communication. First, recognize the target communicant. This is because to achieve the communication goals, the communicator must be able to position themselves with the interlocutors [16]. Students should have politeness in academic communication, especially when communicating with their lecturers. Second, establish communication media. Along with the rapid development of technology, more and more media can be used to communicate. Lecturers and students can choose the right media to communicate easily academically [17]. Third, examine the purpose of communication. This relates to the techniques that will be used to communicate academically. Lecturers need to provide feedback space to students so that communication can go both ways so that learning objectives are achieved [11]. Students should respond to information and instructions given by lecturers properly to create harmonious academic communication. Fourth, the role of communicators in communication. A communicator must be able to empathize or be able to

feel what the communicant feels. This means lecturers must be able to be empathetic when communicating with students who are angry, confused, busy, sad, sick, disappointed, and so on. Thus the lecturer can position themselves according to the conditions of the communicant environment both directly and in the cyber world [5]

The effectiveness of academic communication will make the process of learning activities also more effective. The ability to build good communication will also increase good academic confidence [18]. Effective communication in learning in the cyber world is determined by the activeness of students and learners in the form of reciprocity in the form of questions and answers to questions. The feedback provides opportunities for learners to learn more broadly and deeply. Also, feedback is an opportunity for learners to be able to receive suggestions from students related to academic communication conducted in the cyber world [15]

4. CONCLUSION

Based on the discussion that has been presented previously, it can be concluded that technological developments increasingly support communication carried out through cyberspace (cyber). The cyber-world is also used by educational institutions especially universities for academic communication. Communication patterns in tertiary institutions are not only limited to the transfer of knowledge from lecturers, but students are also involved to participate actively in learning even through social media. However, in the delivery, students must have politeness in communication, this is an ethical form of academic communication in the cyber world. Cyber ethics-based academic communication must be known and well implemented by all students, lecturers and all education staff.

There are two obstacles in academic communication, namely semantic barriers (related to linguistics) and channel barriers (related to communication media). To reduce obstacles in the academic communication process, strategies are needed to improve the effectiveness of academic communication, including (1) recognizing communicant goals; (2) establish communication media; (3) review the purpose of communication; (4) the role of communicators in communication. Effective communication in learning in the cyber world is determined by the activeness of learners and learners in the form of reciprocity. If communication is effective, the learning process will also be more effective.

Specifically, training and outreach are needed to introduce the ethics of communication in the cyber world for students. This is intended to increase their insight and knowledge for information disclosure and also the development of their skills in implementing

their ability to socialize better. The right strategy, media and role models in the implementation of cyber ethics will become a facility that allows for the development of understanding and awareness of students of Early Childhood Education Program Study of Universitas Negeri Malang in applying cyber ethics to the learning process they take during lectures to form a generation that is ready for various challenges in the future.

REFERENCES

- [1] “cyberbullying di media sosial youtube (analisis interaksi sosial laurentius rando terhadap haters) - pdf.”
<https://docplayer.info/75136838-Cyberbullying-di-media-sosial-youtube-analisis-interaksi-sosial-laurentius-rando-terhadap-haters.html> (accessed Oct. 07, 2019).
- [2] “Ulasan lengkap : Definisi Kejahatan dan Jenis-jenis Kejahatan Internet - hukumonline.com.”
<https://www.hukumonline.com/klinik/detail/ulasan/cl294/definisi-kejahatan-dan-jenis-jenis-kejahatan-internet> (accessed Oct. 07, 2019).
- [3] “UU_NO_11_2008.pdf.”
https://docs.google.com/viewerng/viewer?url=http://referensi.elsam.or.id/wp-content/uploads/2015/02/UU_NO_11_2008.pdf&hl=en_US (accessed Oct. 07, 2019).
- [4] H. Hardika, E. Nur Aisyah, and I. Gunawan, “Facilitative Learning to Improve Student Learning Creativity,” in *Proceedings of the 3rd International Conference on Educational Management and Administration (CoEMA 2018)*, Malang, Indonesia, 2018, doi: 10.2991/coema-18.2018.44.
- [5] C. Stüchelberger and P. Duggal, *Cyber ethics 4.0: serving humanity with values*. 2018.
- [6] K. F. Hashim, A. Rashid, and S. Atalla, “Social Media for Teaching and Learning within Higher Education Institution: A Bibliometric Analysis of the Literature (2008-2018),” *Int. J. Interact. Mob. Technol. IJIM*, vol. 12, no. 7, pp. 4–19, Nov. 2018.
- [7] “(3) (PDF) Communication Skills among University Students,” *ResearchGate*.
https://www.researchgate.net/publication/257716668_Communication_Skills_among_University_Students (accessed Oct. 08, 2019).
- [8] S. Gizir and H. Simsek, “Communication in an Academic Context,” *High. Educ.*, vol. 50, no. 2, pp. 197–221, 2005.
- [9] “Hasil Riset Pengguna Media Sosial di Indonesia, Ternyata Ada Peningkatan - Warta Kota.”
<https://wartakota.tribunnews.com/2019/02/11/hasil-riiset-pengguna-media-sosial-di-indonesia-ternyata-ada-peningkatan> (accessed Oct. 07, 2019).
- [10] “POLA KOMUNIKASI MAHASISWA DI MEDIA SOSIAL | Jurnal Common.”
<https://ojs.unikom.ac.id/index.php/common/article/view/1949> (accessed Oct. 07, 2019).
- [11] “(16) Improving Student Learning Independence through Transfer of Learning Strategies | Hardika | Request PDF,” *ResearchGate*.
https://www.researchgate.net/publication/334056398_Improving_Student_Learning_Independence_through_Transfer_of_Learning_Strategies (accessed Aug. 06, 2019).
- [12] “Deepening Learning and Inspiring Rigor: Bridging Academic and Experiential Learning Using a Host Country Approach to a Study Tour - Susan Orpett Long, Yemi Susan Akande, R. W. Purdy, Keiko Nakano, 2010.”
https://journals.sagepub.com/doi/abs/10.1177/1028315308327952?casa_token=sdiCM816K28AAAAA:q_lvqu4gKXfR79OxhTIpu7eD5A9bHau6PuhWKAruHWVh9zauuINz1h48PDXySfH_JnuTeqla20KAMg (accessed Aug. 28, 2019).
- [13] “KOMUNIKASI EFEKTIF DALAM DUNIA PENDIDIKAN | Wisman | Jurnal Nomosleca.”
<http://jurnal.unmer.ac.id/index.php/n/article/view/2039> (accessed Oct. 07, 2019).
- [14] M. Iordache-Platis and I. Josan, “Communication Efficiency within Higher Education Institutions: The Case of Romania,” p. 12, 2009.
- [15] L. R. Hare and K. O’Neill, “Effectiveness and Efficiency in Small Academic Peer Groups: A Case Study,” *Small Group Res.*, vol. 31, no. 1, pp. 24–53, Feb. 2000, doi: 10.1177/104649640003100102.
- [16] S. Akbar, E. N. Aisyah, and L. Puspitasari, “The Role of Cultural Universities in Student Character Development,” vol. 285, p. 5.
- [17] I. S. Wijaya, “DINAMIKA KOMUNIKASI ORGANISASI DI PERGURUAN TINGGI,” *J. Dakwah Tabligh*, vol. 14, no. 2, p. 13, 2013.
- [18] M. Bong and E. M. Skaalvik, “Academic Self-Concept and Self-Efficacy: How Different Are They Really?” *Educ. Psychol. Rev.*, vol. 15, no. 1, pp. 1–40, Mar. 2003, doi: 10.1023/A:1021302408382.