

(Communication Barriers between Tutors and Learners in the Package C Program at the Lestari Hutuo Community Learning Activity Center)

Cikitha Feblastya Is. Hasan¹, Andi Subhan², Dwi Ratnasari³

Ilmu Komunikasi, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Ichsan Gorontalo

Article Info

Article history:

Received : 24 July 2024

Published : 02 Agustus 2024

Keywords:

Communication barriers,

Tutors,

Community learners ,

Package C Program,

Community Learning Center,

Abstract

This study aims to find the communication barriers between tutors and community learners in the C Package Program at Pkbm Hutuo Lestari. The method used in this study is through a descriptive-qualitative approach. In this study, informants are taken among tutors by purposeful sampling and among community learners through convenience sampling. The data collection technique is by observation, interview, and documentation. The results of this study indicate that in the Package C program at the Hutuo Lestari Community Learning Center, there are several communication barriers during the teaching and learning process, namely physical, physiological, psychological, and semantic barriers. Specifically, the main obstacle is the semantic barrier. Some tutors and community learners are from different regions with different mother tongues, so it is difficult to understand each other's messages.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Andi Subhan

Universitas Ichsan Gorontalo

1. INTRODUCTION

The communication factor in learning is very important in the school environment, both formal and non-formal schools, which is in line with the statement by Argentina, R., & De, & Psicológica, & Bakar, A., & Shah, K. (2020) that communication is a functional element life. With good communication, the process of learning activities between teachers and students will be effective. On the other hand, if good communication is not established, teaching and learning activities will become ineffective. In educational activities, strategies are needed to build interaction and convey educational messages so that learning material can be well received. This influences changes in student behavior and understanding. This is in line with Berge's (2013) statement that at a broader level, education can be considered as a communication process between its participants.

The form of educational communication is essentially no different from the approach used in good educational management. The teaching and learning process is a form of communication, namely communication between student subjects and teaching staff. In communication there is a transfer (*transfer*) knowledge and formation (*transform*), skills, or attitudes and values from teaching staff to students according to the goals to be achieved.

Equivalent education is part of Non-formal Education, namely an educational program that provides general education equivalent to SD/MI, SMP/MTS and SMA/MA which includes Package A Program, Package B Program and Package C. Each package is a leveling of each level of education. Package A for Elementary School (SD) level, Package B Program for Junior High School (SMP) level, and Package C for Senior High School (SMA) education level.

This program seeks to serve students who come from disadvantaged communities, such as those who have never attended school, have stopped going to school (for certain reasons), have completed a certain level of education, but for various reasons cannot continue to a higher level (drop out), and those who are still of productive age and want to improve their knowledge and life skills. In other words, the equality program is a substitute education for those who do not have the opportunity to attend formal education and solves the problem of inclusivity. One of the non-formal education programs in Indonesia is the Community Learning Activity Center or usually abbreviated as PKBM.

PKBM is a non-formal educational institution founded and managed by the community itself in the context of empowering local communities that are adapted to economic, social and cultural conditions as well as the natural environment. The name PKBM only appeared in Indonesia in 1998, which was in line with efforts to expand people's opportunities to obtain educational services. Likewise with Gorontalo Province, where there are still many people who really need the presence of PKBM. One of the PKBMs located in Gorontalo is PKBM Hutuo Lestari in Hutuo Village, Limboto District, Gorontalo Regency, Gorontalo Province.

PKBM Hutuo Lestari itself was founded by a woman named Tuti Kustia, S.H. on December 27 2007. The latest data recorded at DAPODIK in 2023 shows that Package A class 6 has 3 people, Package B class 7 has 22 people, class 8 has 15 people, class 9 has 35 people. The total number of students studying in package B is 72 people. Package C class 10 has 34 people, class 11A has 25 people, class 11B has 29 people, class 12 has 42 people. The total number of students studying package C is 130 people. The meeting schedule is held three days a week for each package class. Nearly all of the residents studying at PKBM Hutuo Lestari come from Gorontalo Regency. Based on data in the field, the presence of PKBM Hutuo Lestari really helps people who really want to get a diploma to find work or to continue their education at a formal school.

A good communication process is the most important thing in terms of delivering learning because the obstacle often faced by tutors is that the community's interest in learning at PKBM Hutuo Lestari is still low. Therefore, institutional administrators are trying to find solutions to resolve this problem. Barriers are obstacles or things that can affect the smoothness of communication activities. Communication goals cannot be realized because there are obstacles that hinder them. These obstacles can come from several parties, from practitioners who are carrying out their activities or from communicants, *audience* or goals in general. This means that all communication components can have the opportunity to influence the success of communication if one or several communication requirements are missing or incomplete. Inappropriate use of media and the wrong message formulation can also be an obstacle to successful communication. This is in line with the statement that access, including communication, should not only be provided at the physical level, but should also be applied to perceptual and cognitive design. People can only participate if they have access to all forms of communication. Communication barriers often complicate or deny access to information for many recipients (Rink, I., 2024).

Conditions in the field show that there are still many people who have low interest in learning, which causes them to drop out of school for various reasons. In the context of intergenerational learning, these reasons accumulate into three main factors, namely: personal, relational, and managerial (Polat, S. & Yilmaz, Y., 2020). These various reasons can include economic limitations, getting married at an early age, difficulty socializing because the formal school environment is less comfortable, experiencing bullying, and personal desires. In the context of online learning in PermataSari & Widodo (2023), communication barriers also occur between teachers, students and parents in the form of technical, semantic and behavioral barriers.

Barriers to communication include unavoidable distractions at home, poor understanding, and lack of parental help in context *distance-learning* (Protacio, A., Sonza, S.J., Peñafiel, N., Dolojo, R., Magtulis, C. & Barcelona, C., 2022) also appeared especially during and after the Covid-19 pandemic. In terms of *teleconferencing classes* appropriate to the learning needs of the special

period, Xanthopoulou, P. & Lappa, K. (2022) menefind out about the existence of limitations related to technical problems in the use of media and eye contact in learning. There is also other research, namely Afriana, R., Wisroni, & Setiawati, (2018), which specifically highlights interpersonal communication between tutors and students in one of the PKBMs, the results of which illustrate that interpersonal communication of tutors according to students is categorized as low, which is seen from the aspect of lack of openness, empathy, supportive attitude, positive attitude and equality of tutors towards students. In fact, more complicated problems were stated by Alam, MD. (2020) related to various communication barriers in learning, namely Insufficient communication between tutors and students, inability to understand course content, lack of interest in learning, insufficient number of tutorial classes, excessive and complex course content, appointment of less qualified tutors, lack of tutor training, dissatisfaction with honorarium for tutoring, lack of knowledge in the use of ICT. All of these problems focus on one main problem, namely communication barriers.

Based on this, the urgency of this research seeks to: find out communication barriers between tutors and students in the Package C program at the Lestari Hutuo Community Learning Activity Center in the learning process.

2. RESEARCH METHOD

The choice of focus for this research was to be more oriented towards communication barriers between tutors and residents studying the Package C Program at the Hutuo Lestari Community Learning Activity Center (PKBM). The location of this research was carried out at the Hutuo Lestari Community Learning Activity Center (PKBM), Jln Runi S. Katili, Block C2 No.7, Hutuo Village, Limboto District, Gorontalo Regency. The research design that researchers used in this research is a qualitative descriptive research design to find facts about communication barriers between tutors and students studying the Package C Program at the Hutuo Lestari PKBM Center. In Furidha, B.W. (2023), qualitative research is defined by Moloeng (2018), Sugiyono (2019), and Cresswell (2018), as research that has the aim of understanding phenomena related to participants, including their behavior, perceptions, motivations, actions, etc. as conditions. nature whose data and analysis are qualitative in order to understand social problems. Meanwhile, Shinija (2024) highlights descriptive research as an effort to try and find out the characteristics of a particular population or phenomenon. Furidha, B.W. 2023) adds that the characteristic of descriptive qualitative research is that it provides a systematic, accurate and factual general description of the facts, characteristics and relationships between the phenomena being studied.

The informants in this research were tutors and residents studying PKBM Hutuo Lestari to find out communication barriers in the PKBM Hutuo Lestari environment. Determination of informants is carried out through *purposeful sampling*, namely purposeful sampling based on the proposition that information-rich samples should be selected in order to have an in-depth view of existing phenomena (Shaheen *et al.*, 2019). Two tutors have the same opportunity to provide information about this research topic. Meanwhile, determining informants among study members was carried out through convenience sampling (volunteer sampling/accidental sampling) as explained by Omona, J. (2013). This means that the informants from among the learning community are those who the researchers managed to meet at the PKBM location.

Primary data is data obtained from the main source in this research, namely the results of observations, interviews with informants and predetermined documentation. In this research, the data obtained was from tutors and residents studying PKBM Hutuo Lestari. Meanwhile, secondary data is supporting data sourced from various references as additional analytical material. To test the validity of the data, researchers used triangulation of data collection techniques through observation, in-depth interviews and documentation. In data analysis, researchers analyzed using a theoretical approach regarding communication barriers by Devito A. Joseph (Transcription by Agus Maulana, 2011).

3. RESEARCH RESULTS AND DISCUSSION

Researchers conducted interviews with two tutors and three PKBM Hutuo Lestari Learning Residents to find out accurate information according to what happened in the field. Researchers will describe the results of research interviews regarding Communication Barriers between Tutors and Learners at PKBM Hutuo Lestari.

3.1. Research result

1. Physical Barriers (*Physical*)

The following are the results of researchers' interviews with Tutor Mita informants at PKBM Hutuo Lestari regarding the physical obstacles they experienced during the learning and teaching process.

"In terms of physical obstacles, our infrastructure is still very limited. Yes, there are improvements but they are still very gradual. So at PKBM the building is a residential building. Then behind that hall which is very limited, adjacent to the pool is no longer used as a warehouse so maybe the children will learn quickly. *distract* like other things, like a cat passing by, like the sound of a frog, a bird or a cat fighting, it's automatic if you're serious about teaching, suddenly there's a sound like that, it's definitely going to affect them when they're learning, if it's physical." (Interview results, 2024)

From Tutor Mita's statement, he described the physical condition of PKBM Hutuo Lestari which was one of the obstacles to the learning process of the students. Tutor Tomi also explained the same thing, he said:

"From a physical perspective, the teaching room at PKBM is open, so if you use an LCD projector, it's sometimes dazzling. So students will have difficulty seeing." (Interview results, 2024)

A student named Rostin also expressed almost the same obstacle regarding the classroom atmosphere when it rains.

"Because our classroom is semi-outdoor, sometimes when it rains the smell of evaporating soil really bothers me, so I don't focus during the learning process." (Interview results, 2024)

From what was conveyed by Tutor Tomi and the students studying Rostin, it turned out that the room was semi *outdoor*. *Not* only will it make it difficult for residents to see the screen when using the projector, but it will also create a disturbing smell when it rains. The following are the results of interviews with Rostin students regarding seat facilities at PKBM:

"In addition, with the chairs we use, because my body is quite large, I don't feel comfortable when sitting in a chair that looks like that (a chair connected to a table). So every time I receive material or an exam I feel disturbed and uncomfortable." (Interview results, 2024)

Apart from classrooms, there are also facilities that cause discomfort for students as stated by Rostin above. There was even another student, namely Delly, who said there were problems with the same object but different problems:

"I also felt a bit disturbed because the chair often swayed, I don't know whether the chair was damaged or because the ground was uneven, so it was like that." (Interview results, 2024)

Apart from that, the physical obstacles felt by another student named Elsa are stated in the following interview excerpt.

"Sometimes when you do zoom or online learning, the problem is in the network. Elsa must be on the terrace of the house when online (house location in the interior). PKBM is also in housing so the network is equally unstable. If the tutor explains, I don't really understand." (Interview results, 2024)

After hearing about the physical obstacles that affected communication between tutors and students, namely unstable network connections, the PKBM owner and tutors immediately resolved them. This can be seen from the following interview with Elsa.

"But now at PKBM wifi facilities are provided. So when the tutor explained it was smooth. "We were even allowed by tutors to come directly to PKBM to look for assignments using this free facility." (Interview results, 2024)

2. Physiological Barriers (*Physiological*)

Results of researchers' interviews with tutors and students at PKBM Hutuo Lestari regarding the physiological obstacles they experience during the teaching and learning process. The following are the results of the interview with tutor Mita.

"In terms of physiological barriers, actually at PKBM there are no children or tutors with disabilities, yes. But there are some who are indicated as having an IQ below normal, for example those in package C, Delly is included, so it's a bit difficult for him to catch them. There are also some children who have difficulty concentrating. So it requires extra effort when we have to teach them." (Interview results, 2024)

According to tutor Mita, none of the students or tutors are categorized as people with disabilities, but there are several students who are indicated to have limitations. This often becomes an obstacle during the learning process, as experienced by tutor Tomi. Below is the interview.

"Many students find it difficult to adjust when using devices such as computers, *laptops*, especially *mouse*. They are confused about how to operate it even though they have been frequently instructed. Sometimes there are also those whose vision is blurry. This is one of the obstacles that often occurs when I teach." (Interview results, 2024)

This statement was confirmed by study resident Delly who admitted that he did not have clear vision.

"It's true that I'm a bit nearsighted, so I often have difficulty when I'm given material from far away. For example, when the tutor explains using layers/projectors. (Interview results, 2024)

The same thing was stated by Elsa's students. But he had resolved the problem himself.

"Actually, Elsa is nearsighted, but she often wears glasses. So now the problem of short-sightedness is no longer an obstacle to studying." (Interview results, 2024)

In contrast to the obstacles felt by a student named Rostin who felt more disturbed because his hearing was not good.

"So far, there haven't been any problems when looking at the projector screen or paying attention to the tutor's explanation, because my eyes are not myopic, I can still see clearly on the screen, board, or on the exam paper. However, sometimes hearing is not clear when the tutor explains." (Interview results, 2024)

3. Psychological Barriers (*Psychological*)

The following is a researcher's interview with tutors at PKBM Hutuo Lestari regarding the psychological barriers they experience during the learning and teaching process.

"This psychological barrier must be experienced by all students, I think. Because we have different backgrounds. So indeed there is school age up to the age of 30 (in package C). But for example, in package C there is a *rombel* (study group) for class 12, there are 50 people, so it's a mix of boys and girls. "Then the background is that some are still of school age, some are not, some are working, some are not, their ages are also different, in terms of status, some are married and some are not." (Interview results, 2024)

The delivery of tutor Mita is also allowed by tutor Tomi, as delivered below.

"The PKBM students are brought together, some are young people, some are old people, from across professions there are also farmers, some are builders, children or teenagers who have dropped out of school." (Interview results, 2024)

The existence of these differences has the impact of psychological barriers on students, which causes the learning process to often be less effective because of these psychological barriers, as said by tutor Mita below.

"So psychologically, people who often answer are school age because they haven't been disturbed by the family's children and so on. So, psychologically those who are adults feel *insecure* (lack of confidence) when they cannot respond during learning, even though the questions are basic. Maybe the opposite is true when in certain subjects they are the ones who can answer because they have a lot of experience. Meanwhile, those who are young have not worked and have much experience, they actually lack self-confidence Again. So the meaning is still a visible *gap*"The difference between these backgrounds makes them psychologically less comfortable studying in the same room with very significant differences." (Interview results, 2024)

Tutor Tomi often experiences the same thing when carrying out lessons in his field.

"Usually farmers often feel doubtful about their abilities, especially when taking exams or studying with young people when operating technology such as computers. They feel less confident, shy and even less comfortable mingling." (Interview results, 2024)

Some students also confirmed this. One of them is Rostin, who is married and works as a farmer.

"Sometimes when I have a lot on my mind, remembering work in the garden that hasn't been finished yet, the children at home are still small, sometimes I become less focused when receiving material or when the tutor explains. Sometimes too often with children my son's age who are fluent in using electronic devices." (Interview results, 2024)

However, the opinion of two students who are still teenagers is different, such as Delly's statement, which is different from what Tutor Mita feels.

"So far, even though I dropped out of school at my previous school, so far this has not hampered my learning process at PKBM, because the tutors here treat me well and do not discriminate between us students." (Interview results, 2024)

It can be stated that the obstacles felt by tutors are not necessarily obstacles for students to learn. vice versa.

4. Semantic Barriers (*Semantic*)

Results of the researcher's interview with Elsa as a student *non-native* Gorontalo at PKBM Hutuo Lestari regarding perceived semantic barriers.

"The semantic barrier is more about language, right? So I am not a native Gorontaloan and many people learn from Gorontalo. Millennial students can already understand the standard language we use, but at certain points, such as Mrs. Rostin, people studying from Dumati, Dungaliyo and their friends, use the regional language or mother tongue every day or at any time. learning process, so like it or not, whether we like it or not, efforts must be made to mix languages, or we use other students who understand the standard Indonesian language that we speak *in-translate* into Gorontalo language". (Interview results, 2024)

It is clear that semantic barriers seem to be the main obstacle for tutors and students studying at PKBM Hutuo Lestari. This is caused by the differences in language, accent or dialect they use. Considering that there are two tutors and several students who are not from Gorontalo,

this sometimes becomes an obstacle when they communicate. This was revealed based on the statement of Mrs. Mita, who is a tutor *non-native* Gorontalo.

"Yes, language is still an obstacle in the teaching and learning process because when I use standard Indonesian, the average person here still has difficulty understanding what I say because many people are more fluent in the language, accent and regional dialect of Gorontalo. "Then when using a computer or laptop, the language is in a foreign language or English, which is often difficult for students studying at PKBM Hutuo Lestari to understand." (Interview results, 2024)

Study residents also do not deny this. This condition is in accordance with the description described by a student named Rostin as follows.

"I often experience this obstacle because usually when I ask about subjects that I don't understand or exam questions, the tutor explains it well but I don't understand the language the tutor uses, because the tutor uses standard language and *accent* which is different from what I use, while I dropped out of junior high school in class 2 and is a native Gorontaloan, so my understanding and knowledge have not yet reached that level, so I often don't understand the explanations or language used by the tutor. Likewise, it's the same when I do questions during the exam. So if I don't understand even though the tutor has explained it, I choose to just keep quiet and continue answering the question." (Interview results, 2024)

Elsa also said the same thing, because she was a student from outside the Gorontalo area. He often experiences this obstacle and sometimes his conversations with other tutors or other students are not conveyed.

"Because Elsa moved from outside the Gorontalo area and had lived in different areas, since she first entered PKBM, she heard a lot of new dialects and languages in Gorontalo. From classmates and tutors, Elsa sometimes finds it a bit difficult to adjust. However, if you meet a tutor whose language is mixed, they usually use Gorontalo language.*mix* Sometimes Elsa is slow to digest standard language." (Interview results, 2024)

Not different from Delly, who is originally from Gorontalo, she also experienced communication barriers in conveying her thoughts.

"Actually, while I was at PKBM, the tutors often explained when I asked questions, but sometimes I understood some things, and sometimes I didn't. Because my language style or accent is different from theirs, and maybe also because of different levels of education, so I don't understand what the tutor explains to me." (Interview results, 2024)

From the statements of informants at PKBM Hutuo Lestari, it can be seen that semantic barriers are often the main obstacle when tutors and residents learn to communicate or during the teaching and learning process.

3.2. Discussion

Based on the results of interviews, observations and documentation related to communication barriers between tutors and students in the package C program at PKBM Hutuo Lestari, researchers found that there were communication barriers (DeVito, J. A.) that occurred between tutors and students such as physical barriers referring to conditions. physical, situational or environmental conditions that hinder the flow of information between tutors and students. An example is the physical condition of the classroom which is less comfortable because there are disturbances from the surroundings such as animal noises, the smell of the earth when it rains, and a stuffy room which can disturb the concentration of students studying. Excessive lighting due to the PKBM Hutuo Lestari classroom *semi outdoor*, and the use of projectors during the day, where excessive sunlight can sometimes become an obstacle during the learning process. Even though it is rare, classroom conditions that are noisy due to the age gap between different students

can also sometimes be a factor inhibiting communication from tutors to students. Inadequate or limited conditions of infrastructure can disrupt the concentration of students studying, such as damaged equipment, the less strategic location of PKBM Hutuo Lestari so that the internet network connection at PKBM is often unstable if there is a need to use it. However, in terms of this network, the owner of PKBM Hutuo Lestari has installed free wifi and access is open to all students. In this way, network conditions can be resolved if residents learn to connect to the PKBM Hutuo Lestari wifi network, except when there is a power outage. Considering that the PKBM Hutuo Lestari building is also under renovation, it is not surprising that there are often sounds of craftsmen working and this causes the learning process to sometimes be disrupted.

Physiological barriers relate to an individual's physical conditions that affect their ability to communicate, such as impaired vision, hearing, poor health or mental health, or difficulty speaking. In this case, at PKBM Hutuo Lestari, there are no tutors who have physiological barriers when teaching, but among the students there are several who have physiological barriers, both from hearing, vision, to IQ. However, so far it can still be resolved as long as the tutor is willing to put in extra effort when carrying out the teaching and learning process, because none of the students are completely deaf, blind, or have speech disorders.

Psychological disorders for the learning process refer to mental or emotional factors such as having social anxiety, namely not being comfortable speaking in front of the class or talking between friends and tutors, high anxiety about exams which can cause students to have difficulty concentrating, this usually happens to students at PKBM because some of them are housewives, farmers, or those who previously had bad experiences at formal schools. They may not express it, but as a tutor whose function is also to embrace the learning community, they can see these obstacles in the learning community.

Apart from that, psychological barriers can also be in the form of low motivation, lack of self-confidence such as fear of failure, fear of starting communication between fellow students and tutors because of the large age difference above them which can become a barrier or obstacle to the process of interacting with each other. Considering that some students have also stopped attending formal education because they had previous negative experiences, tutors are very careful in maintaining good communication with students, because this can also affect the effectiveness of their learning process, even between fellow students. itself.

Semantic barriers relate to language, the meaning of words, terms, symbols used in communication. Semantic barriers often occur when tutors and students have differences in understanding or interpreting the messages conveyed, including language, differences in dialects, accents, ambiguous words, and can also be differences in cultural background. From the results of researchers' observations while conducting research at PKBM Hutuo Lestari, it seems that semantic barriers are the main thing in communication barriers between tutors and students. Because some of the students and tutors come from different villages, sub-districts, districts, sub-districts and regions, so they have different languages, dialects, accents, cultures and even habits.

Tutor Mita experienced almost the same thing, because he was previously born and lived outside Gorontalo for a long time, so he often asked the students concerned if the students communicated with him using Gorontalo language. Because she is used to and frequently communicates with native Gorontalo students, Tutor Mita has become more likely to mix languages or use mixed languages when teaching so that she can adapt to the students she interacts with. This semantic barrier is not only among adult students who use Gorontalo language, but tutors also often feel the same thing among millennial generation students who often use new languages or slang used by today's teenagers, for example the slang they often use. use it like “*gaje, baper, kepo, mager, santuy, bucin, change, gas, tercyduk*” and many more.

Apart from millennial language, according to the skills tutor, Mr. Tomi, when he teaches and has to use computer devices with students, semantic barriers often occur because apart from using

standard language he also has to use foreign languages related to the computer device itself, because many of them are rarely used. never even used a computer before. For example, when he says "operate your mouse and right click". He feels that this is very different from teaching students who are already accustomed to using computers, so more lesson hours and exam hours will be wasted explaining the meaning of language, the meaning of words and computer terms rather than being used for proper lesson hours.

However, even though it is sometimes difficult to understand, difficult to teach, provide understanding of words, sentences, in different languages, tutors still have to adapt and try to find the best solution so that the problem of language differences can be resolved well, so that tutors and students both get benefits. *feedback* (feedback) that they expect and minimize obstacles during the teaching and learning process.

This research illustrates that communication barriers in various forms can affect the delivery of knowledge. This is in accordance with Chen, M.H., Agrawal, S. (2017) who stated that communication barriers have a negative impact on sharing knowledge and to overcome the negative impact of communication barriers is to focus on communication. Hussain, N., & Muhammad, N., & Yasin, M. (2021) also emphasized that communication barriers have a negative impact on overall academic performance. so there is a need to overcome these communication barriers by providing better communication facilities for good performance.

4. CONCLUSION

Based on the results of research and discussion regarding communication barriers between tutors and students in the package C program at PKBM Hutuo Lestari, it can be concluded that communication barriers between tutors and students at PKBM are caused by several factors, namely physical obstacles, originating from inadequate facilities and infrastructure and limited, physiological barriers that arise because some students have intellectual limitations or difficulty concentrating, as well as experiencing difficulty in using important technological devices in certain subjects. Apart from that, psychological barriers are very significant, with differences in age, educational background and social status. As for the semantic barrier which is the main obstacle, this obstacle is likely to occur frequently and during the change of year, because PKBM will continue to accept new students from different groups. This obstacle occurs because of differences in understanding of language, terms, differences in educational background and experience, the use of language that is too formal by tutors can also cause confusion and lack of understanding among students. This discrepancy results in the message being conveyed not being received or understood properly, thereby hampering the overall learning process.

5. ACKNOWLEDGEMENT

The researcher would like to express his highest appreciation to the relevant parties who provided support in completing this research and article, including the PIPT Ichsan Gorontalo Foundation, the Chancellor of Ichsan Gorontalo University and his staff, the Dean of the Faculty of Social and Political Sciences and his staff, and the Head of the Science Study Program Communications Ichsan University Gorontalo. We also expressed our gratitude to the Research Institute of Ichsan University, Gorontalo and PKBM Hutuo Lestari, especially the informants from among tutors and students.

6. BIBLIOGRAPHY

- Afriana, Riska & Wisroni, Wisroni & Setiawati, Setiawati. (2018). Hubungan Komunikasi Interpersonal Tutor dengan Hasil Belajar Bahasa Inggris Paket B Kelas VIII di PKBM Sakido. *Spektrum: Jurnal Pendidikan Luar Sekolah (PLS)*. 1. Hlm.: 104 – 114. DOI: 10.24036/spektrumpls.v1i1.9010.

- Alam, MD. (2020). Challenges for Tutoring Through Blended Mode of Education Delivery in Secondary School Certificate (SSC) Programme of Bangladesh Open University. *DEStech Transactions on Social Science, Education and Human Science*. ISSN: 2475-0042 DOI: 10.12783/dtssehs/ICEdDE2019/33694.
- Argentina, R., & De, & Psicológica, & Bakar, A., & Shah, K. (2020). The Effect of Communication Barriers on Distance Learners Achievements. *Revista Argentina de Clinica Psicologica*. 2020, Vol. XXIX, N°5, 248-264. 248-264. 10.24205/03276716.2020.1027.
- Berge, Zane. (2013). Barriers to Communication in Distance Education. *Turkish Online Journal of Distance Education*, 14 (1): 374-388. Retrieved from https://www.researchgate.net/publication/286122039_Barriers_to_communication_in_distance_education
- Chen, M.H. & Agrawal, S. (2017). Do Communication Barriers in Student Teams Impede Creative Behavior in The Long Run? A Time-Lagged Perspective. *Thinking Skills and Creativity*, Volume 26, Pages 154–167, ISSN 1871-1871, <https://doi.org/10.1016/j.tsc.2017.10.008>.
- DeVito, Joseph A. (2011). *Komunikasi Antarmanusia* (alih bahasa: Ir. AgusMaulana M.S.M.). Tangerang: Karisma Publishing Group.
- Furidha, B.W. (2023). Comprehension of The Descriptive Qualitative Research Method: A Critical Assessment of The Literature. *Acitya Wiesa: Journal of Multidisciplinary Research*, Vol. 2 Issue. 4 (2023), Pages: 1 – 8, ISSN 2810-0182 (Online), DOI: doi.org/10.56943/jmr.v2i4.443.
- Hussain, N., & Muhammad, N., & Yasin, M. (2021). An Analysis of the Effects of Communication Barriers on Student's Achievements at University Level. *Journal of Education and Social Studies*, 2 (1), Pages 15–19. Retrieved from <https://www.scienceimpactpub.com/journals/index.php/jess/article/view/163>
- Omona, J. (2013). Sampling in Qualitative Research: Improving the Quality of Research Outcomes in Higher Education. *Makerere Journal of Higher Education* ISSN: 1816-6822; 4(2) (2013) 169 – 185 DOI: <http://dx.doi.org/10.4314/majohe.v4i2.4>
- PermataSari, Diah & Widodo, Aan. (2023). Communication Barriers in Online Learning for Teachers, Students and Parents of Students of Public Elementary School I Teluk Pucung. *International Journal of Social Science and Human Research*. Volume 06 Issue 02, Page 910 – 915, ISSN(print): 2644-0679, ISSN(online): 2644-0695, DOI: 06. 10.47191/ijsshr/v6-i2-19.
- Polat, S. & Yılmaz, Y. (2020). "Barriers to Intergenerational Learning: A Case of a Workplace in Turkey", *Leadership & Organization Development Journal*, Vol. 41 No. 3, pp. 431-447. <https://doi.org/10.1108/LODJ-07-2019-0330>.
- Protacio, A., & Sonza, S.J., & Peñafiel, N., & Dolojo, R., & Magtulis, C. & Barcelona, C. (2022). Facilitators and Barriers of Students' Modular Distance Learning in English: A Phenomenological Inquiry. *Globus: Journal of Progressive Education*, A Refereed Research Journal, Vol 12 / No 1 / Jan-Jun 2022, ISSN: 2231-1335, Pages 75-79. DOI: 10.46360/globus.edu.220221009.
- Rink, I. (2024). Communication Barriers. In: Maaß, C., Rink, I. (eds) *Handbook of Accessible Communication. Easy–Plain–Accessible*, Vol 15. Frank & Timme, Berlin. https://doi.org/10.57088/978-3-7929-9120-6_3.
- Shapiro, H.B., et al. (2017). Understanding the Massive Open Online Course (MOOC) Student Experience: An Examination of Attitudes, Motivations, and Barriers. *Computers & Education by Elsevier*: Volume 110, Pages 35-50, ISSN 0360-1315, <https://doi.org/10.1016/j.compedu.2017.03.003>.
- Shaheen, Musarrat & Pradhan, Sudeepta & Ranajee, Ranajee. (2019). Sampling in Qualitative Research. 10.4018/978-1-5225-5366-3.ch002.
- Shinjia, N. A. (2024). Descriptive Research Design [PowerPoint Slides]. DOI: 10.13140/RG.2.2.19205.36325. Retrieved from

https://www.researchgate.net/publication/380104452_DESCRIPTIVE_RESEARCH_DESIGN

Xanthopoulou, P. & Lappa, K. (2022). Ensuring Quality in the Communication between Tutors-Counselors and Learners in Open and Distance Education. The Case of the Hellenic Open University. *International Journal of Social Science and Human Research*. 05. 3830-3840. 10.47191/ijsshr/v5-i8-61.