

Prevention Of Miscommunication Through Feedback Control In Virtual Learning

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Abstract

Miscommunication is an inherent and significant challenge in virtual learning environments, often exacerbated by the lack of non-verbal cues and interaction delays. Such miscommunication can drastically hinder material comprehension, lower the quality of interaction, and reduce the overall effectiveness of the educational process, ultimately leading to a decline in learning outcomes. Therefore, this research is crucial as it addresses a core issue in E-Learning. By examining the role of feedback control, this study offers structured and practical solutions to minimize instructional ambiguity and the understanding gap between educators and learners in virtual settings. The primary objective of this research is to analyze and demonstrate the effectiveness of preventing miscommunication through intentional and structured feedback control—encompassing teacher-to-student, student-to-teacher, and peer-to-peer feedback. The findings highlight miscommunication prevention strategies and mechanisms that are generally applicable in virtual learning. Effective feedback control includes providing prompt, clear, and bidirectional responses, alongside the use of interactive media that facilitates message clarification. By implementing feedback control, incidents of miscommunication, such as instructional misunderstandings and material ambiguity, can be minimized. It is predicted that the results will show that directed and consistent feedback plays a vital role in preventing miscommunication. With the application of clear, reciprocal feedback strategies, students will more easily comprehend messages conveyed by educators and feel more motivated to provide meaningful feedback in return. Generally, this research is expected to underscore the importance of feedback management for effective two-way communication in virtual learning, thereby contributing to the development of more effective and efficient digital educational communication strategies.

Keywords

miscommunication, feedback control, virtual learning, learning effectiveness



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1. INTRODUCTION

Education is a mechanism for the intergenerational transfer of knowledge, skills, and values, serving as a key pillar of a nation's progress. Quality education needs to be prioritized to maximize the intelligence and talents of each individual. 1 The development of digital technology in education has created a virtual learning system that allows for more flexible teaching and learning processes, without the constraints of space or time. Through platforms such as learning management systems (LMS), video conferencing, and educational social media, teachers and students can interact online to achieve learning objectives.

Digital learning media not only improves student learning outcomes but also provides opportunities for them to master technical skills such as software use and data analysis while broadening their horizons regarding current technological trends. 2 However, along with technological advancements, various communication challenges arise, one of which is miscommunication between teachers and students. Communication is a central element in human life and the main foundation of education, because the entire educational process essentially takes place through communication interactions. Therefore, an educator as a communicator is required to have a strong mastery of the material and delivery techniques that are adaptive to the environmental context, language, and relevance of the information. With an effective communication approach, teachers can create meaningful learning that connects new knowledge with students' prior understanding. This process encourages students to become more than passive listeners but to actively engage holistically by optimizing all five senses in the learning experience. 3

Messages delivered by teachers are often not received or understood correctly. For example, instructions given via text or video messages can be interpreted differently by students due to a lack of nonverbal expression, intonation, or technical glitches such as a weak internet connection. According to

Deddy Mulyana, errors in the process of sending and receiving messages are the main cause of miscommunication that can hinder the effectiveness of learning. 4

Besides miscommunication as the primary problem, several other challenges exacerbate communication in virtual learning. For example, a lack of response or feedback from students makes it difficult for teachers to assess their understanding. Many teachers and students still lack sufficient digital skills, resulting in suboptimal platform use and inability to fully convey learning messages. Furthermore, mental fatigue resulting from prolonged online interactions can cause students to lose focus and enthusiasm for learning. Psychological factors and an unsupportive learning environment also increase the risk of misunderstandings. 5 Therefore, effective feedback control and reinforcement are necessary to prevent miscommunication. With feedback control, teachers can ensure messages are received correctly, provide explanations for misunderstandings, and encourage active two-way communication. This aligns with Daryanto's opinion, which indicates that the success of online learning depends heavily on teachers' ability to manage feedback to ensure clear and efficient communication. 6 Therefore, miscommunication in virtual learning is not only caused by technical factors but also relates to pedagogical, psychological, and management aspects. Feedback control is a strategic step to maintain communication quality, improve student understanding, and achieve effective and meaningful online learning in the digital era.

Relevant research on how to prevent miscommunication in virtual learning has been conducted by Suryani (2021). She stated that the use of control feedback plays a crucial role in maintaining message clarity and ensuring understanding between teachers and students during virtual learning. In her research, Suryani showed that strategies such as checking understanding, asking direct questions to ensure understanding, and giving short assignments that ask students to

repeat the main message not only help check student understanding but can also reduce miscommunication rates by more than 40% compared to classes that do not use comprehensive feedback methods. The results of this study indicate that control feedback is not just an additional tool in the learning process but is a crucial part of effective process communication, especially in virtual learning, which is vulnerable to loss of context, limited nonverbal signals, and the possibility of different interpretations of messages. Furthermore, Suryani's research also supports that efforts to prevent miscommunication must be carried out preventively through continuous checking and clarification, not only by correcting errors after they occur. Thus, control feedback has proven to be a strategic approach that can maintain message integrity, improve understanding accuracy, and optimize the quality of interactions in digital learning.

2. METHODS

This study uses a qualitative research method with a descriptive type of research through a literature review and questionnaire distribution. Qualitative description is a tactic to describe data systematically, factually, and thoroughly by attempting to dig deeper into the depth or meaning of the data, such as why reality occurs, the motives of social actors, the background that influences motives, and the influence of other contexts. Research data were collected from two main sources. Secondary data were obtained through a systematic literature review of relevant journals, articles, and books on preventing miscommunication in virtual learning. Primary data were obtained from the distribution of structured questionnaires to 35 selected respondents who are active in virtual learning, consisting of university students and high school/vocational school students who use virtual learning. The questionnaire instrument was designed to measure the perception of miscommunication experienced as well as the effectiveness and form of feedback control used.

4. FINDINGS AND DISCUSSION

Based on the questionnaire data we distributed to 35 respondents (81% college students and 19% high school/vocational school students), here are our findings:

1. Prevalence of Miscommunication in Virtual Learning

Although the majority of respondents (61.9%) felt the educators' explanations were easy to understand, miscommunication still occurred. As many as 42.8% of respondents still experienced misunderstandings ranging from "Sometimes" to "Often." This indicates that clarity of the material from one side (the educator) does not guarantee complete understanding on the other side (the students).

2. Root Causes (Communication Barriers)

The findings indicate that technical barriers are the dominant factor causing miscommunication: internet/application/network issues (61.9%) were the main cause of information absorption disruptions. Unclear explanations (23.8%) indicated gaps in instruction delivery methods. Inadequate attention to the material (14.3%) was also an internal factor from the respondents.

3. Respondents' Feedback Control Behavior

a. Asking questions: When misunderstandings occur, the majority of respondents (57.1%) only seek clarification "sometimes." Even combined with the "Rarely" category, approximately 80.9% of respondents do not consistently seek immediate clarification.

b. Utilization of application features: Utilization of feedback-supporting features (such as the "raise hand" button, chat, or comment section) is also dominated by the "Sometimes" category (57.1%).

4. Effectiveness of Feedback on Learning Quality According to Respondents

a. Assessment Score: Respondents gave an average rating of 4.29 out of 5 for the effectiveness of feedback in improving learning quality.

b. Perception Distribution: 80.9% of respondents gave a high rating (on a scale of 4 and 5), confirming that the ability to ask for feedback is considered very helpful in improving the effectiveness of online learning.

Based on our findings, we can conclude that preventing miscommunication in virtual learning cannot rely solely on teacher clarity but rather relies heavily on optimizing feedback control by students. Predominant technical constraints necessitate proactive clarification to ensure the accuracy of the information received. Therefore, the effectiveness of virtual learning requires synchronizing the availability of technological features with students' courage to utilize the feedback function as a quality control instrument for understanding in order to bridge the gap in miscommunication caused by digital media disruptions.

5. CONCLUSION

It can be concluded that miscommunication in virtual learning is a crucial challenge triggered by limited nonverbal cues, technical barriers such as network disruptions, and low digital literacy and student initiative to seek clarification. Even though the material presented by educators is considered quite clear, the risk of misinterpretation remains high due to the communication process, which tends to be linear and one-way. Therefore, implementing feedback control is a very essential preventative strategy for maintaining the quality of interactions. Systematic feedback control through two-way verification mechanisms, the use of private communication channels, and the utilization of interactive features on digital platforms has been proven to significantly reduce the level of miscommunication. The results of the study indicate that the effectiveness of virtual learning depends heavily on the synchronization between the teacher's proactive role in managing feedback and the students' courage to utilize communication features to ensure message accuracy. Thus, strengthening feedback control is not merely an additional tool, but a quality control instrument capable of transforming passive communication patterns into a

dynamic, circular system, thereby creating a more meaningful and effective online learning experience in the digital era.

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