FUNCTIONS OF THE THREE RHETORICAL APPEALS IN ONLINE LEARNING COMMUNICATIONS DURING THE COVID-19 PANDEMIC

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ABSTRACT

Online learning from home with an online learning method policy during the Covid-19 pandemic gave rise to a rhetorical situation. 'Boundaries,' one of the rhetorical situation dimensions, present barriers to online learning communication. In this 'urgent' situation, we need to apply the three rhetorical appeals; ethos, pathos, and logos. The research aims to determine how teachers use the three appeals of Aristotelian rhetoric, ethos, pathos, and logos, to persuade students to build effective online learning communication during the Covid 19 pandemic. Using the theory of the three appeals of Aristotle's rhetoric; ethos, pathos, and logos. Rhetorical analysis carried out the entire function of ethos, pathos, and logos to obtain a complete figure of application ethos, pathos, and logos in online learning communication. This qualitative descriptive research uses the case study method. It was found that in order to build effective online learning communication all rhetorical appeals, ethos, pathos, and logos must be applied as a whole. Ethos can be found in the ability to use internet-based learning media. Logos can be found in explaining learning material systematically and logically. Pathos can be found when teachers try to empathize, provide motivation, and build students' awareness to obey the rules in online classrooms.

Keywords: *aristotle's rhetoric, rhetorical analysis, online learning communication, the Covid pandemic.*

NTRODUCTION

During the pandemic, the Ministry of Education and Culture issued an online Learning From Home policy, learning activities carried out from the homes of students and teachers using online methods (Kemdikbud, 2020). At a Press Release in Jakarta 22/03/2020, the Bureau of Cooperation and Public Relations The Ministry of Education and Culture revealed that the Ministry of Education and Culture (Kemendikbud) appealed to educators to present fun learning from home for students. Studying at home does not mean giving a lot of assignments to students but presenting effective teaching and learning activities according to the conditions of their

respective regions (Kemendikbud Press Release, 2020). It was revealed in the press release that the teaching and learning process can refer to the Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning the Prevention of COVID-19 in Education Units, and letter Number 36962/MPK.A/HK/2020 concerning Online Learning and Working from Home in the Context Prevention of the Spread of Corona Virus Disease (COVID-19), as well as Circulars and instructions from the Regional Head, and the Chancellor of each University.

The press release also revealed that based on a report from the Head of the South Tangerang City Education Office in South Tangerang city the application of online learning had been carried out since March 16, 2020, in line with the Regional Head's policy to temporarily suspend activities in schools under the authority South Tangerang City Government. This South Tangerang city government policy was applied to 179 junior high schools (SMP), 320 elementary schools (SD), and 600 early childhood education (PAUD) (Kemendikbud Press Release, 2020). It was revealed in the press release that online learning is carried out according to the abilities of each school, but in general, learning uses digital technology, including Google Classroom, Zoom, google meet, and online app, or social media. However, what must be done is assigning tasks through monitoring and mentoring by teachers via WhatsApp so that children really learn. While work from home, teachers also have to coordinate with parents, either through video calls or photos to ensure there is interaction (Kemendikbud Press Release, 2020).

Several challenges were encountered by students in implementing online learning from home policies during the pandemic, namely the lack of student learning motivation due to limited communication resulting in passive students being less motivated to build interactions (Hidayat & Noeraida, 2020, p. 177). Students also assess learning as less dynamic because students and teachers have difficulty capturing the overall message, both verbal and nonverbal (Hidayat & Noeraida, 2020, p. 180). With the discovery of these obstacles, it becomes a challenge for teachers to present interesting online learning communication that can persuade students to be motivated to learn optimally and change for the better; thus, messages in learning communication convey to students. In other words, learning communication takes place effectively and supports the possibility of achieving educational goals. The research aims to find out how teachers apply the three appeals of Aristotelian rhetoric, ethos, pathos, and logos, to persuade students to build effective online learning communication in online learning during the Covid-19 pandemic.

Researchers chose Sinar Cendekia Islamic High School as a research location because Sinar Cendekia Islamic High School is one of the high schools in South Tangerang that consistently implements online learning from home. Researchers chose the sociology teacher at Sinar Cendekia Islamic High School as an informant because he is consistently carried out an interactive online learning of sociology subject in X Social Sciences grade at Sinar Cendekia Islamic High School and the learning media used was varied. Based on that information, researchers want to know how (problem statement):

What are the functions of the three appeals of rhetorical persuasion in online learning communication, especially for sociology subjects in X Social Sciences grade at Sinar Cendekia Islamic High School?

How does the sociology teacher in X Social Sciences grade at Sinar Cendekia Islamic High School applies the three appeals of rhetorical persuasion in online learning communication?

Why should the three functions of ethos, pathos, and logos characters must be used as a whole in persuading students to build effective online learning communication in sociology subject in X Social Sciences grade at Sinar Cendekia Islamic High School during the pandemic?

Previous studies, namely research by Ahmet Akkaya (2020) entitled "An Analysis of the Persuasion Strategies Used by Turkish Language Teachers to Persuade Students They," in the Journal of Educational Policy Analysis and Strategic Research, describes the persuasion strategies applied by language teachers in Turkey to persuade students in online learning communication during the pandemic. Akkaya's research focuses on implementing positive and negative persuasion strategies. It was found that language teachers in Turkey used positive persuasion strategies by giving rewards and praise. The characteristics of ethos, pathos, and logos can be found in positive and negative strategy codes.

The ability of lecturers to use internet-based technology media in lecture rooms can increase student confidence in lecturers. Research from Riyanda Ilham Nuryadin, Indra Novianto Adibayu Pamungkas (2019) with the research title "Lecturer Communication in the Digital Age With Aristotelian Rhetoric Approaches" explains how to improve the communication process of lecturers to generation Z students in the digital era by using the three-character approach of Aristotelian rhetoric. This study found that ethos improves the quality of communication between lecturers and students.

Kusnohadi (2015) in a study entitled "Applying Persuasive Communication in Training,", describes the components of persuasive communication and their application in writing, verbal, and group discussions. The method used is a literature review relevant to applying persuasive communication in training: four pillars, logos, pathos, ethos, and passion. The study results show that good persuasive communication skills can overcome learning problems and facilitate learning in training settings to achieve optimal training outcomes for participants. Combining persuasive communication skills with information and communication technology will make the application of persuasive communication more exciting and enjoyable.

Miguel A. De la Rosa, PhD (2020), a researcher from the Universidad de Sevilla Spain, with the article entitled "Online Teaching And Aristotle's Pillars Of Rhetoric, A Classics-Inspired Reflection On Current Educational Challenges" reveals that certain aspects not sufficiently explored, namely: the effect of prolonged or intense virtual teaching (in this time of pandemic) on students' personal development particularly on their social skills and emotional intelligence. The next aspect, however, is that speaking at a computer, according to De la Rosa, is not a pleasant experience, especially since teachers never know whether their students are following a lesson with interest, drinking coffee in the kitchen, or both. However, is an almost total loss of face-to-face communication in online teaching. In online learning during the Covid-19 pandemic, pathos–empathy is almost non-existent in virtual classrooms. Ethos-authority (credibility) also has a serious deficit on teachers because teachers spend much time learning new teaching methodologies rather than generating

knowledge. Teachers should try to strike the right balance between content and form – between time for learning and thinking (content) and time for learning new teaching methodologies (form). However, this is a more difficult achievement in virtual classrooms, where teachers risk getting lost in modern technology and forgetting lessons. Therefore, according to De la Rosa, it is necessary to discuss further *pathos*–empathy: How to manage teacher-student interactions in virtual classrooms? Moreover, about the *ethos*-authority: How to restore the teacher-student relationship based on teacher authority?

In the learning communication process, there is the delivery of messages from educators to students with the aim that messages can be well received and affect understanding and behavior change; and is said to be effective if the communication that occurs creates a two-way flow, namely the emergence of feedback from the recipient of the message (Sutirman, 2015:110). Based on this explanation, the purpose of learning communication is persuasive, which aims to make the message well received (in the form of knowledge) and how the message affects understanding, namely increasing and strengthening understanding so that it causes changes in behavior for the better and motivates the spirit of learning so that learning to be more interactive and dynamic. To maximize the potential for change (the purpose of persuasion) can use the persuasion strategy of Aristotle, which was born almost 2,500 years ago and is still popularly used today, revealing that to achieve persuasion successfully with the object set, it can be done using the proper methods and tools, namely rhetoric, which can be defined as the ability to find the tools of persuasion available in every situation encountered, Aristotle in Roberts (2018:17).

The available means or tools of persuasion referred to by Aristotle include attraction based on logic (*logos*), emotion (*pathos*), and the quality of persuasion (*ethos*), Seiter in Little John (2009: 745). These three rhetorical appeals of Aristotle play a role in all acts of persuasion, and together, these three rhetorical attractions support effective persuasion (Varpio, 2018, pp. 207-210). the three elements relate to each other to strengthen the argument (Campbell & Offenhuber, 2019, p. 17). Persuasive communication skills are believed to be able to overcome learning problems and facilitate learning; thus, it is recommended that every teacher train them to become skilled in applying persuasive communication (Kusnohadi, 2015).

The success of persuading students can be influenced by the teacher's ability to apply the three appeals of rhetorical persuasion. How these three attractions of Aristotle support effective persuasion are described by Stiff & Mongeau (2003), in unit 11.4 Persuasive Strategies, Chapter 11: Informative and Persuasive Speaking from the book "Intro to Communication Studies," University of Minnesota Libraries Publishing edition 2016, revealing that the meaning of ethos means that a communicator must have integrity, credibility, and good character, the meaning of *pathos* means that a communicator must have good abilities in managing emotions, empathy, and persuasion, and the meaning of logos means that a communicator must be logical, what is conveyed makes sense and does not contradict the facts. So, based on the explanation above, a teacher who applies the ethos function is a teacher who has character, credibility, and integrity, mastered the field to be taught, can present teaching materials appropriately, and is communicative by utilizing various learning resources. By implementing the *pathos* function, teachers can manage

and develop good emotional relationships with their students, namely by building empathy, sympathy, and persuasion so that the learning atmosphere becomes fluid and interactive. The application of the logos function by the teacher is by applying a communication style and speech that is easy to understand by speaking logically and systematically; what is conveyed makes sense and does not conflict with facts (always speaking according to existing data and facts), and being able to build learning patterns with the correct scientific approach or scientific approaches.

Rhetorical analysis is an activity that analyzes the effectiveness or how effectively a writer or speaker communicates a text or message to the reader or audience, Browning (2018). With rhetorical analysis, it can be seen how writers and speakers, in this case, teachers rely on three elements of rhetoric, the three rhetorical appeals of Aristotle; *ethos, pathos,* and *logos*, in their efforts to communicate (Browning, 2018). *Ethos, pathos*, and *logos* were analyzed rhetorically to find out how the teacher applied Aristotle's three rhetorical appeals.

A rhetorical situation is a context in which rhetoric produces certain situations or events that provide relevance for a rhetorical act (the emergence of rhetoric) (Sweet, 2009). Rhetorical situations consist of three specific elements: urgency, audience, and limitations, which become identity before attempting to analyze and evaluate the use of rhetorical appeals (Sweet, 2009). Rhetorical analysis is carried out on rhetorical actions that are carried out because of the emergence of a rhetorical situation.

The Online Learning From Home policy is implemented from home and face-to-face meetings are conducted virtually using online media applications such as Zoom and online communication learning (Kemendikbud, 2020). This event or situation is the impact of the Covid emergency and is a new thing in the world of education. This condition gave birth to a rhetorical situation with three dimensions. The first dimension is the barriers, in the form of online learning communication barriers, which are generally problems related to teacher competence or teacher ethos character, the teacher's ability to utilize digital media, and the impact of digital media on students in online learning. With this 'urgent' condition or situation, rhetorical action is taken against the application of Aristotle's three rhetorical appeals. However, to build effective online learning communication during the Covid pandemic, teachers need to apply *ethos, pathos,* and *logos*. Therefore, rhetorical analysis is carried out on all *ethos, pathos*, and *logos* functions in implementing online learning communication.

METHODOLOGY

The paradigm used is positivism, a descriptive qualitative research type, and uses a case study investigative strategy (method) with a single case. According to Morissan (2019:26-29), descriptive research aims to describe a situation or event. The 'how' question is a form of qualitative inquiry to open opportunities for participants to describe or describe the actual problem and condition they are experiencing (Raco, 2018, p. 108). Yin's (2003:5) case study method is a relevant study that answers questions requiring an answer in the form of a description, 'what happened?' or a question with a solution in the form of an explanation, 'how or why something happened?'. According to Creswell (2013: 120-121), the case study method is used to examine a case in a related system (a bounded system) or a context limited by a situation, a particular time and place, and contextual case settings, which indicate

that the case under study is a case study. The cases studied are related/bound to a specific time (in progress or just ended but still warm) (Murdianto, 2020). Implementation of the online learning from the home policy is actual and occurs at a particular time or during the pandemic. It's related to a certain time system and certain circumstances. Therefore, this research is suitable to use as a case study investigative strategy (method).

In qualitative research, the selection of research subjects is based on specific interests or goals, and the number is not determined, no specified amount (Heryana, 2018). In accordance with the type of qualitative research, the selection of informants is not based on random choices, but based on purposeful sampling, namely selecting informative informants (information-rich cases) based on the strategies and objectives that have been set by the researcher, the number of which depends on the objectives and research resources. determined the minimum sample size (sample size), and generally uses a small sample size (Heryana, 2018: 8). The background of the qualitative view is that the selection of informants in qualitative research is entirely determined by the researcher, qualitative researchers deliberately choose participants or participants who most help researchers understand the problems and research questions (Creswell & Creswell, 2018: 254).

In the process of selecting informants, the researchers first conducted preliminary research to obtain information on schools that meet the standards to be used as research sites, and to obtain information on subject teachers and students who qualify as informants. The sociology teacher and students in X Social Sciences grade at Sinar Cendekia Islamic High School who are directly involved in online learning communication for sociology subjects in X Social Sciences grade have been identified to meet the criteria as informants or individuals who can provide in-depth information needed in research.

Researchers recruited informants from students with the condition that the attendance of students in online learning of sociology subjects was at least 80% and included students who were orderly following school rules. Because these students are considered to have sufficient experience in participating in online learning from home, they are considered to have a deep enough picture of the online learning communication applied by the teacher during online learning from home. Below is brief information about the informants.

Table 1 Informants Data

No	Informants	Initial	Gender	Age	Remarks
1	Teacher	P1	Male	26	Sociology Teacher
2	Student 1	P2	Male	16	Class X Social
3	Student 2	P3	Male	16	Class X Social
4	Student 3	P4	Female	16	Class X Social
5	Student 4	P5	Male	16	Class X Social
6	Student 5	P6	Male	16	Class X Social
7	Student 6	P7	Female	16	Class X Social
8	Student 7	P8	Male	17	Class X Social

In this research's cases, research was carried out to find evidence (data or information) related to the point and to get an in-depth picture of the case by collecting extensive evidence from various sources of information. In general, case study researchers use more than one data source so that it is possible to triangulate the phenomenon being studied. Triangulation is defined as a data collection technique that combines various data collection techniques and data sources that have been and at the same time tested the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources (Sugiyono, 2019:315). In this research, data collection techniques are carried out through interviews, observations, and literature studies.

After the participants agreed to become informants, the researcher informed the interview schedule and several questions to be asked to the participants. With the consent of the participants, the interview was conducted using a Zoom meeting. The interview process was recorded through Zoom meeting, and written as interview notes. Interviews were conducted using open-ended questions so that researchers could explore information from informants in depth. Open-ended questions, namely questions starting from the general, with the aim of providing opportunities for participants to express their thoughts and opinions without restrictions, and then the questions are sharpened so that they are centralized (Raco, 2018: 75). The sociology teacher were interviewed twice and the interviews were conducted personally. The second interview was conducted to confirm or validate the records or the result of the first interview. Then the student informants were interviewed in groups. At the beginning of the interview, the same questions will be given to all student informants in group interviews. Each group was also interviewed twice. The first group consisted of four students, namely P2, P3, P4, and P5 and the second group consisted of three students, namely P6, P7, and P8.

The validity of the data obtained from the interview was checked through observation. Observations were carried out directly by the researcher when he attended three zoom meetings for sociology learning for X Social Sciences grade. Researchers observed how teachers apply ethos, pathos, and logos in learning communication in online classrooms. Data collection was also carried out by researchers through literature studies. Data collection through this official document is complementary, meaning that the data obtained from the document study is complementary to the data obtained through interviews and observations (Sugiyono, 2019:314). The literature study was carried out by examining learning activities in the student assignment file archives, learning materials, lesson plans, and evaluation or assessment of learning outcomes by the sociology teacher found in the Google Classroom and WhatsApp group of X Social Sciences grade.

RESULTS AND DISCUSSION
Ethos Application Findings

This study found potential and positive conditions that support *ethos, pathos*, and *logos* as a solution to build effective online learning communication. In the midst of limitations due to the Covid-19 pandemic situation, according to information from teachers, the government provides training to make online lesson plans or teaching materials using digital platforms or applications. "Initially, it was a bit stuttering to

deal with changes in the teaching and learning system during this pandemic because they had to use communication technology which was used as a teaching and learning aid during the pandemic. However, with the training provided by the government and schools, I can adapt to changes and begin to master network-based communication technology media and use them as media and learning resources," said the teacher. The sociology teacher at first not to be able to use online learning media, now he has competency in digital media and internet-based or network-based technology applications that support online learning during a pandemic. The ability to use online learning media shows the ethos character of the teacher.

Researchers found that the sociology teacher used various social media applications in online learning activities, such as google classroom, google Forms, google spreadsheet, video, PowerPoint, zoom meetings, whats-app groups, quizizz, youtube, Instagram, and the web. In Google Classroom X Social Science grade there is a Student Worksheet that contains an explanation of the steps for doing assignments systematically. "By filling out the worksheet, we become quite familiar with the learning materials," according to one student informant. In the Student Worksheet, there are videos containing the explanation of learning materials, and students are given questions regarding video content. The answers must be uploaded in the streaming column on google classroom X Social Science grade before the deadline. After the deadline, the teacher will check the answers and provide comments and assessments which can be seen by each student.

"Teachers often use various applications or social media, so students have to switch applications several times, this makes it difficult and makes us dizzy, especially if the laptop suddenly hangs because many applications are open. For example, when studying in Zoom meetings, you have to open the quizizz link, then fill out a google spreadsheet or during a meeting on Zoom, make a presentation using Powerpoint, then answer questions on the google form," complained one student.

"Learning activities on Zoom are not always smooth because sometimes there is not enough time because sometimes the teacher takes too long and is a bit emotional waiting for a response from other students to open the camera (for those whose camera is closed) or other problems such as being difficult to enter the quizizz link", said one student.

"Studying on Zoom continuously can eventually make us bored and tired too. especially if the teacher only lectures giving an explanation of the learning material throughout the meeting on zoom," complained one student. I prefer meetings on Zoom to be filled with discussions, Q & A, or answer questions in quizizz" said the student.

Pathos Application Findings

Teachers, in addition to playing a role in providing and increasing the knowledge of their students, also have a significant role in educating students. The teacher motivates students and advises students using examples of the success of seniors, provides lessons from an event, and approaches and empathizes with students' circumstances. This educational role is closely related to *pathos*. The *pathos* character possessed by the teacher can affect emotions and shape students' character because pathos is related to emotional stimulation.

The government monitors the health of teachers and students under the school's responsibility. During the Covid-19 pandemic, the government reduced class hours. High school, which was initially a 1-hour lesson, is 45 minutes to 35 minutes. One subject is only 2 hours of lessons (70 minutes) with one weekly meeting. Teaching and learning activities from Monday to Friday last only until 11.00, and working hours for high school teachers are only until 13.00, and those who teach in private high schools adjust. The government is considering the conditions of teachers, students, and parents to maintain the health of teachers and students so as not to get tired during the Covid 19 pandemic. Teachers are asked not to give assignments that are textbooks and burden students. However, more emphasis so that students enjoy doing them, are enthusiastic, and do not get tired.

Students prefer to be taught directly in offline classes because the classroom situation is conducive, so it is easier to understand the teacher's explanation. When learning from home online, the home situation is sometimes not conducive. They gave an example, sometimes the sound comes from a handyman working and the younger brother crying. Sometimes they have not finished helping his mother even though the meeting will come soon. Sometimes they are sleepy because their eyes are tired of constantly looking at the laptop screen, and their back was sore from sitting for a long time facing the laptop screen.

Logos Application Findings

In implementing online learning from home, the learning models often used are discovery, projects, and problem-solving. Regarding the sociological function material, using the student project learning model, namely creating works in the form of videos from interviews related to social phenomena in various fields of life in society, such as changes in education, economy, and culture. In the videotape, we can see to student interviews with related parties in their research environment, facts about events, and analysis of the sociology function: examining symptoms that occur in the community according to the community environment they are researching.

Picture 1 Student Individual Practice Assignments, Conducting Interviews and recorded on video

Research Documentation

Through Zoom meeting, the teacher seems to be a bit overwhelmed in managing study time. It happened because the meeting did not start on time; they still had to manage students who closed the camera so that when discussing the material asked, the teacher's explanation, seem rushed and incomplete.

Discussion

In Sinar Cendekia Islamic High School online learning, there is always a virtual face-to-face meeting using the Zoom application according to the learning schedule. The rules for online learning meetings socialized to parents and students. Students must come to the Zoom room according to the given learning schedule, always be on camera (a face can see on the Zoom camera), wear school uniforms according to the specified day, look neat according to school rules, and do the assigned tasks. There is always communication from students or parents to teachers or homeroom teachers when unable to attend on Zoom or if they cannot open the camera due to network problems at home and other problems. The school provides three Zoom links for X, XI, and XII grades, the teacher in charge in each Zoom main room checks student uniforms and puts students into their respective classes in Zoom's breakout room (Interview P1 on January 4, 2022).

Virtually limited meetings on zoom make it difficult for students to understand the teacher's explanation. Asynchronous learning activities at google Classroom, which contain various assignments from various subjects, make students feel bored and bored. It is necessary to arrange the right time based on the learning activities that will carry out on Zoom, the suitability of the number and priority of activities carried out at the google classroom, as well as the psychological condition of students during the pandemic. Therefore, it needs to be communicated to fellow subject teachers in the classroom so that the activities of each subject in google classroom are well integrated, logical, and rational to be used as student learning activities during online learning from home. Students who undergo or carry it out will feel calm, safe, not chased by tasks, not heavy, and feel light because there has been an adjustment in the number of tasks with the processing time for all subjects.

Amid limitations due to the Covid-19 pandemic situation, the sociology teacher who claimed that he was not able to use online learning media, now has competency in digital media and internet-based or network-based technology applications that support online learning during a pandemic.

The researcher saw that the teacher was enthusiastic about using various applications simultaneously in learning, so learning activities were preoccupied with moving from one application to another. The teacher intends to create a dynamic situation; don't students like to use digital media? Comments from students did not show joy; instead, they were bothered by changing digital applications in learning activities at Zoom meetings. Students do not obtain the essence of learning; on the contrary, students find it difficult and ultimately are not too interested in participating in all activities at the Zoom meeting. Therefore, teachers need to pay attention to the management of digital applications to gain or regain students' trust, with students not feeling rushed and not burdened in their learning activities because they get clear, simple, gradual, rational directions from the teacher for students.

The teacher's ethos character mainly shows in the teacher's pedagogical compe-

tence. In the Teacher Professional Education Module, 2020, namely Pedagogy Module 2 Learning Activities (KB) 2 Regarding Teacher Competence (p.47), it is revealed that competence defines as a person's authority, skills, and abilities in carrying out tasks or work related to his position. Teacher competence means the authority, skills, and abilities of a teacher in carrying out tasks or jobs related to his profession as a teacher. The concept of teacher competence developed in Indonesia contained in Law No. 14 of 2005 concerning Teachers and Lecturers. Article 10 paragraph (1) teacher competence includes pedagogic, personality, social, and professional competence obtained through professional education. Teachers who have adequate competence will determine the success of achieving educational goals. The explanation of teacher competence stated in the Minister of National Education Regulation No. 16 of 2007 concerning academic qualifications and teacher competence; is revealed that pedagogic competence is the ability of teachers to understand students and learn from planning and implementing to evaluating.

First, it explains that to organize effective online learning communication, teachers must understand the characteristics of students, the various learning theories, and learning principles. Teachers also must be able to integrate various digital and non-digital-based learning resources, integrate learning with technology, and choose appropriate learning strategies, according to the potential and character of students as well as the choice of student-centered methods. Second, teachers can develop lesson plans that meet educational planning principles that facilitate and inspire students to learn creatively, apply varied learning methods, integrate technology, or design and develop digital media for experiential learning. Learn and evaluate, integrate technology in learning or use digital media in work and study, instill a spirit of nationalism and a high sense of responsibility in the digital era, and foster professionalism and leadership. Third, the teacher can manage online learning communication with a student-centered approach; students learn actively. Management of online learning communication, namely the ability to open and present material, use digital methods/media, digital teaching aids, and communicative language. Include the ability to motivate students, organize activities, interact with students interactively, conclude learning, provide feedback, provide assessments, and use time wisely. These abilities will depend on the learning method used by integrating technology into its implementation. Proactive learning management is the ability to explain material using internet-based media, communicative, motivating, interactive, providing feedback, providing evaluations, and managing time carefully.

Pathos refers to emotional attraction. Emotional appeal is practical when trying to influence behavior or wanting the audience to take immediate action (Stiff & Mongeau, 2003). Emotions lose their persuasive effect more quickly than other types of persuasive appeal. Because emotions are often reactionary, they fade relatively quickly when a person removes from a provoking situation (Fletcher, 2001). Therefore, this pathos persuasive thing must be repeated and reminded often to bring up the responsive nature of students, resulting in positive motivation and behavior.

Emotional appeal is also rugged for some teachers as it requires honed delivery skills and the ability to use words powerfully and dramatically. Using vocal variations, rhythm, and repetition to arouse students' emotions is not easy. Using concrete and descriptive examples can paint a picture in participants' minds. Teachers can also use

literal images presented using visual aids to appeal to emotions that elicit motivation and positive change.

The researcher found that on the one hand, the teacher tried to establish a relationship with the students. However, teachers lack empathy when students feel tired all day sitting facing a laptop screen or computer at home. They quickly became angry when students closed their zoom cameras and did not find the real reason students closed the camera. The application of pathos in online learning communication shows a charming appearance in front of students. Namely, the teacher approaches students, empathizes with students' conditions, and is good at managing the class or controlling the situation in the classroom.

By appearing attractive, teachers can directly touch students' learning motivation, full of enthusiasm, sophistication, humor, and intelligence in making analogies and metaphors. Teachers can establish a good emotional relationship with their students. The teacher should consider solutions to complaints of 'sickness' and a culture of closing the camera on students. Since complaints of 'soreness' can have implications for eye and spinal health, it is possible that an approach and understanding of why students close the camera can be valuable input for teachers to improve learning strategies and teacher performance when dealing with students virtually. Of course all that is done for the success or achievement of learning objectives.

Logos refers to the reasoning or logic of an argument. Teachers use *logos* by presenting credible information as supporting materials for online learning communication and orally citing sources during the learning process. The reasoning will also help the teacher create rational appeals from the logos. Research shows that messages are more persuasive when arguments are made explicit (Stiff & Mongeau, 2003). Carefully selecting verifiable and specific supporting materials can help teachers strengthen logos adoption.

CONCLUSION

During the Covid-19 pandemic, obstacles to implementing effective online learning communication presented challenges for teachers. Teachers must present and deliver unique, engaging, and different messages in online learning communication. Researchers found the characteristics of *ethos, pathos,* and *logos* to be a force and a driving force in building effective online learning communication.

***Ethos* character:** The *ethos* character appears in the digital management of online learning communication. When carrying out online learning from home, teachers can use or manage internet or network-based media and digital technology applications to support online learning communication during a pandemic.

***Pathos* character** appears when the teacher gives motivation and advice to students. *Pathos* refers to emotional attraction. The application of pathos in online learning communication should show personality and social competence, which are a charming appearance in front of students, willingness to listen to students, empathy for students' conditions, and good at managing the class as a control of the situation in the classroom. Becoming a charming teacher requires a process of approaching students.

***Logos* character** appears in a smaller portion than *ethos* and *pathos* due to time constraints or ineffective learning time management. The sociology teacher realized

that the researcher's findings on time management problems and several problems whose solutions were in maximizing the pathos function were things that needed more attention during the pandemic.

Persuasive communication built mainly on ethos alone may make students think that a teacher emphasizes his capabilities, is busy with himself, and pays less attention to the essence of learning.

If it only fills with interesting facts and statistics, only logos, it will produce excessive information or knowledge; students will quickly get tired and bored. **Teachers who rely primarily on the persuasive appeal of pathos** rhetoric can be overzealous, biased, or unable to see other points of view; logos and ethos will be left behind.

Therefore, teachers must try to attract all the whole appeals of persuasion, ethos, logos, and pathos to build effective online learning communication.

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