



## Patterns of Social Interaction in Post-Covid-19 Offline Learning in The Sociology Education Study Program Unima

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### Abstract

This study specifically wants to see patterns of interaction between students and lecturers after the Covid-19 pandemic has subsided. The study employs a qualitative method. Researchers used data collection methods, namely observation and interviews. Analyzing data in qualitative research is in the form of data reduction, data presentation, and drawing conclusions. The results of the study are as follows: 1) lecturers must remind students of the values and norms that must be adhered to in interactions, 2) there is a cultural commotion between students, 3) adjustment of media and interaction tools between lecturers and students, 4) there are dynamics of social relations between students and between lecturers and students, 5) social interaction can be done anywhere.

### Keywords

Patterns of social interaction, offline learning, post Covid-19 pandemic

### Abstrak

*Penelitian ini secara khusus ingin melihat pola interaksi antar mahasiswa, dosen setelah pandemi Covid-19 mereda. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif. Peneliti menggunakan metode pengumpulan data, yaitu observasi dan wawancara. Menganalisis data dalam penelitian kualitatif berupa reduksi, penyajian data, dan penarikan kesimpulan. Hasil penelitian adalah sebagai berikut: 1) dosen harus mengingatkan nilai dan norma yang harus dipatuhi mahasiswa dalam berinteraksi, 2) terjadi geger budaya antar mahasiswa, 3) penyesuaian media dan alat interaksi antara dosen dan mahasiswa, 4) adanya dinamika hubungan sosial antar mahasiswa dan antara dosen dengan mahasiswa, 5) interaksi sosial dapat dilakukan dimana saja.*

### Kata Kunci

*Pola interaksi sosial, pembelajaran offline, pasca pandemi Covid-19*

### Introduction

The Covid-19 pandemic has changed various arrangements of social life. People have to adapt to the development of this pandemic case and follow various government regulations to prevent the spread of the pandemic so that someone is not infected by the Covid-19 virus. People who are initially free to carry out activities (Mesra, Marsa, & Putri, 2021) and gather according to their respective activities then have to do more work from home or also called work from home. Wherever we go, we usually do not have to wear masks, wash our hands using hand sanitizer and maintain a certain distance until the situation changes 360 degrees, where people have to follow all these rules (Mesra, Erianjoni, & Eriyanti, 2018).

Indonesia prefers social restrictions (social distancing) as a solution rather than doing a lockdown, which is locking access to enter and leave the area for anyone to prevent the spread of the virus, which is generally used by most countries. The essence of social restrictions is to stay away from social activities directly with other people

(Yoseph D.A. Santie & Mesra, 2022). Meanwhile, a lockdown means an area will be isolated, and there will be a total suspension of all activities in that area. The fundamental reason Indonesia prefers to impose social restrictions is that many Indonesians rely on daily wages, so they will be vulnerable to being unable to make a living if the lockdown is enforced. Maintaining social distance at least enforces several appeals to all citizens, including working from home, studying from home, and worshipping at home (Kurniasih, 2020). After almost three years, various adjustments have been made by the government by looking at the conditions of each region, whether the regulations can be relaxed. Like learning during a pandemic, even though there are dynamics, it is generally done online from their respective homes. This is certainly not without problems, mainly because it is a new thing for most of the education community, even though, like at the Open University, online learning has been implemented for a long time (Gugule & Mesra, 2022).

The social-emotional relationship, one of the substances of learning, has now begun to erode due to the demands of online learning. Living side by side with technology cannot completely replace the role of the teacher. However, the teacher remains a facilitator to instill social values into students so that they become individuals who care about the community and the surrounding environment (Yoseph Daniel Ari Santie, Mesra, & Tuerah, 2020). There are still several obstacles experienced in the learning process in the new normal era, causing anxiety and motivating people to seek sources of information from practitioners and education observers related to solutions that can be applied. The New Normal era is a solution implemented by the government to coexist with the pandemic, so that social-economic activities can continue by complying with the rules of the Health protocol (Suprijono, 2020).

Such as the learning conditions in the Sociology Education Study Program, Manado State University (Mesra, Umaternate, 2021), where face-to-face learning has resumed after studying online for a long time. Students, lecturers, and the academic community who may have previously been in their hometowns have returned to campus to carry out activities as before covid-19 pandemic. Most students also seem to experience different feelings because they have never met their friends and lecturers directly, from registering until being accepted and studying for almost three years. Most of them have never even come to campus in person. This condition directly or indirectly certainly affects the pattern of social relations between students and between students and lecturers. Students and lecturers seem to have to re-adapt to normal life from being in front of a cell phone or laptop for a long time to carry out the online learning process to attending face-to-face classes in the Sociology Education Study Program, Unima.

Then it is also relevant to the research of Santie and Mesra (Yoseph D.A. Santie & Mesra, 2022). The results of their research indicate that the condition of online learning is certainly a new thing that must be lived by a lecturer. Many things must be learned, many obstacles must be faced, and a solution must be found. Meanwhile, the learning objectives must still be achieved as much as possible despite being plagued by various problems. both It comes from lecturers as educators, students as students, and the educational environment itself.

Furthermore, it is relevant to the research of Mesra et al. (Mesra, Mononege, & Korah, 2022). Hybrid learning is also applied at SMA Negeri 1 Tondano, where initially, the teaching and learning process at this school was carried out online from the homes of both teachers and students. Currently, along with the development of the COVID-19 pandemic situation in Minahasa, according to the direction of the regional government and the central government, face-to-face learning has been conditioned and combined with previous online learning. Of course, there are many obstacles faced by teachers and especially by students. Students seem to experience confusion because of changing learning methods and inevitably as students have to adapt to these changes.

This study is certainly different from previous studies. In this study, the researchers specifically wanted to see the pattern of interaction between students and between students and lecturers after the Covid-19 pandemic subsided, or what we often referred to it as the new normal. Where the pattern of interaction will certainly be very different compared to normal conditions without the Covid-19 pandemic. Based on this, the researcher is interested in conducting a study titled "Patterns of Social Interaction in Offline Learning at Unima Sociology Education Study Program Post Covid-19 Pandemic".

## Methods

The method used in this study is a qualitative research method. Qualitative research deals with qualitative phenomena. For example, when we are interested in investigating the reasons for human behavior (i.e., why people



think or do certain things), we quite often talk about 'Motivation Research', an important type of qualitative research. Qualitative research is very important in behavioral science, where the aim is to discover the underlying motives for human behavior. The qualitative approach to research is concerned with the subjective assessment of attitudes, opinions, and behaviors. Research in such situations is a function of the researcher's insights and impressions. Such a research approach produces results in either a non-quantitative form or a form that is not subject to rigorous quantitative analysis. Generally, focus group interview techniques, projective techniques, and in-depth interviews are used.

In qualitative research, data collection usually uses the methods of observation, documentation, and interviews. It is also possible to use non-human sources of information, such as documents and available records. The implementation of this data collection also involves various other supporting activities, such as creating reports, selecting informants, and recording data/information on the results of data collection. Therefore, this section will be discussed successively: Creation of reports, selection of informants, data collection by observation, documentation, interviews, collection of data from non-human sources, and recording of data/information from data collection. In this study, researchers only used two methods of data collection, namely semi-involved observation and unstructured interviews. The sampling technique in this study, using snowball sampling, is a technique for determining the sample, which is initially small in number. This sample is asked to choose friends to be used as samples, so that the number of samples is increasing. It is like a snowball that rolls and gets bigger and bigger. Analyzing data in qualitative research is when collecting data. So that the data can be reduced, data reduction is an effort to conclude the data, then sort the data into certain concept units, certain categories, and certain themes. The results of data reduction are processed in such a way that the figure is seen more fully. It can be in the form of sketches, synopsis, matrices, and other forms; It is very necessary to facilitate the presentation and affirmation of conclusions. The process is not done once but interacts back and forth, and then the data is presented, concluded, and verified (Rijali, 2018).

## **Result and Discussion**

### **Result**

After conducting research for approximately two months on the social interaction patterns among students and lecturers in the post-covid-19 pandemic (the new normal) offline learning conducted by the Sociology Education Study Program of UNIMA in the odd semester of 2022-2023, the researchers obtained results as follows.

1. **Lecturers Must Remind Students of Values and Norms that Must Be Obeyed by Students in Interacting**  
The implementation of offline learning after the pandemic or the new normal period leaves new problems where people have to re-adapt to new conditions even though these conditions are like returning to their original beginning before the pandemic emerged. In the campus environment, lecturers must again remind and explain to students regarding the values and norms that apply on campus in general or specifically the values and norms that exist in the courses taught by each lecturer who teaches.
2. **There is A Cultural Commotion Between Students**  
Interaction is an example of a form of cultural activity where after a prolonged pandemic, students return to college directly or offline on campus. Habits during direct online lectures also affect the behavior and actions of students, which they apply during the offline learning process on campus. There are also many students who meet and interact directly for the first time, which is certainly different from the interactions that occurred online in previous distance learning.
3. **Adjustment of Media and Interaction Tools Between Lecturers and Students**  
Offline learning is certainly very different from online learning, starting from the learning process to the media and learning tools used by lecturers which then must also be followed by all students who contract courses with the lecturer. At the time of online learning, the lecturer may use the learning media zoom, google classroom, Youtube, WhatsApp, and other online learning media. For online learning tools, lecturers may use laptops, tripods, green screens, lighting, cameras, or cell phones. However, in face-to-face learning, the tools and learning media are not the same as online learning, although it is possible to combine them.

4. The Dynamics of Social Relations Between Students and Between Lecturers and Students

The teaching and learning process on campus, of course, cannot be separated from the social interaction process where lecturers interact with students, and students also interact with fellow students. This is certainly very easy to see from various activities. For example, when the lecturer explains the material to students in class, then questions and answers between students, student discussion groups, and various other activities that occur in and outside the classroom. In this social relationship, of course, it is not always associative. However, in some conditions and due to various factors, a dissociative process often occurs where initially good social relations may at times become less good and vice versa which is then called the dynamics of social relations.

5. Social Interaction Can Be Done Anywhere

With regard to the quantity and quality of social relations that occur between lecturers and students and vice versa or between students, this can also be seen where the social interaction takes place in relation to the environment as well as the values and norms that apply in that environment. Such as social interactions that occur in the Sociology Education Study Program, Faculty of Social Sciences and Law, Manado State University. Both students and lecturers can interact anywhere in a public room, although of course they must also consider the values and norms that exist in the campus environment.

**Discussion**

After conducting research for approximately two months on the social interaction patterns among students and lecturers in the post-covid-19 pandemic (the new normal) offline learning conducted at the Sociology Education Study Program of UNIMA in the odd semester of 2022-2023, the researchers obtained results as follows:

***Lecturers Must Remind Students of Values and Norms that Must Be Obeyed by Students in Interacting***

The implementation of offline learning after the pandemic or the new normal period leaves new problems where people have to re-adapt to new conditions even though these conditions are like returning to their original beginning before the pandemic emerged (Daniel, Santie, Mamonto, Lasut, & Mesra, 2023). In the campus environment, lecturers must again remind and explain to students regarding the values and norms that apply on campus in general or specifically the values and norms that exist in the courses taught by each lecturer who teaches.



**Figure 1.** The Lecturer Explains the Values and Norms that Students Must Obey

As stated by PT (32 Years) as follows,

“... for students in advanced semesters, they usually already know the values and norms on campus, although there are still various changes in behavior patterns. Especially students who start studying during the pandemic period who usually study via Zoom, they have to be reminded a lot about the values and norms on campus, especially those related to the teaching and learning process” (Interview September 4, 2022).

As stated by the PT above, it can be seen that basically, students still have to adapt to the values and norms that exist on campus, especially for new students who, from registration to lectures, only interact and do activities online and through zoom meetings. Furthermore, these values and norms must be re-socialized to senior students since they did not interact directly for almost two years during the pandemic, so their behaviors and actions were also affected and experienced changes.



Often this process of adaptation or adjustment does not take place as desired. This is due to various kinds of factors, both internally and externally, that affect the process of social adaptation or adjustment. Basically, the adaptation process in a community environment is quite difficult, let alone adapting to a new environment and new people. Thus we can understand that students are basically faced with new conditions after the pandemic. Although face-to-face learning for some students is not new, but the conditions will certainly be different, especially because students have had to carry out online learning for so long and leave the previous offline learning (Mamonto & Mesra, 2023).

Online learning that must be implemented in universities due to the effects of the COVID-19 pandemic certainly has positive and negative effects. In relation to the teaching and learning process on campus, the lecturer saw that there were some differences in student behavior during lectures with student behavior after seeing their scores that had been inputted on the portal (Mesra, Waldi, Wijaya, & Melia, 2022).

Basically, this difference in behavior patterns is due to the length of the implementation of online learning. Until now, the implementation of offline-based learning has begun again, but the behavior of students during the online learning process also experiences differences when compared to when they see the results of the assessment from lecturers on the academic portal, where the student's reaction becomes diverse. Students who get good grades, of course, will be very happy without any protest. However, for students who get bad grades, such as D or E, there are usually various ways they can do so that their scores can be corrected, of course, by contacting the lecturer of the subject concerned (M. I. B & Mesra, 2023).

#### ***There is A Cultural Commotion Between Students***

Interaction is an example of a form of cultural activity where after a prolonged pandemic, students return to college directly or offline on campus. Habits during direct online lectures also affect the behavior and actions of students, which they apply during the offline learning process on campus. There are also many students who meet and interact directly for the first time, which is certainly different from the interactions that occurred online in previous distance learning. As stated by RR (20 Years) as follows.

“...Indeed, this is the first time I have met face-to-face with classmates and lecturers. Previously I only met on Zoom to see everyone's faces. If you zoom in, you cannot see all of our students' activities, and you do not have to prepare a lot and sometimes you do not even have to take a shower. You can also attend lectures and communicate with friends and lecturers on Zoom. It is also different from being in person. That is why there are awkward feelings when interacting directly like now” (Interview on September 2, 2022).



**Figure 2.** Students Interact in Discussion Activities

Based on the observations of researchers in the classroom during lectures, some students seemed to have conflicts. Some just sat with certain groups. There was a lack of interaction between all students; some even openly said that their friends were very different when online learning used to be. With offline learning, now there are many differences in attitudes and behavior. In this case the role of the lecturer is indeed very large in managing the class. Even a lecturer must be more specific in recognizing the behavior and actions of students and between students to minimize conflicts or inactivity in classes. If necessary, the lecturer becomes a mediator when there is a dispute between students (Z. H. S. B, Sengkey, Salem, & Mesra, 2023).

The key to implementing online and offline classes is the existence of a communication estuary that brings the two classes together to be able to communicate with the course lecturers. Online classes may be easier to control through online communication media. However, for students who take offline classes, lecturer access to

directly control where students are, of course, is limited, especially since this class uses minimal online media (Yoseph D.A. Santie & Mesra, 2022).

In offline learning, it does not mean that lecturers no longer use online media in the learning process. However, lecturers will adjust according to their needs or the semester program plan or syllabus. Online media is also effective as part of a variety of learning so that students are not bored and motivated to take part in learning. The learning model applied by the lecturer certainly also affects the process of interaction between students. For example, if only using the lecture method, there will be very little interaction between students. It will be different if the observation method is applied by grouping students so that they will interact directly and share roles (Y. D. A. S. B, Fordatkosu, Umaternate, & Mesra, 2023).

In the online learning process, usually, the entire teaching and learning process cannot be achieved optimally with online learning, plus the emergence of boredom from both students and even teachers who teach. The absence of direct interactions among students and between students and lecturers makes the teaching and learning process not optimal as done face-to-face. Thus, the application of hybrid learning is actually a solution in the midst of the COVID-19 pandemic so that efforts to implement education can still be carried out properly (Mesra, Mononege, et al., 2022).

### ***Adjustment of Media and Interaction Tools between Lecturers and Students***

Offline learning is certainly very different from online learning, starting from the learning process to the media and learning tools used by lecturers, which must be followed by all students who contract courses with the lecturer. At the time of online learning, the lecturer may use the learning media zoom, google classroom, Youtube, WhatsApp, and other online learning media. For online learning tools, lecturers may use laptops, tripods, green screens, lighting, cameras, or cell phones. Nevertheless, in face-to-face learning, the tools and learning media are also not the same as online learning, although it is possible to combine them (Umaternate, Wuntu, Fathimah, & Mesra, 2023).

Media in the teaching and learning process is needed and plays an important role so that learning runs well, effectively, and efficiently. A teacher must be able to choose learning media suitable for students so that teaching or learning materials can be understood and absorbed by students well. The task of a teacher is not only delivering material but also paying attention to students in learning and understanding the subject matter. This way, students will get learning material and special attention, such as motivation and advice from the teacher (Junaidi, 2019).



**Figure 3.** Learning Media and Tools

This learning media is also very helpful for lecturers to interact with students as well as being a medium of communication between students. For example, when a lecturer uses zoom as the learning media, the communication method employs the application's video, audio, and chat column (V. E. T. S. B & Mesra, 2023). As stated by PT (32 Years) as follows,

“... I teach using zoom meetings during online learning, and I still use it now even though I do not use it often when I study offline. To interact with or between students, you can usually directly activate the microphone and video zoom and you can also use the chat feature which is usually used by lecturers to give directions or reply to student questions” (Interview on September 4, 2022).

In addition to learning media, it also determines the interaction media between students and between lecturers and students. Learning tools are also very important and determine the interaction process. The form of



learning tools used by lecturers will automatically inevitably be followed by students and can then be implemented in the teaching and learning process in the classroom.

It does not contain the message/content of the lesson but has a very important role in helping the teaching and learning process. Considerations for choosing this learning tool are related to the purpose of teaching, the level of student development, availability, cost, or ease of use. In addition to learning tools, other tools are used, such as teaching aids (Mesra, 2023).

Learning aids are all objects and facilities that can be used in the learning process in order to clarify and make it easier for students to understand the subject matter (Juwairiah, 2013). Learning aids (audiovisual teaching aids) are tools teachers use to clarify the subject matter and prevent verbalism in students (Gunawan, 1996). Teaching aids are tools used by teachers to help clarify the subject matter presented to students and prevent verbalism in students. As stated by RM (31 Years) as follows,

“...Usually, I use learning tools such as laptops, YouTube tools, or cell phones as needed to support the implementation of a better teaching and learning process in the classroom. Usually, this tool also helps students participate in the learning process, such as weekly meetings, assignments, and exams” (Interview on September 10, 2022).

Currently, many media and learning tools can be used to support the learning process on campus, such as TikTok. Sociological Analysis of TikTok Viral Videos About Law Enforcement in Indonesia, namely: viral legal cases are handled more quickly, viral legal cases are escorted by netizens, many viral legal cases are revealed and resolved, and the TikTok application is one of the social media that plays an important role in law enforcement in Indonesia. Indonesia (Gugule & Mesra, 2022).

#### ***The Dynamics of Social Relations between Students and between Lecturers and Students***

Social interaction is communication between each other and reciprocity between individuals, groups, and religions. Social interaction can occur if it fulfills two conditions, namely, the existence of social contact (social contact) and the existence of communication (communication). In this relationship, individuals or groups cooperate, conflict, and interact, whether formally or informally, directly or indirectly (Tumuatja, Singal, & Santie, 2021).

The teaching and learning process on campus, of course, cannot be separated from the social interaction between lecturers and students and between students and fellow students. This is certainly very easy to see from various activities. For example, when the lecturer explains the material to students in class, questions and answers between students, student discussion groups, and various other activities occur in and outside the classroom. In this social relationship, of course, it is not always associative. However, in some conditions and due to various factors, a dissociative process often occurs where initially good social relations may at times become less good and vice versa, which is then called the dynamics of social relations (H. G. B & Mesra, 2023).

Social interaction will cause a person's life activities to be more varied and complex. The interactions that occur between individuals and individuals, individuals and groups, as well as groups and groups, are very dynamic and have certain patterns that form a social life (Akmal, 2018). Talking about society, of course, not all people have the same background and perception of their social environment. It can give birth to the dynamics of social relations in the daily lives of people in a certain area (Zulfan, 2018). As stated by one of the RM lecturers (31 years) as follows,

“...of course, there will be very different interaction patterns in online learning and offline learning. I see that there are still students who are quite rigid in communicating with lecturers or fellow students. There are many changes in behavior patterns in student interactions with lecturers and between students” (Interview on September 12, 2022).

As the researchers noticed that these students were more silent when the online learning process took place, there was not much desire to ask questions or refute everything said by the lecturer or what was conveyed by fellow students. The creativity of a lecturer must determine this to motivate students with regard to the selection of learning methods and models so that the classroom atmosphere remains active and enthusiastic.



**Figure 4.** The Dynamics of Online and Offline Learning Interactions

In the educational process, students are not only given knowledge but also values that come from religion, society, culture, technology, and others. In addition, educational institutions have developed a learning assessment system as a measure of student success. Thus, it will spur students to excel in every learning process (Ridha, 2020).

The dynamics of social relations or interactions between lecturers and students and among students are also related to the motivation to carry out a social relationship, including relating to activity in the classroom. It is whether there is a student desire to master a lecture material or to get a good assessment from the lecturer as a form of the results of the student's learning activities which, of course, also become part of the assessment of a lecturer. Even though motivation is also influenced by the personality of the student, the learning process on campus is also influenced by the stimulus provided by the lecturer and the student's environment, such as his student friends or perhaps the encouragement factor from his family.

#### ***Social Interaction Can Be Done Anywhere***

With regard to the quantity and quality of social relations that occur between lecturers and students and vice versa or between students, this can also be seen where the social interaction takes place in relation to the environment as well as the values and norms that apply in that environment. Such as in the Sociology Education Study Program, Faculty of Social Sciences and Law, Manado State University, where students and lecturers can interact anywhere in a public room, although, of course, they must also consider the values and norms in the campus environment.



**Figure 5.** Social Interaction Can Be Done in Any Public Space

Humans are said to be social creatures because they cannot live alone without the help of other humans. This is the basis for the emergence of social interactions, which, according to George Simmel, will form a society based on social interactions between individuals and each other. Society consists of social groups with an increasing number of people involved in the interaction, where more diverse forms of interaction will be possible. This is how humans relate to other humans (Aini, 2017). As stated by YH (21 Years) as follows,

“... when we contact the lecturer, it must match the character of the lecturer. Some lecturers must be met directly in their rooms. Some lecturers can be contacted via social media such as WhatsApp. However, on campus, they can usually interact in class, in study programs, as well as when meeting with lecturers on the street” (Interview on September 9, 2022).

Based on what YH said, social interaction can be done anywhere in the campus public environment but one must read the character of the lecturer concerned. It means that interaction between students can also be done the same way, of course also considering the correct way of interacting so that there is minimal potential for conflict. The interaction form or pattern can be distinguished from the content of the particular interest, purpose or intent pursued by the interaction (Gea, 2022).



## Conclusion

Based on the results of interviews and observations of researchers about patterns of social interaction in offline learning at the sociology education study program, UNIMA, post Covid-19 pandemic can be concluded as follows: 1) lecturers must remind students of values and norms that must be obeyed by students in interacting, 2) there is a cultural uproar of interaction between students, 3) adjustment of media and interaction tools between lecturers and students, 4) the dynamics of social relations between students and between lecturers and students, 5) social interaction can be done anywhere.

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