

Study of Elementary School Teacher Communication Strategies in the Learning Process

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ABSTRACT

Communication skills must be mastered by the teacher as a form of pedagogical competence. Through the communication skills possessed by the teacher, it is hoped that it can foster students' learning motivation to be active in learning so that they can improve their learning achievements. To create effective communication in learning, teachers must have a communication strategy. Communication strategy is a communication technique that is planned and used by the teacher in conveying learning material to students so that they are passionate about learning, want to ask questions of the teacher, and want to give opinions. This research focuses on knowing various teacher communication strategies in learning based on relevant research results. The results of this research study obtained several teacher communication strategies such as the use of verbal and non-verbal communication to carry out learning, creating two-way communication with students with the equalitarian style of communication, using communication media in the learning process, and giving rewards and punishments to participants. educate on the learning process. The results of this research study are expected to be a stimulus for teachers to determine communication strategies in learning as one of the teacher's efforts to create active and fun learning.

Keywords: *strategy; communication; teacher*

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INTRODUCTION

Teachers as agents of change in learning must continuously improve their competence to create fun learning and take sides with their students. Not without reason because there is a teacher's role in learning to support student achievement. As for teacher competence in accordance with Law no. 14 of 2005 concerning teachers and lecturers in article 8 are pedagogic competence, personal competence, social competence and professional competence obtained through professional education. Related to communication skills, they are part of the pedagogical competencies that must be mastered by teachers as contained in Permendiknas Number 16 of 2007, namely utilizing information and communication technology in the lessons being

taught. Thus it is clear that a teacher's strategy is needed in communicating with students to create an effective learning process (Mesiono & Sahana, 2021). A teacher must have communication strategies in conveying messages (material) so that students can easily understand the intentions conveyed by the teacher (Ari, 2013).

Basically the process of teaching and learning is a process of communication (Komalasari, 2015, p. 111). So communication activities are very closely related to the profession of a teacher as well as social beings in society (Pribowo, 2017). The teacher must demonstrate his ability to communicate with students in delivering learning material. Not only that with communication skills, teachers can also provide guidance and study instructions to all students. In the end the learning process becomes more effective and enjoyable for children. So during the learning process it is seen that the teacher must actively communicate with students but not make the teacher the center of learning (teacher centered). The teacher becomes a facilitator for children so that they want to become communication partners for the teacher. This means that teachers and students can feel the benefits of communication with the emergence of interrelationships between teachers and students in the form of a sense of solidarity among peers, that is to say, there are benefits of communication in learning (Kartono, 2001, p. 118).

Elementary school teachers are educators who work at the elementary school level (Bukit & Tarigan, 2022) with the task of educating and guiding elementary school students to grow their potential. So the teacher needs to prepare the right stimulus for children so that they are enthusiastic about learning. In the context of communication, a stimulus is needed to evoke a response from the recipient (Miftah, 2008). So in communication activities, all information conveyed by the communicator (speaker) can be clearly received and understood by the communicant (listener), then an effective communication process occurs. Likewise in learning in elementary schools, teachers must be reliable communicators so they can invite students to communicate. So the teacher is not just engrossed in talking to himself without giving a positive response from students. So, to avoid such situations, the right strategy is needed from the teacher to build a conducive learning atmosphere. In order for students to be more active in learning, students want to ask teachers and friends. Students begin to dare to speak in a clear voice. Even students are able to provide answers to questions from teachers and friends in class and are even able to respond to the opinions of their friends.

Moving on from the description of the problem above, the authors came up with an idea to conduct a literature review that focuses on teacher communication skills strategies in learning at the elementary school level. By conducting studies related to teacher communication skills, it is hoped that the results of this research will become a source of inspiration for teachers in building effective communication with students. So that in the end, fun learning is realized for all students to build potential in children. As stated by Bukit, et al (2023) that students who feel happy and are not pressured during learning will be able to follow the learning process well. So it is clear that teachers must create fun learning for students and be sensitive to the learning needs of students to achieve good learning outcomes.

METHOD

The research method is a scientific method used by researchers to obtain data (Sugiyono, 2013, p. 2). This study applies literature studies or literature studies to assist researchers in viewing the ideas, opinions, and criticisms of previous scientists (Raco, 2010, p. 104). The literature analyzed came from several relevant articles in national journals as the main data source. The articles were searched by various online journals through Google Scholar. The data set will be analyzed to answer the focus of this research. The research data analysis technique uses an interactive analysis model developed by Milles and Huberman (Shidiq & Choiri, 2019, p. 85). Data analysis techniques with interactive models consist of data reduction (sharpening, classifying and removing unnecessary data), data presentation (organization of information that allows drawing conclusions), verification (drawing conclusions) (Saputro, 2017, p. 31).

FINDINGS AND DISCUSSION

Salisah explained that communication is an activity of exchanging information carried out by humans to change opinions or other human behavior (Salisah, 2015, p. 21). The understanding of communication is even deeper based on Laswell's paradigm that communication is the process of conveying messages by communicators to communicants through media that cause certain effects. (Miftah, 2008). Teachers can interact with students to provide guidance and students can respond to teacher directions and guidance in the form of arguments or behavior. In communication activities the teacher must understand the proper communication techniques. This was emphasized by Kartono that having communication techniques will build efficient relationships between individuals (2001, p. 118). So teachers need to understand communication techniques that match the characteristics of students. It should be understood that with the right communication techniques, positive emotions such as joy or enthusiasm will appear in students (Wikara et al., 2020).

The intended communication technique is a communication strategy that the teacher needs to use in learning. Bakhrudin, et al (2021, p. 2) states that strategy is a pattern that is planned and determined intentionally to carry out an activity, activity, or action. Based on the presentation from Komalasari (2015, p. 111) which states that the process of teaching and learning is basically communication. So if interpreted in more depth related to the meaning of communication strategy is a communication technique that is planned and used by the teacher in conveying learning material to students so that they are passionate about learning, want to ask questions to the teacher, and want to give opinions. Bukit, et al (2022) states that with the existence of a learning strategy, the teacher has guidelines for implementing learning to achieve maximum learning objectives. Likewise in communicating, the teacher must have the right communication strategy so that students can understand the learning material presented, can even stimulate students to ask questions and argue. Teacher communication strategies are also very useful if used in the learning process to foster interaction between students and teachers (Ari, 2013).

The following describes some relevant data reduction results related to various teacher communication strategies in the learning process. Research results from Pratiwi in 2020 in Elementary School, Klaten, Central Java that interpersonal communication strategies are needed by elementary school teachers. As for some

teacher interpersonal communication strategies in elementary schools, Klaten, Central Java, among others; 1) one-way communication by giving orders to students to calm down during the learning process. 2) two-way communication by making video calls and private chats with students; and 3) multi-way communication by creating groups between teachers and students on WhatsApp social media. So the results of this study make it clearer that multidirectional communication techniques are needed with students in learning. Especially in accommodating communication activities in the WhatsApp group as a means of communication between teachers, students and parents.

Ari's research results in (2013) that the communication strategy that appears in learning Indonesian in grade 1 SD is a communication strategy with the type of achievement strategy, namely the semantic meaning approach strategy, the use of non-linguistic means, code switching, and requests for help. The researcher chose an achievement communication strategy because students who are in grade 1 tend to want learning that is accompanied by games or funny things so that learning becomes more fun for grade 1 elementary school students.

Miftah (2008) stated that the communication strategy is a combination of communication planning with communication management to achieve the stated goals. From the study conducted by Miftah, teachers need to pay attention to the main components that influence the selection of teacher communication strategies in the learning process. The four components include: (1) communication systematics including pre-communication, information presentation, and closing activities, (2) Communication methods as a way of organizing messages, (3) Communication media, (4) time management. Media communication between students and teachers must be done with the help of media, such as print media, electronic, mechanical, and other equipment (SUCI et al., 2020). This also further clarifies that the media means a means of communication to provide information. So it is only natural for the teacher to prepare communication media in learning. The intended media is learning media prepared by the teacher to achieve learning objectives.

The results of Cikka's research in 2019 states that the communication strategy used by teachers in learning can motivate students to excel. This study explains that teacher communication with students can be carried out individually or in groups, in verbal and non-verbal forms, and assisted with media and learning resources. So that in the learning process the teacher needs to give reasonable praise to the success of students, provide positive comments on the results of students' work. Even teachers also have to use a variety of methods of presenting interesting material with the help of information technology media. So the teacher as a teacher must create a conducive learning atmosphere to motivate students so that they want to excel in learning.

The results of research from Abidin in 2017 who are of the view that the obstacles faced by teachers in improving student achievement are related to free time or opportunities for gathering (discussion) between teachers and students. In this study argues that teachers need to create harmony with students in learning, so that students feel calm to learn. And in the end a positive impact on children's learning achievement. According to this study, the communication strategies that need to be applied by teachers in learning are punishment and reward. Punishment or punishment is a form of firm action by the teacher to sanction students who make mistakes. However,

teachers also very rarely give praise or prizes to students who show an increase in learning outcomes.

If viewed from the results of the presentation of Pratiwi, Ari, Miftah, Abidin, and Cikka's research related to elementary school teacher communication strategies in learning, it can be stated that teachers must have their own strategies in teaching. With this strategy, the teacher's communication skills will continue to be honed until they become proficient in communicating. In conveying learning material, teachers need to communicate verbally and non-verbally to students in order to influence behavior or decisions (Ruliana, 2014, p. 17). Verbally, the teacher can convey learning material to students in the form of sentences that are appropriate to the child's level of language development both orally and in writing. So that children easily understand the concept of learning material. Because according to the language of elementary school students (Arum & Wahyudi, 2016). So don't let the teacher use a language of communication that is not in accordance with the development of elementary school students. Because it will result in students becoming confused about the delivery of material by the teacher and even children not understanding the content of learning material.

In non-verbal communication, for example, with body gestures, attitudes, behavior, pictures, and other forms that contain meaning, the teacher can do it in learning. For example, by showing seriousness in conveying the material, the teacher does not appear to be joking or shows a childish attitude in teaching. Sometimes this kind of behavior makes students not take their studies seriously anymore, because for them it seems that the teacher is not showing authority in teaching. In the end, the classroom atmosphere is not conducive anymore. Therefore, the teacher must show authority in teaching accompanied by a friendly attitude (humble) to all students. This was also conveyed by Sunarto & Rohita (2021) that teachers who give friendly and pleasant responses to students can bring up the courage of students to answer or ask questions; and guide students to find the correct answer.

Likewise in the learning process, teachers need to create two-way communication with students with the equalitarian style of communication, namely the existence of a common ground. (Ruliana, 2014, p. 20). So by applying the same communication style in learning, teachers and students show a high caring attitude and the ability to build good relationships. Now this is in line with Kartono's opinion by fostering good relations between teachers and students can create a sense of solidarity, so in communication between teachers and students it can be seen that there are benefits of communication in learning (Bukit, 2022). So in developing communication strategies, teachers need to pay attention to the benefits of communication felt by students. So that learning will take place effectively and fun. In addition, teachers also need to pay attention to the systematic communication and communication media needed in learning. Salalisa explained that communication media is a tool or means used to convey messages from communicators to audiences (Salisah, 2015, p. 125). Communication media that teachers can use in learning such as social media applications and computer equipment such as laptops, infocus, and loudspeakers. Using whatsapp in online learning, teachers can discuss various technical issues in more detail regarding online learning teaching schedules and discuss what material will be delivered (Mesiono & Sahana, 2021). Even with the WhatsApp application, it can help teachers provide online-based learning materials to students. So that it can help students study at home to better master the subject matter.

Based on the results of this research study, there are still research limitations, namely this research is only limited to finding teacher communication strategies in learning based on several relevant studies. However, they have not studied the reasons for choosing a strategy and have not seen the benefits of choosing this strategy. So this research is still limited to finding communication strategies only. However, the uniqueness offered in this research study is trying to stimulate elementary school teachers to be more active in determining communication strategies in learning. Even trying to construct teacher understanding in creating active communication between teachers and students by presenting the results of previous relevant research. With the hope that further research will emerge regarding teacher communication skills in learning.

CONCLUSIONS

Based on the research focus that has been stated in the introduction, it can be concluded that there are several teacher communication strategies in the learning process, including: 1) teachers must utilize verbal and non-verbal communication to carry out learning; 2) teachers need to create two-way communication with students with the equalitarian style of communication; 3) teachers need to utilize communication media in the learning process; 4) teachers need to provide rewards and punishments to students. By utilizing this communication strategy, the teacher must also pay attention to the level of language development of the students. So that the process of communication between teachers and students takes place smoothly. So that in the end it can help teachers in delivering learning material, giving learning instructions, and giving assignments to students.

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