Patterns Of Teacher And Student Communication In The Learning Process At Sma Negeri 20 Moramo South Konawe District

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ABSTRACT

Communication is the key in the world of education, which is quite determinant in achieving goals. A teacher, no matter how clever and knowledgeable he is, if he is, will certainly not be able to provide a transformation of his knowledge to his students. This research aimed to analyze communication patterns between teachers and students in the learning process at SMAN 20 Moramo. This research used qualitative research methods with research subjects, namely teachers and students who were actively learning and teaching. Field data collection used observation, interview, and literature study techniques. Data processing involved data reduction, data display, and data verification, so that research results could be found. The research results showed that the dominant communication pattern was two-way communication, teachers and students provide information to each other, starting with the teacher as a source of information.

Keywords: Communication Patterns, Learning Process, High School

INTRODUCTION

High school is a place where formal education takes place for students who have taken junior secondary education. It is a basic need for every human being because it is an effort for individuals to acquire knowledge regularly according to their individual needs (Katrini, Rabi'ah, 2023; Syaadah et al., 2023). Education can be defined as the process of providing individuals with various situations aimed at self-development (Kusmiran et al., 2022). By enjoying education, individuals believe that they have certain knowledge, and skills appropriate to their level of education (Elihami, 2020). Education can not only increase knowledge, but also form values, attitudes, character and behavior that

are in accordance with the values and norms that exist in society (Carolus & Gormantara, 2022; Ahmad et al., 2023).

Teachers act as educators for students in the school environment. The main task of teachers is to provide knowledge, skills, and values to students so that they can develop academically, socially, and emotionally (Katrini, Rabi'ah, 2023). Teachers also have an important role in guiding and supporting students in the learning process, overcoming problems and challenges that arise during the learning process, and building positive relationships with students (Sastra Negara et al., 2024).

Teaching and learning activities cannot be separated from communication activities, because there is interaction between students, teachers, and fellow students (Wisman, 2017; Yeni & Susanti, 2023). The existence of communication creates an exchange of information, and knowledge between students, teachers and fellow students (Nasution, 2022; Marfuah, 2017).

Communication is an important part of education (Khimmataliev, 2022). To transfer knowledge and provide guidance and training to students, communication is the tool (Yeni & Susanti, 2023). Communication is built based on the needs of the person communicating, some use words, audio, and gestures (gestures) (Huriaty Dina, 2021; Mutiah, Syahrul Abidin, 2023).

Students have different ways and styles of learning, so receiving, processing, and remembering the information obtained is also different. It is understood that teacher communication must be able to adapt to its students. So that students can receive the information received by the teacher (Khimmataliev, 2022; Junaidi et al., 2023).

Communication is the key in the world of education, which is quite determinant in achieving goals. A teacher, no matter how clever and knowledgeable he is, if he is, will certainly not be able to provide a transformation of his knowledge to his students (Yudowati, 2021; Khimmataliev, 2022).

The Indonesian state makes education one of the main programs in national development. Education in Indonesia has an important role in building quality human resources and encouraging sustainable economic growth (Elihami, 2020).

Education at school aims to provide opportunities for students to acquire the knowledge, skills, attitudes, and values needed to achieve success in life (Junaidi et al., 2023). Education in schools plays a very important role in helping children and young people to grow and develop into individuals who are responsible, educated, and able to contribute positively to society and the world at large (Wisman, 2017).

Marfuah, (2017) say that communication in learning is said to be successful if the message conveyed by the teacher to students can be understood by students according to the meaning of the message related to the goals that have been set. Communication between teachers as communicators and students as communicants. If communication occurs effectively, the

information conveyed will be understood by students in accordance with the teacher's expectations (Junaidi et al., 2023). The occurrence of reciprocal communication between teachers and students is very important because teaching is not only dominated by teachers, but students must also be involved in the learning process (Sari et al., 2019).

The learning process has two activities, namely the learning process and the teaching process, were students learn and teachers teach (Sastra Negara et al., 2024). This learning process always occurs in reciprocal interaction between teachers and students and takes place in educational situations to achieve learning goals. In the learning process, teachers and students must establish mutually supportive interactions so that student learning outcomes can be achieved optimally (Carolus & Gormantara, 2022).

State High School (SMAN) 20 Moramo is one of the State High Schools in South Konawe Regency and the only one in North Moramo District. SMAN 20 Moramo was founded in 2014, and until now there has been minimal achievement at both the school and the student levels. However, every year SMAN 20 Moramo is always 100% successful in graduating its students.

RESEARCH METHODS

This research was to analyze the communication patterns of teachers and students in the learning process at SMAN 20 Moramo, South Konawe Regency. The type of research carried out was field research using qualitative methods. In this study, the subjects consisted of teachers who taught the subject and 2 homeroom teachers, each whom came from teachers in the fields of exact sciences and non-exact sciences. Data collection techniques used were interview, observation, and literature study techniques. The data was analyzed descriptively qualitatively by following the stages of data reduction, data display, and conclusion data verification.

RESULT AND DISCUSSION

Communication patterns in this research included ways of conveying messages or material during the learning process, both to improve student learning achievement and to as convey rules or punishments carried out by students.

How the Teacher Delivered Material to Students

In learning, conveying the teacher's message to students was very important because it influenced students' understanding and perception of a subject or material. Therefore, teachers had to be able to choose a way so that the message conveyed could be received by students. The way teachers conveyed messages to students at SMAN 20 Moramo, namely:

a. The Teacher Opened the Lesson

Before starting learning, the teacher must open the learning as a first step. This is to build positive relationships between teachers and students, as

well as create a supportive and enjoyable learning environment for students. By opening the lesson before starting the lesson the teacher could help students understand the learning objectives, identify their learning needs, and create a positive learning environment for students. Based on an interview conducted with one of the Physics Study Teachers that:

> "When we arrived at class, the teacher opened the lesson, that is, before starting the lesson, he said hello and then ask who was absent to stimulate the students' enthusiasm. Then asked about the assignment or material from the previous week and then relate it to the material that would be taught" (Interview, September 25, 2023).

Sending a message in the form of a greeting at the beginning of the meeting was one technique to attract students' attention and show that the learning process would begin soon. Students no longer did other activities, apart from just paying attention to listening to the teacher speak (Maisarah, 2013).

b. Teacher Closed the Lesson

After the teacher opened the lesson, the teacher closed the lesson. This aimed to maintain student discipline and notify them that learning was over. By closing the lesson, the teacher could help organize study time and provide enough time for students to understand the material that had been taught. Based on an interview conducted with one of the Mathematics Study Teachers, that:

> "After completing learning activities, the teacher had close the lesson, at this time the teacher concluded the material that had been taught, gave assignments at home if necessary and did not forget that the teacher gives motivation to students, then reads the final prayer of learning and says goodbye" (Interview, September 15, 2023).

Delivering the teacher's message when closing the learning activity was an effort to build student discipline, in addition to showing that the process of delivering the material had ended. When delivering messages both when opening and closing the lesson, the teacher conveyed it in Indonesian which was short, clear and easy for students to understand (Katrini, Rabi'ah, 2023).

c. Teacher and Students Interacted in Class

During interactions with students in class, the teacher ensured that the interaction ran well, students listened when the teacher explained the material, and they understood the material the teacher was teaching. By maintaining interaction in class, teachers could provide feedback and create a safe and

comfortable learning environment for all students. The results of interviews conducted with Sociology Study Teachers show that:

> "During learning activities the teacher had keep class interaction running well, such as conducting questions and answers, so that class interaction continued. When teaching, the teacher did not have to keep explaining. If you continued to explain without any feedback, students would not focus on the teacher in front of them and students would do other activities, such as talking to their friends." (Interview, September 25, 2023).

Effendy (2005) dalam (Mutiah, Syahrul Abidin, 2023) said that without good communication, a teacher could not teach and educate effectively. For this reason, every teacher had to have adequate communication abilities and skills in teaching to build an interesting learning atmosphere for students (Junaidi et al., 2023).

During learning activities, teachers not only used verbal words but also non-verbal words or signs to convey material.

d. The Teacher Used Gestures to Interact in Class

Gestures used by teachers when interacting with students are an effective way to build strong and effective relationships between teachers and students. In order to achieve effective learning goals, good interaction between teachers and students is very important. By using gestures, teachers could ensure that their messages were received clearly and effectively by students and that positive and productive relationships were established between them. The results of interviews conducted with English Language Study Teachers are that:

> ""signals used by teachers when interacting with students, namely when teaching, there were students who did not correctly pronounce foreign terms by demonstrated vocals and sounds, or students were noisy, the teacher used hand and voice signals, or called students by waving their hands." (Interview, September 28, 2023).

Teachers delivered messages or learning materials using verbal and non-verbal language. This language was used by teachers in delivering material to help clarify the message they wanted to convey and build better connections with students. Meanwhile, non-verbal language such as body language could show feelings, emotions, or what the teacher wanted to convey and could help students better understand the material being taught. Apart from that, the intonation of the teacher's voice was also important, namely it could help students understand and absorb the material being taught. According to the results of interviews conducted with Religion Teachers, that:

> "The body language and voice intonation used by the teacher when delivering or explaining the material usually used the body language of the

head, hands, and feet because some subjects had practices or demonstration examples such as prayer procedures. The intonation of the voice used depends on the students. Teaching in several different classes certainly has different delivery techniques. For example, in low classes (class X), it is impossible for me to use a loud voice intonation, I must use a soft voice intonation so that children are comfortable and not afraid of the teacher. Unlike the higher classes (Class XI, Class XII), I used loud intonation so that they understood and did not make noise when I explained the learning material" (Interview, September 24, 2023).

Angganing et al., (2022) expressed the opinion that the ability to carry out communication conveyed to students was a form of verbal and nonverbal information. So teachers were required to have communication strategies in the form of verbal and nonverbal. Nonverbal communication is a collection of signals, body movements, voice intonation, attitudes and so on, that allows someone to communicate without words (Maisarah, 2013). Meanwhile, verbal communication was a form of oral or written communication that used a language (Huriaty Dina, 2010).

Communication contained in the learning process apart from conveying messages at the opening, implementation or delivery of material and closing learning, there was also communication related to agreements or rules of the game during the learning process.

This agreement aimed to create a safe, comfortable and productive environment for all students in the classroom. Based on the results of interviews conducted with the Physics Study Teacher who was also the Class XI Homeroom Teacher, that:

"When making an agreement with students, namely at the beginning of learning, mothers and students made an agreement when the daily test was below the average three times, then they would be punished. The punishment was in the form of re-doing the assignment twice, this agreement was agreed to by the student" (Interview, September 26, 2023).

Teachers made agreements with students to increase student involvement by involving students. They would feel more involved in learning. This would raise student motivation in class, encourage collaboration and help them to communicate with each other. This could help their cooperation which could improve the quality of interaction and learning in the classroom, and increasing student responsibility would give them the opportunity to participate and contribute to determining the rules and expectations in the class.

The learning process is a series of activities that take place continuously in educational institutions at any level. Even though careful planning has been made, various problems still arise during the learning process. Student problems that arise are important and must be addressed because they are part

of student learning process. As an educator, the teacher is responsible for helping students understand concepts and achieve the desired learning goals. By handling student errors appropriately, teachers can help students improve their understanding and avoid making the same mistakes in the future. In addition, by handling students' mistakes positively and supportively, teachers can also increase students' motivation and self-confidence in learning. The results of interviews conducted with the Teacher of Religious Studies and Class X Homeroom Teacher, are that:

"When dealing with students who made learning errors, I did this by repeating explanations and when answering questions, I did it together by checking the questions with the students so that I could explain what the correct answer is. I also warned them that it was okay to be slow in doing the questions as long as you understood what I was teaching" (Interview, September 25, 2023).

The communication carried out by the teacher in explaining material that students did not understand is a one-way action communication. The concept of communication as one-way action could be understood as a linear process that starts with the information source or information sender and ends with the information recipient, targets and objectives (Nofrion, 2016; Cangara dalam Mutiah, Syahrul Abidin, 2023).

CONCLUSION

From the results of the research conducted, it can be concluded: the way teachers convey material to students in learning with one-way communication and two-way communication as well as, verbal and non-verbal. Meanwhile, in making an agreement with students, the teacher involved all students in making the agreement, thought together with the students what agreement would be made to improve student learning and prevent children from making noise in class, and implemented the agreement consistently so that the agreement was serious. To handle student errors in learning, teachers repeated material that students did not understand and repeated assignments. Teachers also had to provide motivation to students who experienced mistakes and so that they had a positive impact, so that students would be active in continuing to learn because there was encouragement from the teacher.

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