



Effective Communication in Learning: Teacher Strategies and Their Impact on Student Learning Outcomes

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Abstract

Effective communication management plays an important role in learning. This article discusses effective communication strategies for teachers in learning contexts. The four main components that need to be considered in implementing this strategy include: 1) systematic communication, which includes steps such as pre-communication, presenting information, and closing activities to ensure the message is conveyed well; 2) communication methods for learning, with an emphasis on conveying messages clearly and simply; 3) communication media, which considers the selection of appropriate media for learning purposes; and 4) efficient time management in the communication process. Understanding and implementing these strategies can help teachers increase learning effectiveness, ensure better understanding by students, and better achieve learning goals.

Keywords: Effective communication, Communication strategy, Learning process

1. Introduction

The rapid development of technology has changed the communication landscape around the world. Communication is no longer limited to face-to-face meetings, but has expanded to various digital platforms and communication technologies. Meanwhile, in the world of education, communication is still a key element in the learning process. Effective communication between teachers and students, as well as between students, plays a very important role in creating a learning environment that supports and enhances student learning outcomes (Gibson, 2009; Guilherme, 2019).

However, in facing the ever-evolving technological era, there are still a number of challenges faced by educators and teachers in implementing effective communication in the learning process. Sometimes, communication tends to be unidirectional or less interactive, where the teacher dominates in teaching and learning activities (KBM), and students are more passive (Jandevi, 2019; Agustina and Cahyono 2016). This can lead to inequality in the learning process and can have a negative impact on student learning outcomes.

Therefore, it is very important to understand the concept of communication, the elements that must be fulfilled to create effective communication, and the role that communication plays in the context of the learning process. This study aims to provide a deeper understanding of the importance of communication in education, as well as how effective communication strategies can be applied by teachers to increase students' learning motivation, interest in learning, understanding of the material, and their learning outcomes (Kamil et al., 2021; Untari and Satria 2019).

This research will focus on implementing effective communication strategies in the educational environment, especially at MTs Darul Falah Cibungur. With an understanding of concepts and appropriate communication strategies, it is hoped that teachers at MTs Darul Falah Cibungur can create a more conducive learning environment and have a positive impact on students' learning experiences. This research aims to provide tangible benefits in efforts to improve the quality of education at MTs Darul Falah Cibungur and more broadly in the world of education in general.

2. Riviwe literature

2.1. Role of Communication in Education

Communication plays an important role in education in the following ways:

1. Builds Comprehension: Effective communication helps teachers convey information clearly and students understand course material.
2. Learning Motivation: Good communication motivates students to learn and relates the subject matter to their daily lives.
3. Development of Social Skills: The communication process in class helps students develop social skills such as public speaking and collaborating with peers.
4. Problem Solving: Effective communication allows students to participate in discussions and find solutions together to problems.
5. Formation of Attitudes and Values: Communication can be used to teach values such as hard work, discipline, tolerance, and empathy.
6. Evaluation and Feedback: Communication also involves giving feedback to students about their performance, as well as receiving feedback from students about their learning.

Effective communication in education helps create a conducive learning environment and improves student understanding and learning outcomes. Teachers who apply good communication strategies can achieve educational goals more effectively.

2.2. Communication Process

In the book "Marketing Management" by Philip Kotler, there is a model of the communication process based on Harold Lasswell's paradigm. This model includes several main elements that play a role in carrying out an effective communication process. These elements are as follows:

- Sender (Communicator): An individual or entity that sends a message to a person or persons.
- Encoding: The process by which the communicator's thoughts or messages are transformed into symbols or language that can be understood by the communicant.
- Message (Message): The message is information or messages conveyed by the communicator to the communicant. This message contains a set of meaningful symbols.
- Media: Channels or tools used to send messages from the communicator to the communicant. Media is a place where messages pass.
- Decoding: The process in which the communicant assigns meaning to the symbols conveyed to him by the communicator.
- Receiver (Communicant): The individual or entity who receives the message from the communicator.
- Response: Response is a set of reactions or responses that arise from the communicant after receiving a message.
- Feedback (Feedback): Feedback is the communicant's response that can be given to the communicator, whether the message has been conveyed or conveyed to the communicator.
- Noise (Interference): Unplanned disturbances that can occur in the communication process as a result of receiving another message by the communicant that is different from the message conveyed by the communicator to him.

This communication model emphasizes the key factors that play an important role in creating effective communication. Communicators need to understand their audience and craft messages carefully, while also choosing the right media to reach the target audience. Communication success depends on a good understanding of how messages are conveyed and received by the communicant. The communication process is the way humans interact and share information with one another, and a good understanding of this process is crucial to achieving effective communication.

The process of communication basically involves sending thoughts or feelings from an individual (communicator) to another individual (communicant). Communicators can send thoughts, ideas, information, or feelings, and communicants will receive and describe them according to their own understanding. In this process, language and symbols become the main tools that facilitate the exchange of information. In communicating, it is important to ensure that the thoughts conveyed are also translated with intentional feelings, so that messages can be understood and received properly.

The communication process is divided into two main stages:

1. Primary Communication Process
This involves the process of conveying one's thoughts or feelings to others by using symbols or symbols as the primary medium. Language, signs, pictures, colors, and other visual elements are examples of primary media used to communicate messages. Language is one of the most common media used in communication, because it allows the conveyance of ideas, information and opinions, both concrete and abstract in nature, as well as related to the past, present and future.
2. Secondary Communication Process
This process involves the use of tools or means as a secondary medium after using symbols as primary media. Communicators use secondary media when the communicants are in remote locations or there are many of them. Examples of secondary media include letters, telephone, newspapers, magazines, radio, television, and

films. This medium allows communicators to reach a wider audience or those in locations that cannot be reached directly.

In conclusion, the communication process is the foundation of human interaction and information exchange. Understanding this process helps in crafting an effective message and ensures that the message is well received by the communicant.

2.3. Learning as a Communication Process

Education is basically a form of communication where two main components, namely teachers/educators as communicators and students as communicants, are involved in the process. The terms used for communicators and communicants can vary depending on the level of education, such as teacher and student, or lecturer and student, but basically, the communication process is similar. However, the difference lies in the type of message and quality conveyed by teachers to students.

The difference between communication and education lies in the purpose or expected effect of the process. Communication goals are generally general, while education has more specific goals. Education aims to increase a person's knowledge about something until he masters it. This differs from communication objectives such as information, propaganda, indoctrination, agitation, which are more general.

Learning will be successful if the process is communicative. Learning usually takes place in the classroom face to face between the teacher and students. Although this communication can be considered group communication because it involves many students, if students actively participate, communication can become two-way or dialogue, where both teacher and students act as communicators and communicants. Students need to realize the importance of their role in this learning process. They must be active and responsive, ask questions, and participate in discussions. If students just listen without contributing, communication will be one-way and less effective.

Effective communication methods in learning often involve discussion. This is because discussions can increase students' understanding, and communication in discussions is intracommunication (communication with oneself) and intercommunication (communication between individuals). Intracommunication occurs when students process information in their minds before communicating with others. The intracommunication process involves three stages: perception (sensing), ideation (conception), and transmission (transmission).

Perception involves sensing impressions in the environment around the learner. This is influenced by the experience, habits and needs of students. Ideation is the next stage where students conceptualize their thoughts based on perception. This ideation involves selecting and organizing relevant information that will be conveyed to other people. The subsequent intercommunication process will be more successful thanks to effective intracommunication. Therefore, students' reasoning power is key in the learning process. Students need to develop their intracommunication skills through active participation in communication and discussions, so that they can become effective communicators in the learning process.

3. Effective Communication In Learning

3.1. Characteristics of Effective Communication in Learning

Effective communication in learning is the key to equating understanding between teachers/educators and students. Some important characteristics of effective communication in this context are as follows:

- 1) Clear and Structured Message, the message must be clear and well structured. The message must be in accordance with the curriculum, easily understood by students, and relevant to their level of intelligence. The message conveyed must also be interesting so that students are interested in understanding it.
- 2) Correct Encoding and Decoding, the process of encoding (encoding) messages by the teacher and decoding (decoding) messages by students must be done correctly. That is, the meaning of the message conveyed must be the same as the meaning understood by students.
- 3) Analogy, analogy can be used to help students understand new concepts by relating them to concepts they already know. It helps generate new understanding with old understanding.
- 4) Minimize Interference (Noise/Barrier), the level of interference in the communication process must be minimized. Interference can appear in various forms, such as refraction of the meaning of the message (semantical), disturbances in software and hardware (mechanical), as well as disturbances in the interpretation by the recipient (psychological).
- 5) Intensive Feedback and Responses, feedback and responses from students must be increased in intensity. This is important to measure the effectiveness and efficiency of learning achieved. Teachers need to ensure that students feel comfortable giving responses and that they get constructive feedback.
- 6) Repetition, repetition of messages must be done continuously and progressively. This helps reinforce students' understanding and reminds them of the concepts they have learned.
- 7) Process and Outcome Evaluation, the communication process and learning outcomes should be evaluated regularly. This helps identify gaps in the communication process and the results achieved. This evaluation can be used as a basis for improvement.

- 8) Supporting Aspects, effective communication in learning also pays attention to supporting aspects such as physical, psychological, social, and time conditions. All of these aspects must be aligned so as not to hinder the learning communication process.

3.2. Communication Technology and Post Literary Education

The Indonesian government has recognized the importance of education in various forms, including formal education in schools and informal education in the family. To integrate these various forms of education holistically, three dimensions of education have been identified (Saerozi, 2014; Fadhila et al., 2020), namely:

- 1) Preliterary Education, this is a form of education that is not formal and mainly takes place in family life. This approach does not follow a formal structure and does not have a defined curriculum. Preliterary education is a form of education that first appears before writing and reading skills develop.
- 2) Literary Education, literary education in Indonesia is thought to have started in the first century AD, when the culture of reading and writing began to enter society. It is a form of formal education that takes place in schools and involves learning to read and write.
- 3) Postliterary Education, postliterary education developed during the post-World War II period, especially in the 1950s. It is an informal form of education that involves media such as radio and television broadcasts. Postliterary education supports and complements literacy education.

Although literary and postliterary education has developed rapidly, the role of education in the family remains important. Marshall McLuhan highlighted the importance of a holistic learning experience in a family where children use all their senses to understand their mother tongue. This shows that education in the family serves as an important foundation in the learning process. The division of educational dimensions into pre-literate, literate and post-literate is complementary and compensator (Maralani, 2008; Saidek and Islami 2016)y. Each dimension has its own strengths and weaknesses, and they complement each other. Therefore, non-formal education in the family will be more effective if it is supported by education through print and electronic media.

It is important to note that although developments in communication technologies such as radio, television, video and computers have influenced education, literacy education remains relevant and irreplaceable. All these dimensions of education must work together to achieve the ideal educational goal, namely creating a creative and innovative attitude in individuals. Education is a joint responsibility of the government, teachers, parents and society. By making good use of communication technology, all parties can contribute to making the nation's life more intelligent.

4. Implementing Effective Communication Strategies for Teachers in the Learning Process

In the learning process, teachers need to apply effective communication strategies so that the messages and information conveyed can be well understood by students. The following are the four main components that need to be considered in implementing an effective communication strategy:

4.1. Systematic Communication

- a) Pre-Communication, before conveying messages or information, the teacher should consider the appropriate language of instruction. This can help in preparing students for the message to be conveyed.
- b) Presenter of Information, the teacher must present the contents of the message well. This includes conveying concepts, principles and procedures in a clear and structured manner.
- c) Closing Activities, after delivering the message, the teacher can carry out activities such as summarizing the material or listening to student responses. Interaction with students in the form of responses and feedback can ensure better understanding.

4.2. Communication Methods for Learning

The teacher must choose the appropriate communication method to organize the message. Messages should be conveyed as a whole and concretely, avoid excessive repetition, and use clear and simple language so students can understand them well.

4.3. Communication Media

- a) Teachers need to choose the right communication media to convey messages and information to students. This media can be in the form of learning aids such as images, audio, video, or even digital technology.
- b) Selection of communication media must consider the purpose of communication, the language used, the interaction between teachers and students, as well as the way students interact with the media.

4.4. Time Management

- a) Good time management is very important in the communication process. Teachers must ensure efficient use of time so that students have enough time to understand the messages conveyed.
- b) Communication that is protracted or convoluted can make it difficult for students to understand. Therefore, messages should be conveyed briefly, concisely, clearly and simply to facilitate understanding.

5. Conclusion

The conclusions of this article are as follows:

- 1) Communication is an important process in learning, involving communicators (teachers) who convey messages to communicants (students) through certain media.
- 2) Teachers' communication skills have a major impact on student learning outcomes. Teachers who are skilled at communicating can help students better understand and apply the material.
- 3) The benefits of effective communication in learning include facilitating student understanding, increasing learning motivation, creating a conducive learning environment, and making a positive contribution to student learning success.
- 4) The effectiveness of communication in learning depends on the components involved, such as systematic communication, learning methods, communication media, and time management.

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