The Urgency of Personal Communication Skills and Teacher Discipline on Student Learning Motivation

Dinda Yusmeini[1], Friska Indriani[2], Cintia[3],Faisal Basir[4]
Faculty of Islamic Religion Stabat, Universitas Muhmmadiyah Sumatera Utara, Indonesia
Email: [1] dindayusmeini@gmail.com, [2] indrianifriska79@gmail.com ,
[3] tia68638@gmail.com , [4] faisalbasyir40@gmail.com

ABSTRACT
The teaching and learning process is essentially a communication process, namely the process of conveying messages from news sources to message recipients through certain channels/media. There is a need for diverse teacher roles in relation to their roles as teachers, educators and mentors. The role of a teacher is always to describe the expected patterns of behavior in his interactions with students (among others), fellow teachers, and other staff. Communication must occur in the learning process. Communication is so important in the learning process that it is impossible to imagine what the learning process would be like without communication. Teachers provide learning materials in class for students to discuss and create materials, or teachers and students discuss topics together. This is a communicative activity that occurs during learning. When studying communication, what to say and how to say it are two important things. As social creatures, humans cannot escape communication, both verbal and non-verbal, because in the learning process there must be a communication process. between educators and students. So student learning motivation will be directly proportional to the teacher's interpersonal communication skills and this means that the teacher's interpersonal communication has a direct effect on student learning motivation.

Keywords : Urgency Personal Commuication, Skills, Teacher Dicipline, Learning

Introduction

Education is basically a conscious effort to develop the potential of human resources (students) through promotion and facilitation of learning activities. Learning is a conscious effort to change attitudes and behavior. Efforts to realize behavior change require motivation. Motivation is an urge that arises within a person. Motivation is one of the factors that motivates students to want to learn. Communication is one of the motivation factors. Communication is a form of interaction between teachers and students. Communication is connected to and can motivate students to learn. In the communication process, the sharing of meaning is very important to achieve the goals intended by the student class teacher. Communication is important and highly valued when studying. students have learning goals. A good communication process is certainly one of the supporting factors in achieving student learning goals. Teaching and learning activities in educational institutions are usually led by class teachers and several subject teachers. The class teacher also acts as the class teacher. The role of the class teacher is intended to provide personal guidance, both in academic and non-academic fields, as well as improving the smoothness of teaching and learning activities in the class. One method of mentoring is to utilize the classroom teacher's interpersonal communication skills to motivate students. In an educational environment, namely a school, there is naturally strong interaction between classroom teachers and students. In carrying out learning, class teachers need to

understand communication so they can provide learning material to students. Classroom teachers often give materials or assignments to students without prior explanation or instruction. This may occur due to the low interpersonal communication skills of class teachers. As a result, the results of the assignment are rarely less than optimal and the learning objectives are not achieved as expected. The second most frequent phenomenon is that students are reluctant to communicate with teachers, or vice versa. Teachers are reluctant to communicate with students. Interpersonal communication that takes place in schools, especially between teachers and students, if carried out maximally and intensively, will influence students' motivation and learning behavior. Class teachers must approach students by creating an open atmosphere when communicating with them. However, to increase students' desire to learn, they not only need to create a good atmosphere, but also create a very pleasant atmosphere through the interpersonal communication skills of the class teacher. Student learning motivation cannot be separated from the intervention of the class teacher who is responsible for increasing student learning motivation. In carrying out their duties and responsibilities, class teachers are committed to interpersonal communication in order to create a comfortable atmosphere that can increase student learning motivation. Students who have communication skills will feel confident in expressing their arguments so that it will have a big impact on an active learning atmosphere. Students' activeness in communicating or discussing can help them to better understand the material (Miranti, et al, 2020). Apart from that, according to research conducted by Husna (2020), it shows that students are less active in speaking in the learning process and must be provoked or assisted by teachers so that they are willing and brave to speak or convey their thoughts and ideas. Skills come from the word "attached" which means being competent in doing something or able and dexterous (Prasetyoningsih, et al, 2021).

Research Methodology

This research uses a qualitative research approach, specifically descriptive qualitative. Descriptive qualitative research is used to explain a social phenomenon, as well as the attitudes of social actors towards existing phenomena, the data obtained is described in the form of narratives or words and images (Ikhwani, 2022). In line with the research objectives, researchers used the conditions of natural objects to describe the communication abilities of elementary school (SD) students. The qualitative approach in this research was carried out using process and meaning analysis as well as determining priorities from the subject's perspective as the main data source, making it more interactive and flexible. This research uses structured interviews where researchers create a list of questions for each respondent. For students, it focuses on learning experiences and motivation during the learning process. Communication skills have four indicators of achievement in the learning process, namely (Budiono & Abdurrohim, 2020): (1) Able to express ideas and thoughts effectively (2) Able to listen effectively (3) Able to convey information well (4) Use good and effective language Students' communication skills play a very important role in learning towards a better direction by emerging social interactions between students and students and students and teachers. Students' communication skills must be stimulated by learning that is able to explore students' abilities (Wahyuningsih, et al, 2022). Students' communication skills can also be influenced by internal factors of the students themselves, for example student self-efficacy.

Results and Discussion

Research results from Astuti & Pratama (2020) found that self-efficacy has a positive and significant relationship with communication skills. According to Karyaningsih (2020: 30), communication has a categorization based on the number of participants involved, namely: interpersonal communication; group communication; organizational communication; and mass communication. Communication is a group of people interacting with each other to achieve a common goal, making them an inseparable part of the group. Each member has a different role in implementation. Other elements that must be added are feedback, communication interference/barriers and the context or communication situation. In fact, in communication events there are so many elements involved and all of them are interdependent or overlapping. However, it is assumed that there are main elements that can be identified and included in a communication model.

a) Feedback (Feed Back). Feedback is a message recipient's response that is able to influence the message sender for further communication. For example, when explaining material, a teacher sees two children talking to each other. Seeing a response like that, made the teacher do something new so that the two children returned to the expected learning atmosphere. The teacher's actions could be by providing examples in explaining the material by using the names of both or one of the children or asking them light questions or rhetorical questions. What needs to be noted is that the questions given are not testing them but simply reminding them and returning their attention to the lesson.

b) Communication disorders/obstacles (noise/barriers). Communication disruption occurs if there is an intervention that disrupts one of the communication components, so that the communication process is not effective (Shannon and Weaver in Cangara, 2012; 167). There are at least seven communication problems/obstacles: (1) Technical Problems. Technical problems occur if one of the tools used in

communication experiences interference, so that the information transmitted through the channel is damaged (channel noise). For example, technical problems with radio or TV, telephone or cell phone network problems. Another example is a storing microphone which causes buzzing in the speaker when a speaker speaks, the lights go out when the teacher shows a slide presentation and so on (2) Semantic and Psychological Disorders. Semantic disorders are communication disorders caused by errors in the language used. Example;

a. Using too many foreign language terms or jargon so that it is difficult for the listener or audience to understand.
b. The speaker's language is difficult to understand or is different from the language of the message recipient. For example, an instructor uses Indonesian when providing counseling in remote areas where the people only understand the local language
c. The quality and structure of the language used is chaotic. So it is prone to causing confusion and ambiguity for listeners
d. Different cultural backgrounds cause misperceptions of the language symbols used.

Learning is two-way communication, between the teacher and students

The teacher's readiness to recognize the characteristics of students in learning is the main asset in delivering learning materials and is an indicator of successful implementation of learning that requires students to just listen, take notes, but requires student activity in thinking. Second, in learning to build a dialogical atmosphere and question and answer process. Brown in Muhammad Thobroni and Arif Mustofa, details the characteristics of learning as follows: (1) Learning is mastering or "acquiring"; (2) Learning is remembering information or skills; (3) The process of remembering involves storage systems, memory, and cognitive organization; (4) Learning involves conscious active attention and acting according to events outside and within the organism; (5) Learning is permanent, but subject to forgetting; (6) Learning involves various forms of practice, perhaps practice supported by rewards and laws; And (7) Learning is a change in behavior. Learning requires a conscious process that tends to be permanent and changes behavior. In this process, recollection occurs which is then stored in memory and cognition. Furthermore, these skills are realized practically and students are active in responding and reacting to events that occur to students or their environment. Learning is the implementation of the curriculum in schools from a curriculum that has been designed and demands activity and creativity from teachers and students according to what has been programmed in an effective and enjoyable manner. This is in accordance with what Brooks stated that "renewal in education must start from how children learn and how teachers teach, not from the results". Learning is essentially a process of interaction between a teacher and students, both direct interaction such as face-to-face activities and indirectly, namely by using various learning media. Based on these differences in interactions, learning activities can be carried out using various learning patterns and methods. Learning activities, in their implementation, recognize many terms to describe the teaching methods that will be carried out by the teacher. Currently, there are so many different strategies or learning methods that aim to improve the quality of learning for the better. Learning models that can be used in PAI learning actively and creatively include: (1) Direct learning model (direct instruction). It is a learning model that emphasizes mastery of concepts and/or behavior change by prioritizing a deductive approach (2) The cooperative learning model is a form of learning based on constrictivist understanding (3) The inquiry/discovery learning model is inquiry-based learning, the pattern follows the scientific method which gives students the opportunity to learn meaningfully. Inquiry is a learning strategy that prioritizes the discovery process in learning activities to gain knowledge

The teaching atmosphere during the learning process is very lively. Students seem satisfied and enjoy learning. In this case, learning is completed in groups. This excitement begins to radiate from the start when group members are identified. Students form groups by discussing with each other in class and discussing learning with friends. Interestingly, finding and forming groups is very fast. This makes it easier for teachers to determine seating locations based on groups. The same applies to determining the group leader. There was an action where people appointed each other as group leaders, but the action did not last long. The discussion process for each group was full of fun, the discussions were interspersed with laughter and interaction between other groups. On the other hand, the instructions and assignments given by the teacher continue to work well. Likewise, during presentations or when group representatives communicate the results of the discussion, group members quietly clap their hands to encourage their friends when they present the results of the discussion. Based on the description above, it shows that the atmosphere of teaching and learning activities (KBM) in the classroom is very lively and conducive because it takes place in a cheerful, orderly and directed manner. Furthermore, based on the results of interviews with students, it was found that the majority of students' communication skills showed a good category because it was caused by several things such as the situation and learning process during class. Students often feel embarrassed when expressing their opinions and feel nervous when conveying their thoughts, opinions and discussion results. The feelings of embarrassment and nervousness were there at first, but when I started communicating my ideas, opinions and discussion results, the shyness and nervousness disappeared by themselves. Results of discussion in front of the

class. This can give a good indication of how to make communications more reliable. This sense of self-confidence is very important because it can influence the use of language in conveying ideas, opinions or the results of an argument. The majority of respondents still said that they felt embarrassed, nervous or anxious if they were seen by many people, which could cause the communication of ideas, opinions and discussion results to become less smooth, or slow down the results of the discussion, simply because they were not used to it students report that they are shy and nervous and this may be due to the fear of conveying the wrong idea, opinion or outcome of an argument. Students' communication skills are strongly supported by the process of teaching and learning activities in the classroom which has implemented thematic learning methods. Thematic learning can raise students' enthusiasm and enthusiasm for receiving lessons and improve children's social attitudes. The importance of a competent social attitude is of course very closely related to the social problems that students have to face in the environment. Because to be able to interact well in society, social attitudes are the most important aspect (Arisandy, 2022). Thematic learning also encourages students to interact with each other personally and in discussion groups. The learning atmosphere in the classroom becomes more lively and filled with excitement. Conditions like this really support the conduciveness of the teaching and learning process so that the transfer of knowledge, information and communication becomes more focused and effective. Safitri, et al (2022) argue that the learning process which is accompanied by discussion and practical activities is able to motivate students to convey ideas and ideas based on what they observe. Students' communication skills which are increasingly honed and improved are supported by students' enthusiasm or enthusiasm for receiving lessons and support from teachers who are able to motivate, guide and facilitate the learning process. This is in line with the findings of Budiono and Abdurrohim (2020) that teachers have the most important role in developing students' communication skills. The more often teachers communicate with students, the better the students' learning motivation will be (Khotimah, 2019).

Conclusion

The research results show that teacher interpersonal communication has a significant influence on student learning motivation. In that sense, increasing good student learning motivation can be achieved through improving teacher interpersonal communication. The relationship between teachers and students in the teaching and learning process is a very important factor in creating a fun and motivating learning environment for students. Students' enthusiasm for learning is reflected in their attitude. Hal this includes describing how active you are in learning to achieve success, how you complete assignments, how you use your time, and how you act to overcome obstacles to learning.

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