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Innovation of communication strategy on the learning process

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ARTICLE INFO	ABSTRAK
	Pada tahun 2020, dunia diramaikan oleh fenomena wabah virus corona atau Coronavirus Disease 2019 (Covid-19). Hal ini menyebabkan berbagai sektor mengalami perubahan, salah satunya pada bidang pendidikan yang menunjukkan penurunan. Hal ini menjadi peluang guru untuk memperbaiki kualitas pendidikan yang telah menurun. Oleh karena itu, guru diharapkan dapat menentukan bagaimana strategi komunikasi yang efisien dalam proses pembelajaran untuk meningkatkan efektivitas pendidikan. Tujuan dari penulisan ini adalah untuk mengetahui strategi komunikasi guru SDN Percobaan 4 Wates dalam proses pembelajaran. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan data yang diperoleh dari hasil observasi serta wawancara dengan guru SD Negeri Percobaan 4 Kulon Progo serta dokumentasi buku-buku penunjang penelitian dan bahan lainnya yang sesuai dengan kajian penelitian. Hasil dari penelitian ini adalah guru menggunakan strategi kurikulum khusus yang lebih ringan, menggunakan PowerPoint, dan menggunakan teknik ice-breaking agar dapat meningkatkan daya konsentrasi siswa. Dengan hasil penelitian ini, diharapkan pengajar maupun pembaca dengan bidang yang sama untuk dapat menentukan bagaimana strategi komunikasi yang sesuai agar pembelajaran dapat berjalan dengan komunikasi yang efisien.

ABSTRACT

In 2020, the world was enlivened by the coronavirus outbreak or Coronavirus Disease 2019 (Covid-19) phenomenon. This causes various sectors to experience changes, one of which is in the education sector, which shows a decline. This is an opportunity for teachers to improve the quality of education that has declined. Therefore, teachers are expected to be able to determine how efficient communication strategies are in the learning process to increase educational effectiveness. The purpose of this writing is to find out the communication strategies of SD N Percobaan 4 Wates teachers in the learning process. The research method used is descriptive qualitative, with data obtained from observations and interviews with SD Negeri Percobaan 4 Wates teachers and documentation of research supporting books and other materials by research studies. The results of this study reveal that teachers used a lighter specific curriculum strategy, PowerPoint, and ice-breaking techniques to increase students' concentration power. With the results of this research, it is hoped that teachers or readers in the same field will be able to determine the appropriate communication strategy so that learning can proceed with efficient communication.

INTRODUCTION

In 2020, the world was enlivened by the phenomenon outbreak of the coronavirus or Corona Virus Disease 2019 (Covid-19). Since the first invention in China in December 2019, the global spread of Coronavirus Disease 2019 (Covid-19) that never happened influenced the government, impacted the economy, and snatched life. During the pandemic, the management ability crisis countries have tested to encounter unpredictable paths in various required fields that needed fast and urgent actions and solutions, including education (Kalman et al., 2022). The deployment response to this plague, policies taken by many countries, including Indonesia, and dismiss the whole activity of education, create the government and institutions related must present an alternative educational process for teachers and students who can't get the educational process in education.

The phenomenon of Covid-19 has resulted in a shift in learning approach, from face-to-face school to School From Home (SFH), with activity learning switching to online mode (Utami et al., 2022). According to Azukas & Kluk (2022), the Covid-19 pandemic has caused the biggest disturbance in the education system in history, impacting 1.6 billion students in more than 200 countries. Meanwhile, Mufarida (2021) in idxchannel.com said results study conducted by the *World Bank* finds results achievement years of schooling seen happen decline, said Nadia in the Virtual Press Conference, Wednesday (9/29/2021). Nadia explained in the virtual press conference that she hoped the head area could support implementing a standardized Covid-19 surveillance strategy for evaluation learning in advance (Mufarida, 2021). The article shows that closing schools at the time of the Covid-19 pandemic had an impact on the decline of quality education in 70 countries around the world. The solution was permitting face-to-face learning by maintaining the health protocol and getting vaccinations. Increasing the natural resources is involved with the enhancement of quality education. The lecturers and students can get used to the new natural resources quality because it has never been applied before. In the unstable condition, the student's learning will be expected to continue using the fullest online facilities (Tegowati et al., 2022).

In education, students' teaching and learning processes are purposive to know their existence and develop them with respect, having good morals, and not harming others (Ma'arif et al., 2022). Education activity is a transformation process of educative message from the source of study to the learners. According to Herrera (2018), the study of related education and literature around teaching and learning often focuses on the understanding of what is needed. The student's achievement is determined by the occurrence of the communication process for conveying ideas, thoughts, and messages to be well received. Education and communication are interrelated. Educational communication is communication that occurs in the education field. Gufron argued that communication in education is a decisive element (Gufron, 2016). This means that success in education is determined by educational communication. The education world needs a holistic, comprehensive, fundamental understanding, as well as systematic utilization of communication in implementation activity to learn how to teach. Communication in education will show the direction of the construction process of social reality education. Hence, educational communication gives an essential contribution to understanding and action of the whole participants involved in the world of education. Educational communication is too hampered or not achieved because it is the functional element of communication. Educational communication can be said success when teachers are the communicators in the teaching learning process and not only deliver the material to students. To increase the education quality in the learning process, a necessary learning model can be used to elevate the students' interest in learning (Ijudin et al., 2022).

According to Damanik et al. (2022), the whole approach for implementing a concept, planning, and some action in a time framework is known as a strategy. In education, strategy is a plan, method, or series of intended actions to reach the objective of education. As a result, learning strategies is consisted of a plan to obtain the objective of education. The learning process should offset with an effort to create an environment system for goals learning to be achieved in a manner. Therefore, educational communication requires an appropriate communication strategy.

Speaking is part of language skills used as a tool for communication. Speaking skill is vital because people can get information and share ideas (Jumiati et al., 2017). Therefore, the communication process in education requires a strategy to achieve the objective of education. The learning strategy formulated by Spradley in Surahman & Salmon (2023) argued that three types of culture must develop in advanced schools, namely *budaya perilaku* (behavior culture), *budaya pengetahuan* (*knowledge culture*), and *budaya pengetahuan* (*knowledge culture*). An individual implementation is a form of positive culture at school in terms of behavior, discipline, religiosity, responsible answer, rational thinking, motivation to study, the habit of solving problems rationally, discussion/collaboration, self-trust, and others. Students must have a good relationship with the school inhabitants, respect for friends, openness, togetherness, passion, honesty, and unity. The individual or collective manner will impact the quality of the school, bearing in mind the orientation of human factors, values, and beliefs towards accepting a multicultural situation.

Kemp in Suyadi (2013) explained that a learning strategy is a learning activity by the teacher and education participant to reach the learning objective effectively and efficiently. Meanwhile, Doungwilai & Kanjug (2023) highlighted learning strategies for critical thinking skills and active citizenship with global mindedness through community-based learning and professional learning community process. The developed model covers the basic principles and concepts; learning objectives; learning process and assessment; and learning outcomes.

The difficulty in learning strategies is then intensified by the lack of activity models ready for education which are disposable, universal, and standardized, that maximize the potency of students (Michalak, 2022). A method of communication in the learning process can influence the level of effectiveness in teaching because the communication strategy used by the teacher will impact the acceptance of students, which in the final can bring success for students. The selection and application of communication strategies are crucial for ensuring that every planned learning activity can hold (Tholibon et al., 2022). Carpenter in Abdullah (2019) argued that school management focuses on teacher networks, school culture, and the improvement of school education quality. Success in the school strategy in a wide manner is part of success in school culture maintenance. The school culture is developed by a working network of teachers, students, parents, and administrators in building culture achievement focused collaboration among students. A communication strategy is a delivery process for the message communicator to communicate so that the goal the message conveyed can be achieved and successful. Tarone in Vardhani & Tyas (2018) claimed that the communication strategy is a systematic effort for disclosing or objective message in the language understood by the communicant. However, this research focuses more on the communication strategies of teachers as communicators.
Based on the description, the researcher was interested to study the educational communication strategy in the learning process at the school-based after the government published permission for limited learning.

METHOD

The material object is the subject of the research study. Qualitative research puts more emphasis on a phenomenon of the thing studied. The object used in this study is how teacher's communication strategies have been carried out in educational communication between teachers and students. In comparison, the research subjects were teachers with different characteristics in developing learning communication strategies to achieve predetermined educational goals.

The research employed a qualitative descriptive research design with research data sources from teachers at SD N Percobaan 4 Wates by interviewing, observing, and taking additional data by doing documentation. Data collection techniques are the most prioritized step because the main goal of the research is to get data. To obtain data in this study, the authors used the following data collection techniques:First, the observations made in this study were the data collection method which was carried out by observing the research location and taking notes on how the teacher carried out the educational communication strategy in the learning process at SD N Percobaan 4 Wates. In this case, the authors used several observation protocols in Surahman et al. (2021) with the following variables (see Table 1).

Table 1. Online learning observation protocol

Aspect	Observation Activities
Teaching process	a. Introduction of learning
	b. Explain of core learning materials
	c. Ending of learning
	d. Explain materials plan for the next meeting
Student activities	a. Student response when the teacher explains the materials
	b. Student response when the question-and-answer session
Assessment process	a. The form assessment was used
	b. The process of doing assignments by students
	c. The method of collect the assignments or test results
	d. The process of checking the results of student answers
	e. Provide feedback on students' answers

Second, the interviews conducted in this study were carried out by obtaining information through face-to-face debriefing between the author and the interviewees. The resource persons interviewed were school principals, a Class 1A teacher, a Class 3A teacher, a Class 3B teacher, and a Class 6B teacher at SD Negeri Percobaan 4 Wates. Third, in this study, the authors conducted documentation using existing archives regarding the school's vision and mission, goals, and historical background. Research results from observations and interviews will be more reliable if supported by personal history from school life because documentation complements observation and interview methods in qualitative research. Meanwhile, the data analysis used three steps of analysis activities that occur simultaneously: data reduction, data presentation, and drawing conclusions or verification (Miles & Huberman, 1994). The three flows are as follows:

1. Data reduction

Data reduction is the first step to be done in analyzing the data in this study. According to Miles and Huberman (1994:10), data reduction refers to selection, abstraction, centralization, simplification, and transforming data as field notes or transcriptions.

2. Data display

After data reduction, the second step is data display. Miles & Huberman (1994) proposed that the display is generally a collection of organized and compressed information that allows drawing conclusions and actions.

3. Conclusion

After finishing data reduction and data display, the third step to analyze the data in this study is to conclude. Miles & Huberman (1994) stated that conclusions can only appear after data collection is complete, depending on size of the field notes and the overall data.

RESULT

Based on the data that has been collected through interviews with the informants, they then obtained data that can be distributed according to characteristics according to gender, level of education, and position. Primary research data is in the form of answers to questions submitted to informants related to the Educational Communication Strategy in the Learning Process, which would also be analyzed objectively and in-depth as a form of research results and discussion. Table 2 shows that the respondents were distributed with the gender of four female respondents and one male respondent. Based on position, there was one school principal and four class teachers, and based on education, there was one Master's degree and four Bachelors.

Table 2. Distribution of respondents

No	Respondent	Gender	Position	Degree
1	Respondent 1	Female	Principal	Bachelor
2	Respondent 2	Female	Teacher of 1A	Bachelor
3	Respondent 3	Female	Teacher of 3A	Master
4	Respondent 4	Female	Teacher of 3B	Bachelor
5	Respondent 5	Male	Teacher of 6B	Bachelor

The next section contains data that has been obtained from the results of interviews with respondents on November 29, 2021, which are as follows. As the results of the interview with Respondent 1, the Principal of SD Negeri Percobaan 4 Wates, said that the educational communication strategy carried out by the school in overcoming teacher problems, namely by holding Teacher Working Groups, training workshops, seminars which in these activities aim to exchange opinions, love and care for each other in finding solutions to these problems.

In addition to that, the results of interviews with Respondent 2, a first-grade teacher A in the educational communication strategy carried out were to establish good and communicative relationships with student's parents. Besides that, it also maximizes the available learning facilities. According to him, PTMT (*Pertemuan Tatap Muka Terbatas*) or limited face-to-face learnings during the Covid-19 pandemic provided fresh air for parents and students who were already feeling bored with online learning. At PTMT the teacher can also try to explore the actual abilities of students so that they can provide assistance to students who are still unable to participate in learning. Then during online learning, teachers often find learning that is not in accordance with the original plan because many students are already experiencing boredom. For this reason, the way to do this is to apply a special curriculum for a pandemic and provide a variety of learning techniques, for example using an application test tool that has features according to students so that students can be interested.

The results of interviews with Respondent 3, a third-grade teacher A, also said that the educational communication strategy being carried out was to establish good and communicative relationships with the parents of students. During online learning, the teacher gives leeway for the lateness of students in collecting assignments. When face-to-face learning is limited, students must be interspersed with ice breaking to restore student concentration so they can listen to the teacher's explanation. In addition, to get students' attention so that they are interested, the teacher conducts test tools, for example using Google Forms, Quiziz, and others. Previously, learning activities carried out online or *Belajar Dari Rumah* (BDR) Learning from Home were not well controlled because of the lack of freedom of communication and it was difficult to map students' actual abilities. For this reason, opportunities during Limited Face-to-Face Learning must be maximized as possible.

Meanwhile, the results of interviews with Respondent 4, a third-grades B teacher on date, said that online learning activities which can be considered less effective, can be overcome with this PTMT, at least by being able to better understand material that is difficult to understand or explain. In addition, the communication strategy adopted was to make learning more varied, not too many assignments, and use an emergent curriculum that was felt to be lighter.

Then the results of the interview with the respondent, the sixth grade B teacher said that in online learning, the educational communication strategy used is to use communicative language and provide leeway in doing assignments as long as students collect. The results of these interviews were obtained with several adjustments to the teachers (see Table 3).

Table 3. Communication strategy used by teachers

No	Respondent	P1	P2	P3	P4	P5	P6	P7
1	Respondent 1	✓	✓	✓	✓	✗	✗	✗
2	Respondent 2	✓	✓	✓	✓	✓	✓	✓
3	Respondent 3	✓	✓	✓	✓	✓	✓	✓
4	Respondent 4	✓	✓	✓	✓	✓	✗	✗
5	Respondent 5	✓	✓	✓	✓	✓	✗	✗

Notes: P1 is Communicative, P2 use special curriculum, P3 use PTMT, P4 is Online class (WhatsApp and Zoom), P5 use visual tools (Power Point), P6 use Ice Breaking, and P7 use Quiz.

DISCUSSION

After the Covid-19 pandemic, teachers are experiencing a very uncertain transition period regarding their life and work. The rapid move to online learning models to keep students engaged in learning – from kindergarten school to the tertiary sector, has seen staff workloads increase significantly as they work not only to move content and teaching materials into online spaces but

also become quite adept at using the required software (Allen et al., 2020). Of course, it needs to be realized that the teacher's communication strategy can also depend on the student's abilities. Recognizing the diversity of students' learning abilities, that some students appear to be more advanced than others, has led to studies of various aspects of language learning and teaching strategies (Pazaer & Assaiqeli, 2023).

The implementation of communication carried out by respondents is face-to-face learning and online learning using WhatsApp, Google Meet, and Google Classroom. The type of communication that occurs in the learning process is, according to Gufron (2016): First, verbal communication, which use the symbols both orally and in writing. All symbols that use one or more words are named verbal messages. Almost all speech stimuli that we are aware of fall into the intentional verbal messages, which are conscious attempts to interact verbally with other people. Verbal communication occurs when the teacher delivers material orally or in writing. The second is non-verbal communication. According to Larry A. Samovar and Richard E. Porter in Gufron (2016), non-verbal communication includes all stimuli except verbal stimuli in a set produced by individuals with a potential message value to the sender or receiver. So, this understanding includes intentional and unintentional behaviour as part of the overall communication event. Non-verbal communication occurs when the teacher conveys material not verbally; it can be with gestures, facial expressions and illustrations of the material. Third, communication in the learning process. Communication in the learning process is the relationship or interaction between teachers and students during the learning process or can also be interpreted as the relationship between teachers and students in implementing the teaching and learning process. Fourth, communication outside the learning process, namely interactions that are carried out outside the ongoing teaching and learning activities process. Communication outside the learning process is still carried out to convey and receive information from the communicator with the communicant. This communication can be done in the family environment, the surrounding community, or within the organization. This communication occurs when teachers and students interact outside the learning process.

The teacher, as a communicator, must have a clear message in the form of subject matter to students as communicants through communication media, both directly (face to face) and indirectly (online learning). The teacher must also adjust the way of explaining the subject matter according to students and determine the purpose of the explanation so that the learning objectives can be achieved. Even though there are several obstacles in the delivery of educational communication, teachers have made various solutions so that the implementation of educational communication during learning can run effectively. The impact of the pandemic has also caused students to easily feel bored and tired. As to Fynn (2022), online distance education students face several factors that can put them at risk of experiencing academic burnout. As mentioned above, burnout can have a detrimental effect on a student's academic performance.

Teacher educational communication strategies in learning as the subject of the educational process must be able to influence and contribute to improving the quality of education, which will affect the quality of human resources. Indeed, every teacher's ability, including prospective teachers, is never shaken. Teachers are adaptable and always on the move to navigate things that challenge their abilities and excellence in providing quality education during this pandemic (Camayang & Bautista, 2022). Thus it can be concluded regarding the discussion of teacher communication strategies in the learning process according to what was stated by Gufron (2016) regarding the principles of learning communication strategy patterns carried out by educators. First, readiness and motivation, this is to determine the readiness of students to accept learning. Motivation from internal and external motivation can be grown by encouraging students and establishing good communication with students' parents. Burnout is an important threat to those who deal extensively with people. According to Rahman & Sahayu (2020), by having motivation, students are encouraged to study, exercise, and students will be enthusiastic and play an important role in improving their learning. Second, an attention grabber is done because human attention and concentration often change and are not focused. So, the teacher should design learning messages to control students' attention while learning, managing the attention carried out by the teacher by doing ice-breaking interludes. According to Sunarto (2012), the term ice

breaking itself can be interpreted as an attempt to harm or melt a rigid atmosphere like ice to make it more comfortable to flow and relax.

Meanwhile, according to Farwati et al. (2019), ice-breaking activities can be used as an opening to motivate students towards lessons. Freudenberger in Mousavi et al. (2021) defined it as "failing, wearing out, or becoming exhausted by excessive demands on energy, strength, or resources". The ice-breaking technique can be used mid-session to refresh the atmosphere, reduce boredom, recharge students' energy and enthusiasm, and restore concentration. The material presented is intended to be acceptable, and then students will be more able to receive lessons if the atmosphere is relaxed, comfortable, and friendly. Third is the active participation of students; in this case, educators (teachers) must try to engage students in the learning process. This principle, according to Prajana (2017), has advantages in developing students' thinking methods that are more critical and rational. Besides, collaborative learning can foster sensitivity like cooperation, deliberation, and respect between students. In this case, SD N Percobaan 4 Wates teachers carried out a test kit in the form of assignments given to students to map students' abilities. Fourth, repetition, namely by conveying repetition of subject matter with the same method and media, different ways and media, previews, overviews, or using cues. In this case, the teacher provides the subject matter using illustrations of the subject matter. Fifth is feedback; in the process of good communication learning, communication feedback is important.

Richards (2021) stated strategy as a professional teacher in teaching refers to the growth of teachers' understanding of the learning knowledge base and themselves as teachers as a basis for reflection, review, and change. Based on it can be information on student learning progress, reinforcement of correct answers, and commenting on student work. In this case, the teacher evaluates the assignments submitted by students and then looks at how students' abilities are in carrying out these assignments. Sixth, avoid irrelevant material. Basirat & Taghizadeh (2021) argue that while basic teacher training aims to build competency, training should focus on a minimum set of specific competencies for diverse tasks and roles. This is done by designing messages, of course, needing to pay attention that what is conveyed is only important information, providing temporal boundaries, keys to be studied, and discussion topics. In this case, the SD N Percobaan 4 teacher carried out a special curriculum that was considered lighter so that students could better understand what was conveyed by the teacher. Thus, the teacher's learning activities have carried out the steps the teacher took to utilize existing learning resources and to achieve learning objectives effectively and efficiently. However, it still needs to be improved according to the times.

CONCLUSION

In this study, the authors found that the educational communication strategy in the learning process was an easy delivery method so that students could quickly understand it using a special curriculum because it was lighter to convey. In addition, in giving messages on the subject matter, teachers use PowerPoint applications to illustrate the subject matter to make students more interested in the learning process. The teacher uses ice breaking, which creates a friendly atmosphere for the students so that students are not stiff and get good concentration power. There are inhibiting factors for teacher-student communication, namely among them the different abilities of students; the varied interests of students' talents can certainly hinder the learning process. However, the teacher must be able to identify the extent to which students' abilities are and how they influence the learning process. After that, only solutions can be implemented so that these obstacles can be overcome or at least minimized to achieve the goals of the learning process and can improve human resources for future generations.

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Author contributions

The authors made significant contributions to the study's conception and design. The authors were in charge of data analysis, interpretation, and discussion of results. The final manuscript was read and approved by the authors.

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Conflict of interest

The authors declare that there is no potential conflict of interest.

Data availability statement

All data are available from the authors.

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