

Communication in Success Learning in School

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Abstract

Communication is an important part of human activity. Included in the learning process where teachers need students' understanding of what is delivered both science and good influence on their attitudes, behaviors, and ways of thinking. Unfortunately, that does not always work. There are many problems that occur in the field and in the communication process. Then there must be a chosen communication strategy to achieve students' understanding for the success of learning. All-way communication can be a solution to communication problems involving all students to interact with teachers as well as with their own. In addition, the selection of desired communication strategy with the character and the back.

Keywords: communication, learning, communication strategy, communication all directions, characteristics of students.

1. INTRODUCTION

Everett M. Rogers and Lawrence Kincaid (in Wiryanto, 2006) say that communication is a process whereby two or more people form or exchange information between each other which in turn takes place in deep understanding. Communication is giving information, messages, ideas, ideas, thoughts, feelings to others with the intention that others participate in the end information, messages, ideas, ideas, thoughts, and feelings belong together between communicators and communicants (Soeharto et al 1995) Communication is a transaction, a symbolic process that requires people to manage their environment by building relationships between people through exchange of information to strengthen the attitudes and behavior of others and try to change attitudes and behavior (Cangara, 2007). According to Ramly (2014) communication Simply can we mean as the process of someone conveying something meaningful and want the recipient to understand what it conveys. It can be concluded that communication is the interaction of two or more people to exchange information that is mutually understandable in life.

Learning process at school which is part of human activity also will not be apart from communication. Winkel (1991) conveying learning is a set of actions designed to support the learning process, taking into account external events that play a role in the sequence of internal events that take place within the learner. This communication will be the determinant of a teacher's success in teaching. It's not just about transferring knowledge to students but also about influencing both their attitudes,

behaviors, and ways of thinking. Unfortunately, success is often not achieved well. the successful communication in the learning process is actually influenced by three things. Not only determined by the teacher but also the mental state of the child's readiness in the teaching and learning communication process, supported by the environmental conditioning and management of the school itself (Ramly, 2014).

2. COMMUNICATION ISSUES IN LEARNING

A study in the sub-district of Rumbio Jaya, Riau explains the low ability of students in mathematics subjects. Judging from the data Dispora Rumbio jaya sub-district there are still 5.7% of the 242 students did not pass on this subject. Most math problems for the National Exam focus more on understanding the concept especially on the story, while many students are difficult to understand the purpose of the problem to be solved. This may be due to lack of understanding of concepts in mathematics, students are less likely to communicate their difficulties so that they are not solved, or biased because when teachers teach, teachers have not used learning methods that can encourage students to think and involve students actively (Hidayat, 2014). Another study in SMP N 3 Grobogan found that the low learning outcomes of students in mathematics subjects where there are only 7 students from 24 students who are able to graduate from the minimum value of 65. Viewing student responses to questions from teachers (3 of 24 children) is low, then students who do group collaboration in learning there are only 6 out of 24 children. It showed student learning communication is still low (Zainuddin, 2013). A

factor of the poor student learning communication ability is the instructional strategy applied by the teacher that has not been right yet. Ahmadi (2004) states that learning methods that are not interesting can cause students to become passive, so students do not have learning activities. Less precise learning strategies will certainly affect the learning outcomes.

3. PATTERN OF COMMUNICATION IN LEARNING

Interactions in communication usually form patterns-patterns. This pattern is influenced by gender, age, social status, occupation, education level, residence area, and so forth (Harjono, 2009). Communication patterns also appear in the learning process involving teachers and students. According to Sudjana (1989) there are three communication patterns that occur are:

1. Communication as an action or one-way communication

Teachers in this case as an action giver and student recipients of the action. This pattern is often referred to as a lecture. Because teachers are more active in conveying information without feedback or feedback, students tend to be passive and less likely to encourage students to respond to lessons.

2. Communication as a interaction or two-way communication

This communication pattern involves teachers and students in two directions. Both can act as givers and recipients of action. This communication pattern is often seen in private lessons or Q & A sessions, where students also actively ask or respond to material presented by the teacher.

3. Communication as a transaction or multidirectional communication

This communication pattern involves teachers, and some students who interact with each other. Here has included both previous patterns where learning activities are filled with discussions and Q & A not only between teachers and students but also between students with one another. This allows students to more actively convey their ideas.

These patterns are studied to choose which patterns can be used by the teacher so that the communication process in learning can be effective. But in addition there are various ways that can be taken by teachers to achieve the purpose of communication. Ari (2013) conveyed in his research on teacher communication strategy in delivering Indonesian language subjects in grade 1 of elementary school, there are teachers using word repeating strategy or some words directly after they are spoken, requests for assistance and nonlinguistic means as a distraction so that students focus

attention to teachers . The non-linguistic means in question is to create mimic, gesture, and imitation of sounds. The request assistance strategy is aimed at provoking student involvement in learning. As Indrawati (2009) points out, the early classroom learning involves students in the learning process so that students gain hands-on experience and are trained to find their own knowledge that is holistic, meaningful, authentic and active. No approach or communication strategy is most effective because in the learning process the delivery of the material must be tailored to the needs. There are times when teachers are seriously asked about the material presented, and then there are times when the teacher invites the students to discuss related topics, there are times when teachers interact with certain students interpersonally. All must be tailored to the characteristics of the students. Teachers must be able to understand the level of maturity and background of learners so that teachers can determine strategies that match the character of students. What should be underlined is how to choose a communication approach that can understand students on what is delivered.

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