TEACHER- STUDENTS EDUCATIONAL COMMUNICATION: 
A DESCRIPTIVE STUDY IN MIN 2 BANJAR

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Abstract: Communication is an important aspect that involves interaction between teachers and students in the hope that the message will be well received and have an impact on understanding and changes in behavior. This research aims to analyze teacher-student communication in the educational process at MIN 2 Banjar. The method used is descriptive qualitative with in-depth interviews and observation as the main data, and literature and documentation that supports the data collected by the researcher. The result shows that Teacher communication styles such as non-hierarchical are important to demonstrate teacher competence at MIN 2 Banjar. The second, the Laswell Model is widely used in communication process that which can flexibly change from group communication to interpersonal communication; The third, the student-centered facilitator-delegator learning style is effective educational communication with teachers playing varied roles such as speaker, moderator, mentor, and manager.

Keywords: educational communications, teacher, student

KOMUNIKASI PENDIDIKAN GURU-SISWA
: STUDI DESKRIPTIF DI MIN 2 BANJAR

Abstrak: Komunikasi merupakan aspek penting yang melibatkan interaksi antara guru dan siswa dengan harapan pesan dapat diterima dengan baik dan berdampak pada pemahaman dan perubahan perilaku. Penelitian ini bertujuan untuk menganalisis komunikasi guru-siswa dalam proses pendidikan di MIN 2 Banjar. Metode yang digunakan adalah deskriptif kualitatif dengan wawancara mendalam dan observasi sebagai data utama, serta literatur dan dokumentasi untuk mendukung data yang dikumpulkan peneliti. Hasil penelitian menunjukkan bahwa gaya komunikasi guru seperti non-hierarki penting untuk menunjukkan kompetensi guru di MIN 2 Banjar. Kedua, Model Laswell banyak digunakan dalam proses komunikasi yang dapat berubah secara fleksibel dari komunikasi kelompok menjadi komunikasi interpersonal; Ketiga, Gaya belajar fasilitator-delegator yang berpusat pada siswa adalah komunikasi pendidikan yang efektif dengan guru yang memainkan berbagai peran seperti pembicara, moderator, mentor, dan manajer.
Introduction

Basic Education is a stage of formal education being the foundation for education intermediate, held in institutions of education like school basic, madrasah ibtidaiyah, or institution similar. This is an integral part of continuity education going to school intermediate first, madrasah tsanawiyah, or equivalent other. Madrasah Ibtidayah, often abbreviated as MI, is at the level base in formal madrasa education with emphasis on Islamic values. MI is at the bottom supervision of the Ministry of Religion and equivalent with Elementary school. MIN 2 Banjar is one of them institution MI education is located in Sungai Tuan, District Astambul, Banjar Regency, South Kalimantan, and supervised by the Ministry of Religion.

In the learning process, communication is an aspect important, involving interaction between teachers and students. Communication that is a very basic and crucial social process in life man. This considered fundamental Because all individuals, both primitive ones as well as modern ones, have desire for reach agreement in rule social through communication. Communication is also considered vital because every individual own ability for communicate with individual others, which improves opportunity they for endure life (Masdul, 2018).

In every form communication, human share information like thoughts, ideas, intentions, feelings, and emotions in a way direct. Activity communication This happen throughout time, every day, during life humans, as well in various activity they (Masdul, 2018). In all form communication, human in a way active exchange information, including ideas, thoughts, intentions, feelings, and emotions in a way direct. Activity communication This happen in a way continously in life everyday, all the time life humans, and during they involved in various activities (Maria Stella Meinda & A. Munanjar, 2023). When we observe around us, us will realize that communication that is element most importantly in life social (Masdul, 2018). In fact, wherever humans are is at in connection with other people, communication always present, because is need base man. In context learning, its importance choose method proper communication becomes very important for reach objective learning with effective and efficient. Effectiveness communication related tightly with success in the learning process.

Education, according to him, that is very important thing for all generation, start from children until generation young, as well for Who only those who want to develop knowledge they. Education isn't it only just a learning process, but also possible change method think individual. In formal education, children can access information with structured and logical, which is to be expected will produce source Power quality human being. Besides That, the development of the world of education also requires level high literacy. Global competition is demanding student for own ability think critical, analyzing problems, and managing information with good (Feriyanti, 2020). Language plays role crucial in the communication process, where a idea redirected from one source to recipient or more with objective influence behavior them (Mulyana, 2017). According to Bernard Berelson and Gary A. Steiner, communication involve transmission information, ideas, and emotions, using symbols such as words, images, graphics, and so on. Transmission process This need use of language.

Besides that's the learning process often considered as form communication where the message certain be delivered from source learning, such as teachers, instructors, or
learning media, to participant study, like participant educate, with the purpose of ordering the message, such as topics in eye lesson certain, yes understood and owned by participants educate. In learning, communication become means for convey message from educator to participant educate with hope that the message the accepted with good and has an impact on understanding as well as change behavior. Therefore that ’s success in activity learning heavily on effectiveness communication that occurs in the learning process (Masdul, 2018).

Effective learning will give chance to student For Study in a way active and exploring interest they with careful guidance from the teacher or experienced educator. Remember importance communication in the learning process, in paper this, we will review topic around communication learning and stuff related with matter (Masdul, 2018). To make learning effective and meaningful it is necessary to include six phases to foster anticipatory thinking: engage, explore, explain, elaborate, evaluate and expand (Sholeh et al., 2015). Through In this phase, learning becomes an interactive and dynamic process in which students collaborate to build new knowledge by building knowledge and previous experience. Guiding students through reflective dialogue to exposing the relationship between thought and action (Sholeh et al., 2015).

As creature social, human No can dodge from interaction communication, both in nature oral or non-verbal. In all fields, incl education, communication own role important. In context learning, communication used for transmit message, okay form knowledge nor technology. Success in convey information to participant students really depend on the extent of effectiveness communication awake. For create effective communication in education, educator need understand aspects important in communication education. This covers understanding about appropriate method in communicate inside context education, strategies for increase effectiveness communication in learning, and also identification as well as handling obstacle possible communication appeared, okay from participant educate nor from educator That itself (Wisman, 2017).

Effective learning will push participant educate for active during the learning process taking place. Teachers who have ability for apply various method creative and diverse learning, as well focus in development participant his education, will push participant educate for more active in the learning process. Activity Study This that is interactions that occur between teacher and participants his education for reach objective learning. Important For understand that focus main in activity Study that is participant educate, because involve they in the learning process will make learning become more meaningful. Therefore that is, activity participant educate during learning that is an important element, because That that is indicator ability they in understand materials and abilities For apply it. Therefore that is, activity Study This important For involve all element in the educational process, incl use technology information as a learning medium (Usman, 2019).

Communication hold very significant role and not inseparable in life human, fine as individual nor as creature social. In context connection social, communication role as tool for interact with others, share information, reveal wishes, feelings, thoughts, views, and advice, as well share experience with other people. No There is individuals who can avoid communicate in fulfil needs, fine through meeting direct or through various media, including print and electronic media. In context education, communication also have a very important and strategic role in build interaction as well as convey message educational. Success reach objective education relies heavily on effectiveness communication that occurs between educators and participants educate during the
learning process at school. Therefore that, for create effective communication in context learning, educators need own good understanding about draft base knowledge communication, purpose and function communication, elements communication, effective communication, and also communication education (Mahadi, 2021).

Teaching methods, curriculum, teacher-student relations, student-student relations, discipline, lessons, facilities and infrastructure, and lesson standards are factors that influence the learning process in schools (Ropiani et al., 2017). Even though previous research has stated that these factors can quantitatively influence the learning process, several things such as communication style, use of information technology and learning style are not explained in depth. However, in the learning process, communication styles, use of information technology and learning styles are important to explore. Previous research focused more on the interaction of teachers and students through self-concept, namely a person's experience of receiving new experiences, but did not explain in depth the self-concept presented. So this research aims to fill in the gaps in previous research that missed the focus of similar research which explained communication styles, learning styles and the use of information technology.

METHOD
In methodology study this, is used approach qualitative. Study This use method descriptive prioritize qualitative analysis. In data analysis, research This use technique analysis descriptive, where the author in a way detailed presenting data and results analysis in form sentence. Various emerging realities are used to explore emerging themes to gain an understanding of teacher-student educational communication. For collect data, research This use technique interviews, observations and documentation as the main data (Mariyana, 2019). In study There is two subject research that becomes Informant data sources, namely School Data and Teacher Data. The main data source was collected through teacher-focused interview sessions. The interview was conducted for approximately 1 hour. The first session began with a brainstorming about teacher-student communication. The follow-up was that interviews were conducted semi-structured, namely informally, so that this session was carried out in a relaxed manner. Observation data is also collected in learning environments such as the classroom to provide deeper and richer descriptions. Meanwhile, references to several literature and documents become secondary data that supports the data collected by the researcher.

Stages in technique data analysis consists from data collection, data reduction during the data collection process from various sources, data presentation, and verification or withdrawal conclusion (Rijali, 2018). In data reduction, interviews are recorded and transcribed, data is coded and grouped into themes that emerge from the informants' responses. In presenting the data, the findings are outlined and paraphrased to describe teachers' experiences in educational communication in the classroom. Meanwhile, data verification was carried out by data triangulation, namely the data used for validity in this research were in-depth interviews supported by observations of the learning environment, and analysis of MIN 2 Banjar's institutional resources to provide evidence from various sources.

RESULT AND DISCUSSION
Result
As for some results research carried out, researcher refers to and focuses on how communication education between teachers and students at MIN 2 Banjar. By general
Educational communication has influence big towards existing students at school the. Therefore that communication designed for students as good as Possible. Educational Communication implemented at MIN 2 BANJAR by teachers in learning to students who play a role in response received child educate from what the teacher said, then seen children capable accept with Good. With use verbal and nonverbal symbols, so that you can form and develop personality. Established communication between teachers and students at MIN 2 BANJAR, namely communication in a way stare face.

According to results above research, communication between teachers and students in class walk fluent because the teacher gives freedom to student for speaking, which produces bait come back between teachers and students at MIN 2 BANJAR. Specific communications are also important inside and outside the learning process teach Because help in understanding deep to personality student. This shows that the communication carried out in this learning process uses a student-centered learning style, namely the facilitator style. This style shows that the teacher acts as a guide who helps students develop their capacities during class. Educational Communication in activity Study teaching at MIN 2 Banjar in progress very effective, good between teacher with student as well as among students alone because the mechanism student used to put forward opinion in a way argumentative and researching himself, what has been he knows that correct or no.

**Discussion**

Key success communication between teachers and students in the learning process that is make the delivery process material by the teacher becomes communicative. Learning process will effective If interaction between teachers and students taking place intensive. Teachers have role multiple and very strategic in fulfil need student. This also shows that MIN 2 Banjar has a delegator teaching communication style, namely the teacher acts as a source of help that students need (Florenso Wijaya, 2021). According to informant VI, Mrs. Masriati, S.Pd, in communication direct, communicator and recipient message can match verbal and non-verbal language, incl expression faces and movements body. Important For use simple and easy language understandable. This shows that the success of communication between teachers and students is very dependent on communication style. Teachers communicate ideas, information and expectations in various ways- through verbal and non-verbal language, speech, body movements and other body language (Duta et al., 2015).

Factor communication play role important in the learning process at school. Good and effective communication produce results positive in Study teach. Effective learning process achieved when teachers and students own good communication. On the other hand, if communication between teachers and students No OK, learning process teach become No effective. Sometimes, ineffectiveness in the learning process teach caused by obstacles in communicate, like differences in social status. For example, a student might reluctant for convey opinion or remind the teacher because feel reluctant. For overcome obstacles communication, some possible steps taken that is give feedback Good verbally or non-verbal to against talk and try understand feedback with Correct. Besides that ‘s important For understand difference between individual with individual other Because every individual own method communicate differently based on background background, education, or culture they.

This step is important for teachers in the process of guiding their students. Three effective steps in guiding the learning process, namely feed-up is providing examples of
what is expected from the learning process by evaluating according to the evaluation criteria for students and providing transparent assessments; feedback, namely providing sufficient feedback to students so that students can learn as much as possible from their evaluation; feed-forward, namely providing input to students about how to move forward in their learning process (Duta et al., 2015). MIN Banjar provides feedback verbal and non-verbal, in the process of guiding its students, so that this evaluation process can show the extent of communication carried out by teachers with students in the learning process.

1. Communication elements used at MIN 2 Banjar

Based on results observation research, found that the teacher always use good language and motivating messages student moment speak with they. The messages conveyed by the teacher always invite student for still Spirit in the learning process, and ways teacher communication always show gentleness, good verbally and non-verbal (Jaya, 2021). Besides Teachers also take advantage of that board information (mading) for displays positive writings that influence student in a way written.

In matter style Study with approach Lasswell's model of communication focuses on usage vision, participants students who have style Study This depend on vision as means main in understand material learning. Group participant educate This difficulty If learning only done with verbal presentation without exists support Images or visual symbol. They have strength in matter visualization, so educator need using learning strategies and visual media to facilitate their learning process (Jaya, 2021; Rozie, 2018). As For example, teachers can using visual media such as images, posters, diagrams, handouts, PowerPoint presentations, maps concept, graphic, map, film, video, multimedia, or television. This means showing that education in the current digital era needs to develop the ability to think, act in innovation and be creative (Lubis, 2019). For example, Learning Media Development Using The Canva Application In Integrated Thematic Learning In Class V Primary School researched by Muhenda Hafidh & Mai Sri Lena in SDN 12 Kampung Durian (Hafidh et al., 2015). In this research, it is said that the use of communication media created through Canva can make it easier for students to understand learning media so that students can be enthusiastic about join the learning. Apart from that, research on the development of effective and meaningful learning models at mi perwanida blitar researched by Makherus Soleh and others explains that in determining an effective learning model, teachers combine several models (Sholeh et al., 2015). By combining Various learning models and media that are child friendly and environmentally friendly Utilized so that it can arouse students' motivation to improve learning achievement and reduce boredom and boredom in study.

However, in the communication process learning, two element important which is not can ignored that is communicator (teacher), the message conveyed, and the recipient message (student). In context communication learning, happens interaction educational where the message is conveyed that is material learning. The teacher plays role as communicator main in the learning process, meanwhile student that is recipient message or participant educate. Therefore that, teachers must own Skills in manage interaction and use technique effective communication during the learning process, which is often called as interaction educational. If the way of teaching is not changed then teachers will experience great difficulties (Lubis, 2019).

Effective verbal communication No only based on fluency speak or level intelligence, but rather more of a communicator who puts it first ethics and norms in communicate. This including stay away use of harsh and revealing words message with tenderness, so no mental harm to the recipient message (Jaya, 2021). Non-verbal
communication, on the other hand, is more can reliable than excessive verbal communication explicit and numerous talk. Through non-verbal expressions, us can understand feeling someone, like happiness, anger, or sadness. This Because non-verbal behavior is difficult for forged and because that more trusted by the recipient message, though this non-verbal behavior can nature intentional or spontaneous.

In context learning, methods communication that is method compile message for the learning process can taking place in a way effective and efficient. Message must be delivered with intact and clear, no served in a way intermittent, must concrete than abstract, begins with simple concepts, and without repetition excessive can be cause confusion. It's also important to avoid use of ambiguous words or who can give rise to connotation negative. Message must be delivered with short, firm, and simple to make it easy understood by the recipient message.

Communication media in learning that is element strategic use for deliver message or information to student. Moment choosing communication media, necessary consider a number of factors, incl objective communication, language used, interaction between individual, visual and auditory stimuli, as well interaction with object physique. In other words, communication media in learning covers all tools that can used for convey content learning with effective. Effective media must can send material with fast, so understanding student increase after use it. Besides So, the media should too simple and easy used. Instructional Media role as tool help in the learning process teach, make the message conveyed more clear, and helpful reach objective education or learning in a way effective and efficient. Learning outcomes be measured through evaluation to knowledge, attitudes, and skills student as well as change in behavior they after follow the learning process.

Instructional Media can increase results Study student with create a learning process teach become more simple and interesting, so student can with easy understand lesson. Efficiency Study students can too improved because of learning media in accordance with objective learning. Besides that, the media help increase concentration student Because relevant with need them, which in turn increase motivation Study student. Learning media also provides experience learn more comprehensive, possible student for more understand material in a way whole. Besides that, students involved in a way active in the process of learning and owning chance for develop creativity and potential they. Then, researchers ask is There is constraint in the learning process. In context language, important that language used in communication must clear, straightforward, and based fact, no ambiguous or have a bias, so that the recipient message can with easy understand information. Besides that, communicator must notice who to be his audience so that language used can customized with ability recipient message.

Difference between communication and education can found in objective or expected impact. In matter this is the goal communication nature general, temporary objective education more Specific(Masdul, 2018).Specifically, education aim for increase knowledge somebody about something subject so that they master it. This different with objective communication like illumination, propaganda, indoctrination, and attempted agitation influence thinking or behavior somebody without always aim for increase understanding they. Objective education only can achieved through an effective communication process.

2. Communication Models

For understand draft communication so that you can executed with effective, most of the time used paradigm proposed by Harold Lasswell, who stated that good way for
explain communication that is with answer question following: Who said what through channel What to Who with effect What? Paradigm Laswell This identify five elements important in communication, namely: 1) Sender message (communicator), 2) Message conveyed, 3) Media or channel used, 4) Receiver message (communicant), and 5) Impact or the resulting effect.

By essential, communication process that is effort for send thinking or feeling from One individual (communicator) to other individuals (communicants). Thinking the can in the form of ideas, information, views, or other things that come up in thought communicator, temporary feeling Can covers confidence, uncertainty, doubt, worry, anger, courage, and so on. which arise from deep heart. Appropriate responses to student needs can create a sense of togetherness and build good student-teacher relationships in increasing student participation in class. Teacher behavior, personality and teaching style are very important to ensure effective teaching practices (Dhillon & Kaur, 2023). Dhillon and Kaur (2023) say that personality trait variables such as teachers' thoughts, feelings and credibility are the core factors that influence their performance and effectiveness in transferring learning. These factors may reflect teaching practices and abilities and determine their teaching style.

In the communication process, transferring thoughts through ideas, information, views, or other things depends on the teacher's personality traits. Based on the results of research observations, it was found that teachers always use good language and messages that motivate students when talking to them. The messages conveyed by the teacher always invite students to remain enthusiastic in the learning process, and the teacher's way of communication always shows gentleness, both verbally and non-verbally. Apart from that, teachers also use information boards (mading) to display positive writings that influence students through their writing. This shows that a teacher's personality style can be an important factor in effective communication between teachers and students.

3. Learning

For reach objective successful learning, a teacher must show dedication full in the teaching process. This involve careful planning about How learning will ongoing, structured steps in the learning process, as well regular assessment at the end. In the learning process teaching, very important for avoid impression monotonous or use of the same models and methods over and over again, which can be cause boredom in students. Guard enthusiasm student during Study that is key main for adopt approach diverse learning, which in turn will enrich imagination and knowledge student.

This also shows that the learning style used plays an important role in the learning process. Just as students have different learning styles, teachers also have different teaching styles, such as teachers who like to lecture, demonstrate or discuss, some focus on rules, some emphasize memory or text books. There are five categories of teaching styles that represent orientation. and general strategies used by teachers in the classroom, namely experts, formal authorities, personal models, facilitators, and delegators. Grasha said that learning styles in the classroom are divided into two, namely teacher-centered ones such as expert style, formal authority, and personal model; and student-centered styles, namely facilitator style and delegator style.

Teaching and learning at MIN 2 Banjar is very effective, both between teachers and students and between students themselves because of the mechanisms used by students to express opinions in an argumentative way and research for themselves whether what they know is true or not. This shows that the communication carried out in this learning process uses a student-centered learning style, namely the facilitator style.
This style shows that the teacher acts as a guide who helps students develop their capacities during class. There are several researchers who say that students have preferences for teachers' teaching styles. Students prefer the delegator-facilitator-expert teaching style compared to the personal-facilitator teaching style and the expert-model style (Florensio Wijaya, 2021). MIN 2 Banjar tends to use facilitator and delegator teaching styles, because the teacher gives students the opportunity to express their opinions and the teacher becomes a guide in the learning process (facilitator), while the teacher acts as a source of help that students need. The MIN 2 Banjar teacher's teaching style is the delegator teaching style (Florensio Wijaya, 2021).

As educator, element key for reach This that is mastery material learning. Therefore that 's important for a teacher for own strong understanding about material lesson as well as methods suitable learning with condition Study student. The role of the teacher as source learning relies heavily on understanding material lesson. Ability a teacher for answer question student about material taught that is size important. On the other hand, teachers' lack of understanding of material usually reflected in behavior like Monotonous delivery, sitting while reading, weak voice, avoiding contact eye with students, lack illustrations, and so on. Behavior sort of That can damage trust self students and makes it difficult for teachers in manage class. With thus, mastery material lesson that is key for expand understanding and insight child educate.

CONCLUSION

Educational Communication in activity Study teaching at MIN 2 Banjar in progress very effective, good between teacher with student as well as among students alone because the mechanism student used to put forward opinion in a way argumentative and researching himself, what has been he knows that correct or no. So that's the way communication quality, then required something approach communication that is; approach in a way epistemological What That communication, but also in axiological (how ongoing effective communication) and ontologically (for What communication That held). Model used namely Laswell, because of his group relatively small. Although communication between students and teachers in room class That including communication group, the student anytime Can change it become communication interpersonal. Learning styles in the classroom are also important to know, so that communication strategies in teaching and learning can be effective. The facilitator learning style and the delegator learning style are the right choices because these styles are student-centered and the teacher plays varied roles such as speaker, moderator, mentor, and manager.

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