

Effective Communication between Teachers and Students in the Millennial Era to Create Students' Self Regulation Capability in Learning

Emilia Ramadhani

Department of Communication , Universitas Sumatera Utara, Jalan Dr. Sofyan No. 1, Medan, Indonesia

Keywords: Effective Communication, Self-Regulation, Curiosity.

Abstract: The rapid development of information technology nowadays will affect learning methods in schools. This will make students not only depend on the teacher as the only information provider. The role of the teacher at this time is more needed as a facilitator, whose job is to awaken the ability of self-regulation of students (self-regulation learning). This study involved teachers and students spread across three (3) high schools (SMA) in Sumatra Utara Province, namely: SMA Negeri 1 Kisaran, SMA Negeri 1 Medan and SMA Negeri 1 Binjai. The results found that the teacher felt that the concept of Self-Regulated Learning (SRL) was quite easy to apply to students, so that it could influence student learning styles. The teachers also stated that the enneagram method was very useful and could influence the way they communicated with their students.

1 INTRODUCTION

In simple terms, communication can be interpreted as the process of someone delivering something meaningful and wants the recipient to understand what he is conveying. In the ongoing process, communication usually becomes problematic because of differences in interpreting messages in the communication that occurs. This process then impacts on the effectiveness of one's communication. In general, effective communication is communication that is able to convey thoughts and ideas, or meanings that want to be communicated with the same value between the giver and receiver of the message. Effective communication is very important for the teaching and learning process, because it acts as a process whereby the presence of students with diverse cultures, family backgrounds and differences in outlook and self-stability that is still vulnerable will determine the success of communication itself. The success of communication in the teaching and learning process is not only determined by the instructor (teacher) but also the mental readiness of the child in the teaching and learning communication process, while also being supported by environmental conditioning and the management of the school itself.

There are several important components that determine the success of communication in the teaching and learning process, the first is the teacher as a communicant and the source that conveys certain information to students. The second is Encoding, the sender encodes information that will be conveyed in a symbol or gesture. The third is Message, the message can be in all forms that can usually be felt or understood by one or more of the recipient's senses. The fourth is the channel, which is a way of transmitting messages, e.g. paper for letters, air for words spoken, and the fifth is students as receiver, namely people who interpret the message of the sender, if the message is not delivered to the receiver then communication will not happen. Code interpretation (decoding) is the process by which the receiver interprets the message and translates it into meaningful information for him. The more precise the recipient's interpretation of the message intended by the sender, the more effective the communication will be. Feedback is a reversal of the communication process where the sender's communication reaction is stated.

The simple process above, is not simple in practice because of the interference in the message and channel that were formed sometimes causing distortion which causes are very diverse and very subjective. For example, only because a student does

not like the way the teacher smiles, it might then have an impact on all communication that occurs between the teacher and the students, making it bland and causing distortion of meaning everywhere.

There are many teachers in the same activity all the time, namely teaching in front of the class. Among the many teachers maybe only a few in the eyes of students who are classified as pleasant teachers, idolized teachers and always make the students want to be taught by that teacher. The strength of a teacher in teaching is greatly influenced by effective communication practiced in the classrooms. Students are so absorbed in every word and story the teacher develops. They are like being implied in the strains of beautiful melodies that are exciting. At this time, whatever teaching is conveyed by the teacher, students have the convenience to understand it.

The key lies in communication that is able to create the same meaning and sense between teachers and students, which will deliver that kind of situation. The main problem is that such communication cannot be learned with science and logic, these abilities are the results of the mental creations and communication skills of teachers which have been forged for years. According to an American Management Association expert there are 10 basic things if you want to communicate well, namely (1) explain your concept/ideas before communicating, (2) understand the real purpose in communication, (3) consider the environment and time atmosphere, (4) relationship between parties, (5) be aware of the tone and content of the news, (6) someone's communication is helpful and valuable to the recipient, (7) follow-up communication, (8) communication for the future as well, (9) action consistent with the word, and (10) be a good listener. If a teacher is able to fulfil these 10 basic things, certainly communication developed in the classes will have an impact on both the teaching and the students (<https://pumpingpublisher.com>).

The hardest thing in communication with the 10 basic things above is the ability to build relationships with students, follow-up communication, consistency and when teachers must be good listeners. In some basic cases the teacher needs to understand self-concepts with an adequate understanding of behavioural psychology approaches. If the success of communication has been established in a class, it cannot necessarily be practiced in different classes. The teacher needs again the ability to build relationships between students and themselves. Because of differences in behaviour and character of each student, teachers are

required to have the ability to practice basic psychology about human behaviour.

Recognizing the communication barriers in this learning process, authors are interested in conducting a research with a communication psychology approach entitled "Effective Communication between Teachers and Students in the Millennial Era to Create Students' Self-Regulation Capability in Learning".

1.1 Problem Formulation

Based on this background, the problems in this study are: What communication models are able to provide solutions to overcome communication barriers in the learning process so far in high schools in Sumatra Utara?

1.2 Research Purposes

Finding an Effective Communication Model between Teachers and Students Based on Behavioural Understanding in High Schools in Sumatra Utara.

2 LITERATURE REVIEW

2.1 Character of Independence in Learning

Humans are creatures that maintain the comfort of life by adapting to their environment. This adaptation process starts from the stimulus received from the environment which is then processed internally, given meaning, and then triggers a stress response (eustress/distress) due to changes that occur, for then do with the choice of face or run (fight or flight response). The results of these actions will be feedback which then becomes a material comparison with the conditions needed, and then again becomes a stimulus towards the process of achieving the desired results. In this process changes occur, both cognitive, metacognitive and behavioural.

Stress is like two sides of a coin, which has both good and bad sides. Stress that has a positive impact is termed Eustress, and stress that has a negative impact is termed distress (Gadzella, Baloglu, Masten and Wang, 2012), Cannon was the first researcher to develop a stress concept known as a "fight-or-flight response" in 1914 (Bartlett, 1998).

Thus it can be concluded that humans cannot not be in a learning condition, because the environment is always changing. Learning is a continuous process either consciously or unconsciously to maintain a comfortable condition (homeostasis). This means that the learning process is something that is already available to humans. But the learning process is also a trigger condition of the fight and flight response itself, namely how humans have choices for what is learned, the learning objectives, the learning processes, the expected outcomes externally and internally, and the accompanying social factors.

2.2 Self-learning Personality

Learning is an active mental process for gaining, remembering, and using knowledge. A person's behaviour is determined by his perception and understanding of situations related to his learning goals. Learning is a change in perception and understanding, which cannot always be seen as visible behaviour. Learning is an activity that involves a very complex thought process and is interconnected with the entire context of the situation.

Learning is a process for gaining new understanding or modifying existing understanding, whether it is knowledge, behaviour skills, values or reference standards (Gross, 2015).

The purpose of education is social efficiency by providing the ability to participate in activities for the fulfilment of common interests and welfare, freely and optimally. The structure of society that can accommodate individuals who have the above efficiency is a democratic system based on freedom, the principle of mutual respect for common interests, and this principle is a means of social control.

Because education is a community process and there are many types of society, a criterion for criticism and development of education contains major and special ideals. Such a society must have some kind of education that gives individual interest to individuals in social relations and has thoughts that guarantee social changes.

The basis of democracy is trust in human capacity. Namely, belief in human intelligence and in group strength and experience of working together. It is undeniable that all can grow and awaken the advancement of knowledge and wisdom needed in joint activities.

In John Dewey's philosophy, it is mentioned that there is an experimental continuum or a series of experiential unity, namely the educational process that starts from experience towards the idea of habits

and self to the relationship between knowledge and awareness, and returns to education as a social process. The unity of the series of experiences has two important aspects to education, namely the continuation of the relationship between individuals and society and the continuation of the relationship of thoughts and objects (Bashori, 1999).

2.3 Enneagram

Enneagram comes from Greek which consisted of ennea - nine and grammos - a picture. Enneagram which means a nine-point image is one of the ways to get to know a person's personality based on 9 basic types of humans (Baron and Wagele, 2015):

- The Reformer: realistic, considerate, and holding principles. A person who lives with a high ideal standard (perfectionist);
- The Helper: warm, caring, caring and sensitive to the needs of others;
- The Achiever: energetic, optimistic, confident, and goal oriented;
- The Individualist: expressive, dramatic, tend to be egocentric and temperament but romantic;
- The Investigator: individuals who tend to be introverted, full of curiosity, analytical, and insightful;
- The Loyalist: responsible, trustworthy, and upholds loyalty but tends to be anxious and suspicious;
- The Enthusiast: people who are spontaneous, energetic, optimistic, responsive, and tend to be materialistic;
- The Challenger: honest, self-reliant, confident and protective person;
- The Peacemaker: easy to accept, like to please and support others. A person who tries to blend with his surroundings.

This study used the Enneagram method in understanding behaviour (profiling) because information about types, takes the foundation of people's communication about their experiences with each other. In addition, the selection of the Enneagram as a method of understanding behaviour in this study is also because the Enneagram has great potential for use in schools, for example, through shifting attention from ethnic, nationality, and racial differences, to the same personality differences that all people have. Many universities and private institutions offer Enneagram knowledge, which is also available in book form from various disciplines and levels of complexity (Baron and Wagele, 2015).

2.4 Self-Regulated Learning (SRL)

The word self-regulated learning is defined as learning that is managed by oneself. This word consists of two elements, namely self-regulation and learning. According to Markus & Wurf, self-regulation is a concept in psychology that deals with the process of controlling and directing actions that involve setting goals, cognitive preparations in behavior towards goals and monitoring and evaluation of the intended behaviour (Fiske and Taylor, 1991).

Self-regulation in learning means the ability of learners to understand and control their learning (Zimmerman in Miltiadou, 2003). Corno and Mandinach (in Purwanto, 2000) define it as an individual effort in carrying out learning activities by involving the process of metacognition (including planning and monitoring) and the affections that they have. Active learning and student self-reliance (Self-regulated Learning) have close links. Both strengthen the activeness, critical and reflective thinking patterns of students, and teacher involvement to facilitate and encourage students. While active learning involves teaching and learning methods that are directed by the teacher, SRL emphasizes the processes that are determined by the students themselves (Virtanen, Niemi, & Nevgi, 2017).

The use of the Self-Regulated Learning (SRL) learning approach in the learning process has strategic value especially because SRL is the foundation of a lifelong learning process that teaches students to plan their thoughts, attitudes, and actions in a planned and cyclical manner to achieve learning goals (Smith, 2001). SRL is a learning approach that is based on social theory of cognition that emphasizes the interaction between personal factors, behaviour and environment (Bandura, 1997). These three factors are mutually causal for other factors, therefore they are called triadic reciprocity theory (Kuiper, 2002).

Self-Regulated Learning is a learning or training activity that involves aspects of metacognition, motivation and behaviour (Zimmerman, 1990). The use of learning approaches that place a balanced emphasis on aspects of metacognition, motivation, and behaviour is still very rare. In active learning every student should be directly involved in the preparation of objectives, strategies, monitoring and evaluation of learning activities. That way, their motivation will always direct their behavior to achieve learning goals, and ultimately manifested in

their behaviour to always achieve the learning goals that have been set.

Based on the main ideas above, this research becomes very important especially because the learning approach that will be applied involves the learning activities of students metacognitively, motivatively, and behaviorally. Also emphasizes the development of independence, personal responsibility, and motivation of students during the learning process and encourages teachers to be more creative and innovative in communicating. It is suspected that the Self-Regulated Learning approach through effective character-based communication will have a higher and more significant influence than the conventional approach where the teacher holds complete control over the students.

3 RESEARCH METHODS

3.1 Methods

This research, seen from its purpose, is classified as a development research because the steps of research work was begun with exploration activities, model experimentation, evaluation and revision of the model. Another reason is that this research was developed in a rather long period of time (2 years) and carried out in stages.

This research took the location of research in three district/city high schools (SMA) in Sumatra Utara Province, namely SMA Negeri 1 Kisaran, SMA Negeri 1 Medan and SMA Negeri 1 Binjai. These three districts/cities are selected based on criteria as division cities, towns and big cities by taking samples of favorite public schools in each city. Public schools were chosen because the target of this research apart from students was the teachers who had been certified. Because it is expected that all teachers who have been certified must attend a behavior-based communication training through the Enneagram method as one of the requirements to be able to teach.

This research is a development of research that has been done before. Thus this research is an implementation of research results from the previous year. The research procedures carried out are as follows:

- Application of Effective Communication Models Between Teachers and Students Based on Behavioral Understanding in High Schools in Sumatra Utara through training activities, namely in SMA Negeri 1 Medan, SMA Negeri 1 Kisaran and SMA Negeri 1 Binjai;

- Conducting analysis, evaluation and monitoring of the ongoing training process;
- Refine (revise) the Effective Communication Model Training module between Teachers and Students Based on Behavioral Understanding.

3.2 Data Collection Techniques

Data collection was carried out using observations, and interviews during the training process. Observation was carried out to see directly the training activities. Interviews were conducted to collect data in the form of information about the effectiveness of training activities as a form of feedback from the training participants.

3.3 Data Analysis Techniques

Research data were analysed using qualitative data analysis techniques by providing an assessment of the participants' activeness during training and analysing feedback given by participants during the training.

4 RESULTS AND DISCUSSION

The training was conducted to introduce a model of effective communication between teacher and student based on behavioural understanding. In this model the teachers will be trained to have effective listening skills, and the ability to understand personal character through the enneagram method.

The expectation of this training is that the teacher has the ability to listen effectively and also the ability to use the enneagram method to develop students who have self-regulation (Self-Regulated Learning), namely students who can manage their own learning by activating their cognitive, affective and behaviour so that learning goals are achieved. Some teachers felt that the concept of Self-Regulated Learning (SRL) was quite easy to apply to students, so that it could influence student learning styles. The teachers also stated that the enneagram method was very useful and could influence the way they communicate with their students.

5 CONCLUSIONS

From the results of the study it can be concluded that: Effective Communication Model between

Teachers and Students Based on Behavioral Understanding in High Schools in North Sumatra was very effective to be used to get to know students' learning styles.

6 SUGGESTIONS

Based on the results of the study, researchers gave advice to the government, especially at the national education office to provide training to teachers on effective listening skills and knowledge about student profiling through the enneagram method.

REFERENCES

- Bandura, A., 1997. *Self-efficacy. The exercise of control*, WH Freeman and Company. New York.
- Baron, R., Wagele, E., 2015. The power of enneagram : mengenal 9 tipe kepribadian manusia dengan lebih asyik, Serambi Ilmu Semesta. Jakarta.
- Bashori, T., 1999. Pragmatisme pendidikan (Telaah atas pemikiran John Dewey). Retrieved from <http://geocities.com/hotspring/6774/1-13.html> on November, 5th 2006.
- Fiske, S.T., & Taylor, S.E., 1991. *Social cognition*, McGraw-Hill. New York.
- Gadzella, B.M., Baloglu, M., Masten, W.G., & Wang, Q., 2012. Evaluation of the student life-stress inventory-revised, *Journal of Instructional Psychology*, 39(2), 82-91.
- Gross, R., 2015. *Psychology: The science of mind and behaviour*, Hachette. UK, 6th edition.
- Kuiper, R.A., 2002. Enhancing metacognition through the reflective use of self-regulated strategies, *The Journal of Continuing Education in Nursing*, 33(2), 78-92.
- Miltiadou, M., Savenye, W.C., 2003. Applying social cognitive constructs of motivation to enhance student success in online distance education, *Educational Technology Review*, 11(1). Retrieved from <https://www.learntechlib.org/primary/p/17795/>
- Purwanto, 2000. Hubungan self regulated learning dengan prestasi belajar. *Thesis*. Not Published. Universitas Gajah Mada. Yogyakarta.
- Smith, P.A., 2001. Understanding self-regulated learning and its implication for accounting educators and researchers, *Issues in Accounting Education*, 16(4), 663-689.
- Virtanen, P., Niemi, H.M., & Nevgi, A., 2017. Active learning and self-regulation enhance student teachers' professional competences, *Australian Journal of Teacher Education*, 42(12).
- Zimmerman, B.J., 1990. Self-regulated learning and academic achievement – an overview, *Educational Psychologist*, 25(1), 317.