

Organizational Communication Between Teacher And Students In Improving Learning Motivation

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ARTICLE INFO

Keywords:

Organizational communication, learning motivation, communication between teachers and students.

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ABSTRACT

The aim of the study was to find out the systematic explanation of communication between teachers and students in increasing learning motivation at SDN Gumuruh 8 Bandung City. The research method uses a descriptive-qualitative approach with a qualitative research type, data collection is done through in-depth interviews and informant reporting methods, and data analysis consists of data collection, data reduction, data presentation, and inference. will be used. The results of the study show that organized communication between teachers and students motivates learning through direct (face to face) and indirect (through the media) communication at SDN Gumuruh 8 Bandung City. The supporting element in organizational communication is the existence of effective interaction with students which motivates learning. This includes, for example, developing lesson plans, appropriate instructional media, overcoming difficulties faced by students during the learning process, and carrying out work assessments to then improve the communication process between teachers and students.

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INTRODUCTION

Teaching and learning activities are an important role where with the existence of teaching and learning activities education can run well. Learning and teaching are two concepts that cannot be separated in the world of education. According to Rossi Iskandar quoted from Saiful Bahri Jamaran, learning is a process of changing behavior that occurs in a situation. This learning situation is characterized by motives set and accepted by students that occur due to experience and practice. This means that the purpose of learning activities is a change in behavior both concerning knowledge, skills, and attitudes. While teaching and learning is a very complex process, because in this process students not only receive and absorb information conveyed by the teacher, but students can involve themselves in learning activities and pedagogical actions that must be carried out.

Communication is a very fundamental need for humans. This is because, communication is the most important means in life. In almost every human activity there is always communication, this means that no one can withdraw from this communication process both in their function as individuals and social beings. Communication is always practiced everywhere, such as at home, office, school, hospital, and in all places where socialization is being carried out. According to Onong (2009) the term communication comes from English words, namely Communication which comes from the Latin Communication which means notification or exchange of thoughts. The original meaning of Communication is communis which means the same or similar meaning. Interpersonal communication is face-to-face communication between two or more people

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(Liliweri, 2015). The role of the teacher as a motivator is needed to increase the passion and enthusiasm for student learning. Therefore, teachers are required to have good communication skills (Nurhidayah, 2013). The concept of interpersonal communication takes place between one's mind and the minds of other people. Everyone communicates, of course, has a purpose. The teacher is obliged to understand the meaning of the message conveyed to students. Motivation is something that is very important for someone in carrying out an activity. A student learns because he is driven by his mental strength, that mental strength is in the form of desire, attention, has the motivation to progress. Darmadi explained, student learning motivation is a psychological factor that is non-intellectual in nature, its very distinctive role is passion or enthusiasm for learning, so students who are strongly motivated will have a lot of energy to carry out learning activities (Darmadi, 2017).

The ability to communicate effectively is one of the competencies that must be possessed and mastered by teachers. The strategy of building communication in the teaching and learning process is one of the very important things to realize an effective teaching and learning process. Because without communication it is impossible for the learning process to run smoothly, because communication is the main key in interacting between teachers and students. In learning motivation from the teacher is needed by a student, so that the student is able to actively carry out the learning process easily and can understand the lessons given by the teacher. In addition, it is often said that the learning process is a communication process where in the learning process there is a process of delivering certain messages from learning resources, whether from teachers, instructors, learning media and others to students, so that there is a two-way communication relationship when students also able to receive messages conveyed by the teacher, that's where the teacher plays an important role in terms of communication, because the method used by the teacher that influences communication is able to attract the attention of students or not and is able to provide good motivation or not to students.

Handoko argues that to be able to determine the strength of student motivation, it can be seen from several indicators, including 1) the strength of the ability to act, 2) the amount of time allotted for learning, 3) the willingness to leave other obligations or assignments, 4) persistence in doing assignments. So, to stimulate student learning motivation, teachers can make efforts including, giving assignments, giving rewards in the form of praise and prizes, holding competitions or competitions, giving tests, giving numbers or grades and giving educational punishments, raising awareness to students so that feel the importance of the task and accept it as a challenge so that working hard is a form of motivation that is quite important, and knowing student learning outcomes themselves (Ismail, 2015).

Meanwhile, the teacher's steps in an effort to foster student learning motivation are recognizing students, improving relationships with students, teaching clearly and interestingly and providing study guidance to students. Of these steps, what teachers mostly do is teach clearly and interestingly and provide guidance on learning problems, as well as guidance on personal or social problems faced by students. The process of teaching and learning in the classroom, in essence is a process of communication, namely the process of delivering messages from the source of the message through certain channels/media to the recipient of the message. In connection with its function as a teacher, educator, and mentor, it is necessary to have various roles in the teacher. The role of this teacher will always describe the pattern of behavior expected

in various interactions both with students and fellow teachers. The example reveals that there are at least 4 teacher roles including, as a communicator, employee, mastering and developing subject matter, and a transformer of value and attitude catalysts.

Based on the description above, the formulation of the problem in this study is how organizational communication between teachers and students increases learning motivation at SDN Gumuruh 8 Bandung City and what are the supporting factors for the process of organizational communication between teachers and students in increasing learning motivation at SDN Gumuruh 8 Bandung City.

METHODS

The approach used in this study is a descriptive qualitative approach, namely finding facts with the right interpretation, studying problems in society, and certain situations including relationships, activities, attitudes, and ongoing processes. and the influence of a phenomenon. Qualitative research conducted is descriptive in nature, namely research that provides an overview of the situation under study in narrative form (Zuriah, 2009; Yulianah, 2022). The data collection method that the researchers used for this study combined three qualitative data collection methods, namely the interview method, the observation method, and the documentation method. Through this in-depth interview method, researchers cannot limit the responses given by informants, therefore researchers need to conduct repeated interviews so that informants can provide answers that are factual and complete. The informants who were interviewed by the researchers were teachers and students at SDN Gumuruh 8 Bandung City. This qualitative descriptive research will elaborate more on the results of interviews and documentation which are analyzed qualitatively and described descriptively. The data analysis method that researchers use goes through four stages as proposed by Burhan (2003), namely: Data Collection; Data reduction; Data Presentation; Verification and Confirmation of Conclusions.

Communication

Organizational communication is defined as the process of creating and exchanging messages in a network of interdependent relationships to cope with an uncertain or ever-changing environment (Arni, 2017). Organizational communication is a process of creating meaning in interactions within organizations or as organizational behavior that occurs and how those involved in the process transact and give meaning to what is happening (R. Wayne, 2006). The purpose of communication in organizational processes is to foster a sense of mutual understanding which causes equality in the frame of reference and in the field of experiences. The function of communication within the organization is to form the Organization Climate, namely the organizational climate that describes the working atmosphere of the organization or the sum total of the feelings and attitudes of the people working in the organization. the communication function within the organization according to Faules (2006) consists of 1. Informative Function, the organization can be viewed as an information processing system. That is, all members in an organization hope to obtain more, better and timely information. The information that can enable each member of the organization to carry out their work with greater certainty; 2.Regulative Function, This function is related to the regulations that apply in an organization; 3. Persuasive Function, In managing an organization, power and authority will not always bring results as

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expected. Given this fact, many leaders prefer to persuade their subordinates rather than give orders. Because work done voluntarily by employees will generate greater concern than if the leader often shows his power and authority; 4. Integrative Function, Every organization strives to provide channels that allow employees to carry out their duties and work properly. There are two communication channels that can make this happen.

According to Kumar in Wiryanto (2004), the effectiveness of interpersonal communication has five characteristics, namely: 1) openness is the willingness to respond with pleasure to information received in dealing with interpersonal relationships; 2) empathy (empathy) is feeling what others feel; 3) support (supportiveness) is an open situation to support effective communication; 4) positive feelings, a person must have positive feelings towards himself, encourage others to participate more actively, and create conducive communication situations for effective interactions; 5) equality is a tacit acknowledgment that both parties value, are useful and have something important to contribute..

Motivation

According to Hamzah B. Uno (2011) learning motivation is internal and external encouragement to students to change behavior, fosters a desire to succeed, encouragement and needs in learning, hopes and aspirations for the future, and a conducive learning environment. Sardiman A.M (2009), explains that learning motivation is all the driving force within students that gives rise to learning activities that guarantee the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved. According to Malayu (2001) Motivation is divided into 2 namely: a. Positive motivation (positive incentives). Examples of positive motivation, for example, managers motivate subordinates by giving gifts to those who perform well. With this positive motivation, the morale of subordinates will increase, because humans generally like to accept what is fine; b. Negative motivation (negative incentives), an example of positive motivation, for example, managers motivate their subordinates by giving punishment to those whose work is not good (low achievement). By motivating this negatively, the morale of subordinates in the short term will increase, because they are afraid of being punished, but in the long term it can have negative consequences.

According to Slameto (2010), learning motivation is influenced by three components, namely: One's aspirations; One's ability; a person's condition; A person's environmental conditions; Dynamic elements in learning and learning. The ways that can foster motivation according to Sardiman A.M (2007) are giving numbers, prizes, competition/competition, ego-involvement, giving tests, knowing the results and interest.

RESULTS AND DISCUSSION

Organizational communication between teachers and students in increasing learning motivation at SDN Gumuruh 8 Bandung City

Organizational communication is a process of creating meaning in interactions within organizations or as organizational behavior that occurs and how those involved in the process transact and give meaning to what is happening. The function of organizational communication is as a shaper of Organization Climate, namely organizational climate or the total number of feelings

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and attitudes of people who work in the organization. The psychological impulse that takes an attitude towards students is a force, which then turns into a form of psychophysical movement. Here students have carried out learning activities with all their soul and body. Mind processes with physical attitude tends to lead to a willingness to learn. Student learning motivation can increase, all of this cannot be separated from the important role of a teacher who is able to motivate and teach things that can be understood by students, because a teacher is an informant who provides all information related to various knowledge.

In this study, observations were made by researchers, namely observations regarding teaching and learning activities at school which took place from 08.00 to 14.00. Based on the results of observations made by researchers, teachers make various efforts to communicate with students. students who come from various regions have different characters so that many of them find it difficult to open up and express themselves about what they have experienced while studying. Efforts to approach are usually carried out by inviting students to tell stories. So students are approached and then invited to chat about things that are liked by students. This is done continuously until students feel comfortable with their teacher.

Based on the facts that researchers found in schools, teachers have an awareness that their role is to increase student learning motivation. This awareness can be seen from the data showing that the teacher at school made efforts to increase student learning motivation, and the teacher's efforts based on the results of interviews and observations of researchers, while the researcher was at the research location, showed that the role played by teachers in motivating student learning, namely providing guidance, creating a conducive, fun classroom atmosphere and giving praise and prizes to students who get the highest grades in class, and giving sanctions, punishments, and advice to students who make mistakes, record names for students who do mistake to open at the end of the semester, so that it becomes proof that the student cannot move up the class. The message conveyed by the teacher is towards the goals to be achieved by students. Thus the existence of good communication in learning will show good results, in other words there is a diligent effort and is based on motivation.

Factors supporting the process of organizational communication between teachers and students in increasing learning motivation at SDN Gumuruh 8 Bandung City

A. Learning Plan

The purpose of communication is to foster a sense of mutual understanding (mutual understanding) which causes equality in the framework of references and in the field of experience. Teaching basically includes teaching students how to remember, think and motivate themselves. Implementation of learning strategies will require teachers to be able to describe lesson plans systematically. Learning materials need to be chosen appropriately so that they can help students achieve basic competency standards as optimally as possible. During the learning process, educational interaction activities between teachers and students with various learning models will lead students to understand the material presented by the teacher more quickly. Before teaching a teacher is required to master the material to be delivered, varied learning styles, and use materials or supports in the delivery of material so that learning can take place optimally.

B. The use of methods in increasing student motivation.

The method is a way used to implement plans that have been prepared in real activities (in the learning process) so that the goals that have been arranged are achieved optimally, so the teacher must be able to choose the right and appropriate method. Based on the results of the interviews, it can be concluded that in delivering material the teachers used lecture, discussion, question and answer, and game methods. In learning games students are very enthusiastic in participating in learning. Here it can be seen that between one teacher and another teacher there are differences in increasing interest in learning. In determining the learning method is not determined solely by the school but left entirely to the teacher. Because every month the teachers through KKG activities have been given directions on how the learning process.

Teachers should understand and know the kinds of teaching methods in order to adapt to the situations faced by their students. As a teacher, to foster interest in learning, the teacher must know the characteristics of students and know various methods, so that in conveying the material can be conveyed properly and students become interested in learning subjects they don't like..

CONCLUSIONS

Based on the results of observations and interviews conducted at SDN Gumuruh 8 Bandung City, the process of organizational communication between teachers and students to motivate learning is carried out, namely through direct communication (face to face) or indirectly (through the media), by providing pictures related to the past, future and what needs to be done to achieve it. The message conveyed by the teacher is towards the goals to be achieved by students. Supporting factors in the process of organizational communication to increase learning motivation, namely carrying out effective interactions with students in motivating learning such as making lesson plans, adequate learning media, helping difficulties faced by students in the learning process, and conducting work evaluations to improve the communication process between teachers and students later.

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