



## Teacher Communication Patterns in the Teaching and Learning Process of Elementary School Students

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### Abstract

The purpose of this study is to examine the role of teachers' communication styles in the education of elementary school pupils on Lembeh Island, Bitung City. This study employs a phenomenological qualitative methodology. Purposive sampling was used to identify primary school teachers on Lembeh Island as study participants. The researchers used observation, in-depth interviews, and document studies to gather data. Reducing data, displaying data for verification, and generating conclusions were all steps in the data analysis process. Triangulation was used to check the data for authenticity. According to the study's findings, two-way communication (Two-Way Communication) between educators on the Lembeh Islands' teaching staff and their students is a transactional communication pattern facilitated by the humanistic process and aimed at facilitating the sharing of information and the development of mutual understanding through the use of a unified curriculum.

## Introduction

Teachers are esteemed individuals who possess a profound expertise in the field of education, dedicated to the noble pursuit of enlightening, instructing, mentoring, steering, honing, appraising, and scrutinizing the intellectual growth and development of their students (Addy et al., 2023). The educational maxim coined by the esteemed Ki Hadjar Dewantara encapsulates the three fundamental principles of education, namely Ing Ngarso Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani. The integration of educational practices can be comprehended as the role of teachers as pedagogues who, situated within the educational milieu, possess the capacity to furnish commendable exemplars for their students (Fawns, 2022). Ing Madya Mangun Karsa, an esteemed pedagogue, possesses the remarkable ability to instill motivation and fervor within the hearts of his students, thereby fostering an environment conducive to diligent and purposeful learning. Tut Wuri Handayani, the revered figure of the teaching profession, embodies the essence of an educator who possesses the remarkable ability to guide and empower students towards the path of enlightenment and success. Based on the aforementioned definitions, it becomes evident that a professional educator embodies a multifaceted role within the realm of education, extending beyond the mere dissemination of knowledge.

In educational institutions, teachers assume a role akin to that of surrogate parents (Kumar, 2020). Their primary responsibility is to guide students towards the attainment of academic objectives, while also nurturing their holistic development (Richards, 2022). This is accomplished through the provision of exemplary models, fostering enthusiasm and motivation, and offering guidance and direction to ensure that students consistently channel their inherent potential towards the right trajectory (Fantus & Newman, 2022). Educators bear

the noble responsibility of nurturing the intellectual capacities of their students, thereby fostering their growth and enhancing the cognitive fabric of our nation.

In the execution of his professional responsibilities, a teacher exhibits distinct attributes in establishing a personal rapport with his students, thereby facilitating an effective pedagogical experience (Nghia, 2019). The pedagogical dynamics within the educational journey of students in elementary school, middle school, and high school exhibit discernible disparities (Schabas, 2023). Undoubtedly, educators exhibit distinct patterns that are intricately woven into the fabric of their professional responsibilities and roles within the educational institution. Similarly, disparities in teaching methodologies and learning approaches can be observed among educators operating in island regions versus those in urban settings. Students residing on islands possess distinctive characteristics that distinguish them from their urban counterparts in terms of their educational experiences. In the realm of pedagogy, regulations persistently govern the intricate dynamics of instruction and knowledge acquisition, guided by the pertinent curriculum.

The transformative alterations implemented in the educational landscape in 2020, in response to the unprecedented Covid-19 pandemic, have proven to be a formidable challenge for our society, particularly for educators and students alike (Gouédard et al., 2020). The virtues of patience and perseverance serve as the fundamental pillars for an educator in the diligent execution of their assigned duties and responsibilities. By embodying these qualities, teachers play a pivotal role in cultivating a society that is characterized by a rich cultural heritage and unwavering moral rectitude (Archambault et al., 2020). The exhibition of integrity by educators serves as a mirror reflecting the character and conduct of their pupils. Due to this rationale, it is imperative that educators possess the capacity to effectively, proficiently, and accurately impart knowledge in a professional manner, regardless of the circumstances. The research findings shed light on a multitude of challenges that were encountered throughout the online pedagogical journey (Ohara, 2023). One prevalent issue that hampers the effective utilization of media for educational purposes is the pervasive lack of awareness and understanding regarding its potential as a valuable learning tool. The phenomenon in question is commonly observed among both educators and learners residing on the captivating Lembeh Island. In addition to the aforementioned challenges, it is not uncommon for instructional activities to be impeded by network deficiencies, necessitating resourceful measures on the part of educators. In certain instances, educators find themselves compelled to ascend arboreal structures in order to procure a reliable signal, thereby facilitating the seamless execution of pedagogical endeavors. Conversely, a notable impediment that students may encounter during the online learning journey pertains to the unavailability of cellular devices or laptops among certain student populations. Insufficient familiarity with media manipulation techniques. The efficacy of the teaching and learning process is impeded, resulting in diminished effectiveness.

The pedagogical endeavors undertaken by elementary school educators on Lembeh Island are characterized by the implementation of an Independent Curriculum, which fosters a multifaceted approach to intracurricular learning. This approach ensures that the educational content is optimized, affording students ample time to delve into concepts and fortify their competencies. The Merdeka Merdeka curriculum has been carefully designed to offer adaptability in order to cater to the diverse needs of students and the unique circumstances of educational institutions. During the unveiling of the 15th installment of independent learning, Minister of Education, Culture, Research and Technology (Mendikbudristek), Nadim Anwar Makarim, emphasized the importance of the independent curriculum (Waluyo et al., 2023). He outlined three approaches for educational institutions to adopt the independent curriculum: 1) Incorporating select components of the independent curriculum alongside the existing

curriculum, 2) Utilizing pre-prepared teaching resources to implement the independent curriculum, and 3) Independently developing the curriculum while utilizing a variety of teaching tools. With regards to the policy at hand, the option of autonomously implementing the independent curriculum is made available to educational institutions based on their individual levels of preparedness. One potential avenue for educational development is the implementation of independent learning. In this approach, educational institutions adopt the 2013 curriculum framework as a foundation for crafting their own curriculum. By incorporating various principles of independent curriculum design, these institutions can effectively facilitate learning and assessment processes. The alternative approach entails the implementation of an independent curriculum structure within the educational system. This method involves the utilization of principles derived from an independent curriculum to shape the educational unit's curriculum, as well as to guide the process of learning and assessment. The third alternative entails the implementation of independent sharing, wherein the educational institution adopts the Merdeka curriculum framework to design its own curriculum. This approach incorporates the principles of an independent curriculum, which guides the process of teaching and assessment. Moreover, the institution is dedicated to fostering a culture of sharing exemplary practices with other educational units.

The pedagogical approaches employed by educators in delivering instruction and facilitating the acquisition of knowledge within the framework of an independent curriculum may vary contingent upon the unique circumstances of the educational institution and the diverse aptitudes of the students. There exists a discernible disparity in the available resources between students residing in island areas and those inhabiting urban regions. Similarly, educators residing on the islands are required to proficiently execute their responsibilities in accordance with the relevant curriculum.

Effective communication is a pivotal aspect of human existence, particularly in the realm of education where teachers assume the crucial responsibility of imparting knowledge and facilitating learning experiences. The utilization of an interpersonal approach serves as a pivotal means by which educators effectively implement the independent learning program. When engaging in preparatory measures, it is incumbent upon the teacher to judiciously disseminate instructional materials that are tailored to the individual proficiency levels of the students. Furthermore, it is imperative that the application of established knowledge aligns harmoniously with the prevailing practices within the respective field. Drawing upon a multitude of research findings, it is plausible to assert that the communication dynamics within the pedagogical realm between educators and learners exhibit a transactional nature. This entails a collaborative exchange wherein the act of transmitting and receiving information assumes equal responsibility for the consequential impact and efficacy of the ensuing communication. The transactional model posits that human communication is an ongoing process characterized by the perpetual exchange of messages, encompassing both verbal and nonverbal components.

## **Methods**

This study takes a qualitative method, which allows us to more easily gather objective data by uncovering and describing the actual events as they occurred. Women who reside on the coasts of the Valley islands participated in the study. Information was gathered by keeping a close eye and asking plenty of questions of key informants. Purposeful sampling led to the selection of these sources of information. Participants in research activities, as well as people who grasp knowledge linked to study, are what researchers consider to be suitable research subjects.

Lembeh Islands Elementary School, Bitung City, Driving Teacher, and Interview Availability are the chosen topic requirements.

Elementary school instructors who work on the Lembeh Islands are divided into two categories in this study: those who meet the standards of regular teachers and those who mobilize their students. Teachers who have completed a training program and met the criteria to become learning leaders, known as "driving teachers," will be chosen for this role. Researchers use purposive sampling methods or other criteria and criteria specific to the study at hand to choose where to deploy research participants. When doing qualitative research, quality data collection is prioritized above quantity of study informants.

Methods of data gathering included participant observation, in-depth interviews, and document analysis, all of which are standard fare for qualitative research procedures. In order to capture and comprehend events in their entirety, this study relied on interviews with key informants to compile its data. The researchers mostly utilized the following methods:

Scientists go out into the field with the goal of building confidence with their subjects and gaining their cooperation in return for unrestricted access to data. According to (Fachan), scientists took a passive role in their fieldwork.

The researcher also applied this method to purposively sampled data sets, reasoning that these sets would provide reliable evidence of the existence of Teacher Communication Patterns in the classrooms of the Lembeh Islands. Analysis of Records Document study, or information and records gathered in the field that are pertinent to the study's goals, is also used to ensure the reliability of research findings.

In order to distill and highlight the most crucial aspects of the information gathered in the field (field data), the researcher will write a description of the site or a field report. As long as it is effective, data minimization will be maintained.

With proper data presentation or data display, scientists may more easily grasp the big picture or zero in on specifics. This study's information may be shown as a matrix or described in narrative style. Throughout the duration of this study, the data will be checked often to ensure its accuracy. Researchers have been analyzing and trying to make sense of obtained data (in the form of models, themes, and often occurring commonalities) ever since they first began to join the field and begin collecting data

## **Results and Discussion**

The research was carried out in the Lembeh Islands, namely in Lembeh south of Papusungan Village, namely SD Gmim 28 Papusungan and SD Inpres 3/77 Papusungan. The research subjects were elementary school teachers with the criteria of two driving teachers and three class teachers. The results of interviews from the five informants stated that the teaching and learning process was based on an independent learning curriculum which focused on essential material and developing student competencies in each phase. The learning process is expected to be more in-depth, meaningful, less rushed and more enjoyable. Teachers are required to be more active in presenting learning material. Based on the research results, there are two schools that were selected and have driving teachers, namely teachers who have participated in a series of programs and training in the field of education aimed at becoming learning leaders who have special characteristics and qualities that differentiate them from other teachers. They are able to create a positive learning environment and motivate students in innovative and creative ways. Driving teachers have the ability to recognize students' needs and interests so they can design relevant and interesting learning.

Based on communication science studies, the independent curriculum is a learning method that aims to build personal relationships between teachers and students specifically in carrying out learning activities. Teachers and students are more active in building interpersonal communication with maximum intensity of learning time and conducive learning quality because the learning process is not monotonous but flexible. Children are given the freedom to express themselves in creating independent assignments based on learning material. Based on statements from informants that the characteristics of students are different, there is a need for assistance and extra patience is required in guiding students at the elementary school level. At this level, students need a cool learning atmosphere and teachers who are active in communicating. Communication must be delivered gently but firmly and not harshly. By building a good emotional relationship, students will feel comfortable and find it easy to open up with their teacher. Teachers are required to always be friendly, be good listeners, and be wise educators and advisors, highly empathetic and able to think positively about the existence of their students. The research results are based on informants' statements. Teacher communication patterns in the teaching and learning process are transactional, namely two-way communication, which means that messages are passed between the communicator and the communicant continuously through the teaching and learning process. Teachers as communicators can carry out their duties and responsibilities as educators and students can receive and understand every lesson given.

The development of more modern and focused educational programs has brought changes to the teaching and learning process which was previously conventional (Meyer & Norman, 2020; Kaden, 2020). Teachers are only limited to presenting learning material in a monotonous manner without accompanying practical activities, although there are several subjects that require practice both in the laboratory and in the community (Simanjuntak et al., 2022). This only applies to junior high school, high school and even college students, while in elementary school it is limited to the arts. However, with the existence of the independent learning curriculum program, almost all levels of education from the lowest, namely preschool to tertiary education, must follow the applicable national regulations.

For this reason, in the era of digitalization, qualified teaching staff are needed who have the resources to meet needs in the education sector (Caena & Redecker, 2019). Such as a program for driving teachers who are trained and nurtured to become educational leaders. The increasing number of driving teachers in each school will improve the quality of learning in schools through messages, ideas in the form of materials that are packaged well and accompanied by high and quality creativity.

The learning process in the City and in the Island Region is basically the same because it refers to government programs. However, there are certainly differences in the personal approaches of teachers and students. Based on the research results, the teacher's personal approach to students is more developed. Elementary school students in the islands are still considered natural, not many are contaminated by the environment or even the influence of media, although there are some students who use media as a learning tool, but this is limited because during Covid 19 students have to use media as a learning tool but the results are not optimal because there are many obstacles- obstacles encountered.

## Conclusion

Teacher Communication Patterns in the Teaching and Learning Process of Elementary School Students on Lembeh Island, Bitung City are Transactional Communication Patterns, namely; (1) Two way communication occurs (Two ways communication); (2) Communication messages are continuous between teachers and students; (3) The intensity of communication

between teachers and students is high; (4) Emotional relationships between teachers and students are built; (5) A healthy learning climate, teachers can take an effective personal approach with students, instill high human values and are able to foster tension between fellow students. The suggestions in this research are; (1) You can examine in more depth the characteristics of teachers as learning communicators for students in junior high schools and high schools; (2) This research should be able to provide appreciation to elementary school teachers, especially selected driving teachers who should be able to make a good contribution based on their scientific discipline.

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