

# Effectiveness of Interpersonal Communication between Teachers and Students in the Learning System

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## ABSTRACT

The key to successful education as a process or learning activity lies in the teacher's competencies to build effective communication with students in their learning process. This study uses a case study method at Wardaya College and measures the effectiveness of interpersonal communication in the learning system based on various indicators (openness, empathy, supportiveness, positiveness and equality). The sample consisted of 5 teachers out of 26 teachers and 11 students out of 85 students. The results of the study show a gap between the opinions of teachers and students. Teachers believe they have engaged in interpersonal communication, provided methods that are easy for students to understand, demonstrated empathy, consistently offered motivational support, maintained a positive attitude, and positioned students themselves as equals during teaching and learning activities. However, this is not consistent with the opinions of some students. Some students stated that it was not easy to understand the communication from some teachers, not all teachers showed openness in interactions, empathy, or presented content in ways that captured students' attention, nor did they give recognition or appreciation for students' efforts, and displayed a positive attitude and equality. This gap indicates areas for improvement within the institution.

Keywords: Effectiveness, Interpersonal, Communication, Learning System

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## INTRODUCTION

Education is a learning process or activity in which interaction occurs between those who teach (teachers) and those who learn (students), which can be structured in the form of a certain system with the aim of improving skills, knowledge, insight and human values. The key to success in the learning process is the teacher's ability to build effective communication with students. The success of a teacher's teaching method is determined by the effectiveness of the communication process that occurs during the teaching and learning process where mutual communication is required between teachers and students, including interpersonal communication (Mulyani et al., 2020). (Mauludi, 2016) (Hasibuan et al., 2023)

In the context of educational communication, teachers should fulfill all the prerequisites for effective communication in delivering lessons (Janna & Arni, 2021). If not, the learning process will be difficult to achieve maximum results. Various problems will arise when the communicative relationship between teachers and students does not run optimally. (Burches & Burches, 2020)

Based on this description, researchers are interested in conducting research related to the effectiveness of the learning process in one of the educational institutions that provides a lot of educational material related to exact sciences.

The problem formulation in this research includes: "What is the effectiveness of interpersonal communication between teachers and students in the learning system (Case Study at Wardaya College)?"

This research aims to explore the effectiveness of interpersonal communication between teachers and students in the learning context at Wardaya College. Effectiveness is conceptualized as the achievement of planned results compared to actual results, with a focus on adaptability, job performance, job satisfaction, quality, and external assessment. Interpersonal communication, as explained by Rachma Putri et al. (2022), is a direct interaction between the communicator and the communicant that allows direct influence and feedback. Key factors for achieving effective communication include the suitability of the message to the communicator's intentions, acceptance of the message by the communicant, and concrete follow-up. Devito and Liliweri identified elements such as equality, empathy, expressivity, cooperation, and closeness as keys in creating and measuring the effectiveness of this interpersonal communication.

The framework of thinking in this research is:



## RESEARCH METHODS

This research uses a case study approach. Usually, the events observed or raised, hereinafter referred to as cases, are actual or real things, which are happening or taking place, not events in the past. Regarding questions commonly asked in the case study method, to understand phenomena in depth, even to explore and elaborate them, Yin wrote (1994: 21) that case study questions are not only related to "what", (*what*), but also "how". (*how*) and "why" (*why*). "What" is used to obtain descriptive knowledge, "how" to obtain explanatory knowledge, and "why" to obtain deeper knowledge, namely the reasons something happens and is explored. Deeper (*explorative knowledge*). The use of "how" and "why" questions is considered very appropriate for gaining in-depth knowledge about phenomena or things that occur. The choice of question will also determine further explanation of the data displayed. (Endraswara, n.d.)

In case study research, researchers seek to develop an understanding of the phenomena under study, based on the perspective from which they are being studied. Researchers using the case study method believe that their self-reactive efforts to "reinforce" existing theories and their own values enable them to understand and represent the experiences and actions of their informants more adequately than would otherwise be possible and that they may not completely exclude their own perspectives. total. (Miles & Huberman, 1994)

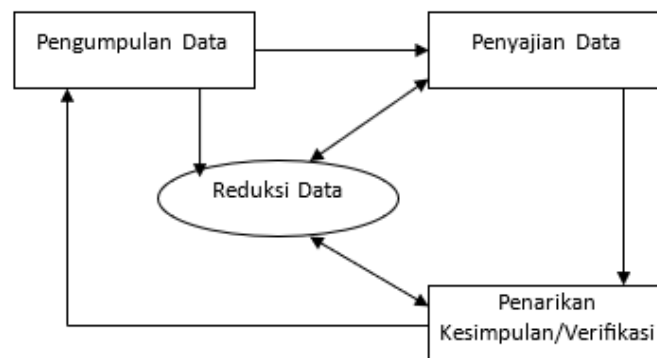
This research was conducted at an educational institution called Wardaya College with the research object being teacher and student communication. The population used as objects in this research were 26 teachers and 85 students and the research sample was 5 teachers and 11 students at Wardaya College.

The variables related to this research are interpersonal communication. The indicators for measuring interpersonal communication are:

- a) Openness
- b) Empathy (Empathy)
- c) Supportive Attitude (Supportiveness)
- d) Positive Attitude (Positiveness)
- e) Equality

The data collection techniques and methods used by researchers to obtain data in this case study research were obtained from the results of observation, interviews, documentation, and combination/triangulation.

Data analysis in case study research is carried out during data collection and after data collection has been completed within a certain period. At the time of the interview, the researcher had carried out an analysis of the interviewee's answers. When the answers given after analysis are felt to be unsatisfactory, the researcher will continue with other questions, until a certain stage, data is obtained that is considered credible. The following 3 (three) interactive steps in the case study analysis are carried out:



1. Data reduction is a form of analysis by sharpening, classifying, directing, removing unnecessary, and organizing data in such a way that final conclusions can be drawn and verified.
2. Data presentation is carried out by combining information that is arranged in a coherent form so that the analysis can see what is happening and determine whether to draw the correct conclusions or whether to continue carrying out the analysis according to the suggestions expressed by the presentation as something that might be useful.
3. Next draw conclusions. It needs to be done loosely, remaining open and skeptical, but conclusions are provided, at first unclear, but then increasing in detail and firmly rooted.

Furthermore, case study research must reveal objective truth. Therefore, the validity of the data in a study is very important. Through the validity of the data, credibility (trustworthiness) of case study research can be achieved.

## RESULTS AND DISCUSSION

Effective interpersonal communication has long been known as one of the foundations for the success of an organization. Therefore, a teacher must know the effectiveness of interpersonal communication in order to help in the learning process.(Hasibuan et al., 2023) (DeVito & DeVito, 2019)

Communication effectiveness will only be possible if communication goals are achieved well. If students achieve learning goals, teacher communication in learning is

understood to be effective. That means teaching effectiveness is achieved. Whatever the teacher communicates in teaching can be understood by students according to what is desired precisely.

In essence, most teachers' work uses the process of communicating with students. Teacher communication may give rise to misunderstandings (Sabar et al., 2023). Because there are many factors in the teacher's work, sometimes students cannot refute what the teacher says because the teacher has strong authority so that students find it difficult to understand what is being said while the teacher feels that the students understand what is being said. The effectiveness of interpersonal communication can be seen from several components described below along with the results of interviews with several predetermined respondents:

**A. Openness**

The openness (*openness*) of an interpersonal communicator is said to be effective when an individual must be open to the people he interacts with, and the willingness of a communicator to respond honestly to communication stimuli that arise. (Patel, 2021)

**B. Empathy**

Empathy is an ability with a combination of cognitive and affective dimensions, without leaving the realm of behavior that makes this ability real. Personal responsibility to do something for another individual will function effectively if it is realized in the form of behavior. The combination of empathic abilities will help individuals accurately and proportionally see the problems they face. (Widodo et al., 2021)

**C. Support**

In interpersonal communication, an attitude of support is needed on the part of the communicator so that the communicant wants to participate in the communication. Support is giving encouragement or inspiring enthusiasm to other people in a communication relationship through behavior that gives rise to supportive behavior such as problem orientation, namely inviting people to work together to find solutions to problems, jointly setting goals and deciding how to achieve them. This can be done and planned in a meeting schedule between teachers and students or students' parents. (Fazhari & Rudianto, 2022)

**D. Positive Attitude**

Supporting factors for classroom teacher interpersonal communication with students are success in implementing positive attitudes with students, students responding to the messages conveyed by the teacher (Güleç & Leylek, 2018). Teachers must have the responsibility to communicate positively with students by using appropriate intonation when speaking, vocabulary that is understood and appropriate for student development and not intimidating with harsh or negative words. (Khartha et al., 2022)

**E. Equality**

An attitude of recognizing that each individual in interpersonal communication effectiveness interactions is equal, considering no one superior to others, encouraging a supportive attitude and opposing an attitude of superiority. Equality is the recognition that each party has something important to contribute. Equality also means being equal in level and position, which makes the flow of interpersonal communication acceptable to the communicator and the communicant. (Gunung & Darma, 2019)

Interpersonal communication will be more effective if the atmosphere is equal, because both parties have equal value and worth and both have something important to contribute, such as similar views, interests, attitudes and similar ideologies and values. Teachers need to show themselves as equal to others, avoiding being seen as superior

or arrogant. And not portraying himself as the smartest person in class (Iriantara, 2014: 119).

The gap between teachers' opinions and students' opinions from the five indicators outlined in the table is as follows:

**Table 1 Mapping the Gap between Teacher and Student Input**

Indicator	Question	Teacher's Answer	Student Answers
Openness	What model of interpersonal communication do you as a teacher implement in the learning process?	<p>What model of interpersonal communication does the teacher implement in the learning process:</p> <ol style="list-style-type: none"> <li>1.Oral one to many face to face</li> <li>2. Oral one-on-one face to face</li> </ol> <p>Method so that students understand the material in learning evenly</p> <ol style="list-style-type: none"> <li>1. Explore initial understanding</li> <li>2. Presentation</li> <li>3. Question and answer</li> <li>4. Quiz so that students learn independently</li> </ol> <p>How the teacher pays attention to all students in learning:</p> <ol style="list-style-type: none"> <li>1. Look at the student's face</li> <li>2. Pay attention to their activity</li> </ol> <p>ALL TEACHERS repeat the explanation if there are still students who do not understand the lesson</p>	Not all
	Do all teachers show openness in interacting and communicating with students?	Teacher's openness in conveying all material: Convey everything as it is	Not all
	Do all teachers show a friendly attitude towards you as a student?	Yes, all teachers show a friendly attitude towards students	Almost all

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	Do all the teachers look happy and enthusiastic when talking to you as a student?	Yes, all teachers try to show a happy and enthusiastic attitude when talking to students	Not all
Empathy (Emphaty)	Do all teachers show concern for you as a student?	The teacher pays attention to each student in the learning process: 1. From facial expressions 2. From gestures 3. From the interactions that occur	Not all
	Do all teachers respond well to students?	All teachers always give good responses to students	Not all
	Do all teachers pay attention to students' feelings or moods during the learning process ?	How teachers show empathy for what students are experiencing 1. Encourage to speak 2. Invite to talk one-on-one	Not all
	Do all teachers praise students for positive behavior?	All teachers always praise students for positive behavior	
	How do teachers understand students' desires so they can make students comfortable?	All teachers carry out personal interactions if there are non-ideal conditions for students	Not all
Support (Supportiveness)	Do you as a teacher make students enjoy communicating? What do students think?	All teachers try to make students happy to communicate with them	Friendly, cool, social, humorous, patient When the teacher isn't busy Responsive, relaxed Treat students as friends Can joke Continue
	Do all teachers always provide support to motivate	All teachers always provide support to motivate students in the learning process	Not all

	students in the learning process carried out individually or in groups?		
	Do all teachers deliver content in ways that attract students' attention?	All teachers present content with things that attract students' attention	Not all
	Do all teachers give recognition or appreciation for the efforts made by students?	All teachers give appreciation or appreciation for the efforts made by students	Not all
Positive Attitude (Positiveness)	Do all teachers respect every difference in students?	YES	Not all
	Do all teachers accept differences of opinion between teachers and students?	YES	Almost all
	Do all teachers think positively about you as a student?	YES	Almost all
	Do all teachers always build a conducive and positive atmosphere in the classroom?	YES	Not all
Equality	Are all teachers able to communicate well in two ways with you as a student?	YES	Not all
	Do all teachers recognize the importance of student attendance?	YES	Not all
	Are all teachers able to put themselves on an	YES	Almost all

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	equal footing with students?		
	Do all teachers always try to build communication using language that places them in an equal position (not higher or lower) with students?	YES	Not all
	Things that make you respect your teacher:	---	Friendly, easy going, easy to discuss, humorous The three teachers know when to be serious and when to joke When he has respected me and I will do the same to him Be patient with students, can keep the class conducive kind, informative, patient, disciplined, firm Very clever Interesting, can give attention, care Always respect students always giving encouragement

Based on the opinions of teachers and students in the table above, it shows that there is still a gap between teachers' opinions and students' opinions. From the teacher's opinion, the teachers have carried out interpersonal communication, provided methods that are easy for students to understand, show an empathetic attitude towards students, always provide motivational support to students, always give a positive attitude to students, and are able to place themselves on an equal footing with students during learning activities (Mauludi, 2016). teaching in schools. However, these things are not in line with the opinions of several students who were respondents. This is because according to the average student answers, not all teachers show an attitude of openness,

empathy, support, a positive attitude, and an attitude of equality towards students.(Florina, 2017)

The things that can make students show respect for all teachers in the students' opinion are the attitude of all teachers who are friendly, *easy going*, easy to discuss, humorous, when the teacher knows when to be serious and when to joke. If all teachers respect students and students will also do the same for teachers. Students also hope that all teachers can be patient with students, can keep the class conducive, kind, informative, patient, disciplined, firm, very intelligent, attractive, can pay attention, care, always respect students, and can always provide encouragement.

## CONCLUSION

Based on the research results and discussion above, it can be concluded that the effectiveness of interpersonal communication between teachers and students at Wardaya College's learning system still presents gaps. Firstly, while some teachers demonstrate openness through verbal communication, not all students find it easy to understand them, and not all teachers consistently display openness, happiness, and enthusiasm when interacting with students. Secondly, although many teachers show empathy, some students feel that not all teachers exhibit this empathetic attitude. Thirdly, while teachers generally provide support, some students believe not all teachers effectively deliver content that engages students or provide adequate appreciation for students' efforts. Fourthly, although teachers generally respond positively to questions, some students indicate that a few teachers do not consistently display this positive attitude. Lastly, while teachers generally maintain an attitude of equality with students, some students feel that not all teachers treat them equally.

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