

COMMUNICATION PROCESS IN EDUCATION

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Abstract

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners actively develop their potential. In an effort to dig up and develop the potential of students, teaching the original paradigm shift to learning paradigm is really needed. This paradigm shift that requires teachers and students involved should be active, effective, creative and fun. To achieve this *PAKEM*, it needs to understand communication in the education. Therefore, this paper adopts the communication process, Schramm to see communication in education. In conclusion, every faculty, and instructional media developers, need to understand the communication model because the learning process is basically the process of communication. So the success and failure are a successful learning and communication failures built by the teacher. In connection with this, the developers of the media need to understand that the development of instructional media geared to help get the message (subject) to be conveyed correctly understood by the receiver of the message (the student). And when teachers teach in the classroom or deliver messages, subjects must use the form effective communication to get the message delivered to precisely target and achieve optimal results as expected. Use language (symbols) as simple as possible, and avoid the use of scientific language which is difficult for the students, and avoid words that have multiple interpretations.

Keywords: Communication, Education, Learning, Process

INTRODUCTION

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners actively develop their own potentials (Education Law Chapter 1, 1 (1) no. 20/2003). This the purpose of education was born in the 1998 reform, which upheld the ideological principles of democracy, autonomy, and justice and uphold human rights. Ideology was a legal basis for the education paradigm change that paradigm was from teaching to learning.

This paradigm change is education reform that opens opportunities for more active learners develop the potentials that exist within themselves. Simply put in the paradigm of teaching, more active teachers give students knowledge and more listening. The learning paradigm privileges or encourages students to be more active in developing their own potential and role of directing the mentor teacher, motivating and controlling. However, in reality the ritual " the teachers teach, students hear " still widely practiced.

The shift in paradigm gives the impact on the model of communication used in the world of education. The learning model is active, creative, effective and fun or shortened by *the grip/PAIKEM* requires dialogical relationship which is apparent between teacher and student, where the emphasis is on learning by students (*student of learning*) and not teaching by the teacher (*teacher of teaching*) (suryosubroto, 1997: 34). the relationship of dialogue as between teacher and students are part of the communication process. Therefore, active learning model, creative, effective and fun may occur when the communication between teachers and students is going well. Teachers and students are components of the communication in education. However, the components of educational communication is not only teachers and students, there are still some elements, namely message, media barriers and feedback.

The components of this communication adopted model, Wilbur Schramm. When communication is applied in the world of education, this discussion will be an educational area. When the components of educational communication work effectively, certainly educational problems that occur can be resolved. For that writing is important to help understanding of the teaching force starting from kindergarten, elementary, junior high/ *MTS*, *SMA/SMK* and colleges relate to the importance of effective communication.

LITERATURE REVIEW

Communication of Interaction Model

The theory of communication used is a theoretical model interactionalist. The use of this model is considered very suitable to discuss educational communication because the communication that occurs within the education required interaction between teachers and students are supported by a system of active learning, creative, effective and fun.

The interactional model developed by Wilbur Schramm in 1954 emphasizes on the process of two-way communication between the communicator (communicator and communicant). In other words, a two-way communication is from the sender and the receiver and from the receiver to the sender. This circular process shows that communication is always taking place. The participants of communications under interactional models are the ones that develop human potential through interact socially, precisely by taking the role of others. It is noteworthy that this model puts the source and the receiver have an equal position. One element that is essential for the model interaction is the feedback or a response to a message. The communication process can occur when there is no interaction between humans and the delivery of messages to make communication motives.

Stage of the communication process

This model explained that the communication process runs circularly, each actor, in turn acts as a communicator/source and communicant/receiver. The communication process can be described as follows. *First*, communicators first take the initiative as a source/communicator forming messages (*encoding*) and pass through a particular communication channel to the opponent of communication that acts as a receiver/communicant. Communication channels are used vary. *Second*, the recipient/communicant then after receiving the message will interpret (*decode*) the message received. When he (receiver / communicant) has a response or reaction he then formed a message (*encoding*) and relay it back. This time, acts as a source, and the response or reaction is referred to as feedback. *Third*, the source/first communicator now acts as a receiver/communicant. He will define and interpret the messages it receives, and if no response/reaction, he again will shape the message and relay it back to its communication partner. According to this model, each communication actors will be involved in the process of forming the message (*encoding*), interpretation (*interpreting*) messages, and receiving and decoding the message (*decoding*).

DISCUSSION

Definition of Educational Communication

In general, the communication can be defined as a process of delivering a message from the source to the receiver of the message with the intent to influence the recipient of the message. From this concept, there are two things that mean the communication: *first*, communication is a process, the activities to achieve the goal of communication themselves, in other words, communication is designed and aimed to achieve the goal. *Second*, in the communication process always involves three components of the core/critical which is the source of the message, the person who will convey or communicate anything, the message is anything to be conveyed, and the receipt of the message that people who will receive information (Sanjaya, 2014: 79). These three components are the basic components of communication that can not be eliminated because if one of these components is missing, the communication process can not be done.

By law, education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners actively develop their own potentials (Education Law Chapter 1, 1 (1) no. 20/2003).

There are a few things into consideration in the study of educational communication in depth, considering the field of this study has a deep connection. First, the world of education requires a comprehensive understanding, holistic, fundamental and systematic use of communication in the learning process. Without the spirit of good communication, education and orientation will lose the way in building qualities expected *output*. Almost 80% of the activity of teachers (teachers/lecturers) in the classroom is an activity of communication, both verbal and nonverbal. Therefore, the students' understanding of the proceeds of bad material is not necessary because the teachers do not master the materials, it may be because the method of communication is not good in front of students.

Second, communication education will show the direction of the process of social construction realities in the education. As theorists of the sociology of knowledge said Peter L. Berger and Thomas Luckman in the *Social Construction of Reality*, reality is constructed by the meanings that are exchanged in the actions and interactions of individuals . Thus, it is understood that reality is dynamic and intersubjective. The process of constructing meaning certainly is not free from the process of institutionalization and legitimacy to establish something so that the pattern becomes an objective reality, at the same time there is also a subjective dimension and internalization as the construction process. That is, communication education can contribute very importantly in the understanding and practice of interaction as well as the actions of all individuals involved in education. Education will not be able to realize the value of the group that is divided (*shared group consciousness*) without the support of communication.

The communication education can be interpreted as the communication that occurs in an atmosphere of an educator. Thus, the education is a process of communication or information message trips that crisscross the fields or educational events. Here, communication is no longer free or neutral, but controlled and conditioned for educational purposes. The learning process is essentially a process of communication, delivering a message of introduction to the receiver. The message conveys in the form of content or teaching poured into symbols of communication, both verbal (word and writing) and non-verbal. This process is called *encoding*. The interpretation of the symbols of the communication by the students is called *decoding*.

In the world of education, communication is the key determinant sufficient to achieve goals. A teacher, no matter how clever and extensive knowledge, if not able to communicate thoughts, knowledge, and insights, will certainly not be able to provide the transformation of knowledge to the students. Clusters of only a wealth of knowledge of self is not channeled to the students. Therefore, the ability of communication in education is very important.

The Process of Education Communication

In everyday life, man can not be separated from the communication each other. Similarly, in the activities of the learning process, teachers obtain communicate with their students in order to deliver information. Proses communication is basically an attempt to establish *an area of experience* between communicants and communicators (Anita 2009: 274). To illustrate how the process of communication in the learning/education, look at the image below:

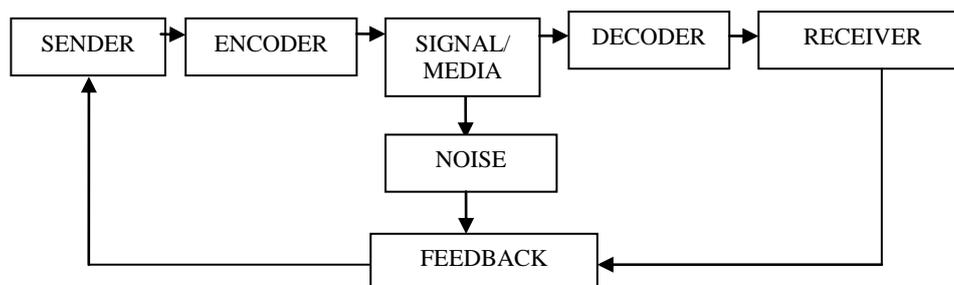


Figure 1. Schramm Communication Model (Sanjaya, 2014: 85)

In this model, communication is not just delivering a message but how messages are processed through an encryption (*encoder*) by the sender and decoded by encoding the (*decoder*) conducted by the communicant and during the translation process. It is possible that there are various disturbances (*noise*) either consciously or not so the possibility of mistranslation by the communicant as the recipient of the message. This is the importance of feedback (*feedback*) to see if the message is communicated according to the purpose communicator or not. Based on the above picture, the components of communication in education as follows (Sanjaya, 2014: 85-86):

- a. Sender or communicator is the source of a message. In education, the teacher serves as a producer of the message, as well as the message sender/communicator. Currently, communications and information technology is so rapidly evolving, there is a possibility that teachers could act as a producer message, while the sender message is the transmission medium with different variations. In order to deliver the message effectively, there are two conditions that must be met by the teacher as a communicator, the first, the confidence, the teacher should be able to show his skills in front of students because of this belief will cause a great motivation and increase the skills and attitudes. Second, the skill is the ability to convey a message with a variety of learning strategies that attract and cause excitement in learning.
- b. An encryption or encoding is the process undertaken by the communicator to pack the intent or message which is in his mind into symbols; sound. Writing, gestures, and other forms are sent to the communicant. In teacher education must pack the teaching materials that will be delivered to students in the form of writing, speech or movement. This message can take the form of ideas, concepts, facts, principles, and procedures. That message conveyed by the teacher must be understood: *first*, it has appeal for that message should be designed/organized such a way that catch the attention of students. Secondly, according to the needs of students. Third, within the *area of* the same *experience* with the students. Four, students take an active role in the learning process.
- c. Channels and media is a place where messages in the form of symbols is passed from the communicator to the communicant. This communication channel is in the form of the human senses. Therefore, people can send messages in writing, by mail, books, blackboards or facsimile and others. The message is the voice which can be delivered directly, or through a loudspeaker, cassette, recorder, radio, and others. Audio-visual messages can be delivered through a movie projector, TV, and so on. All media can be used in the learning process. However, teachers need to select appropriate methods to teach the material subject/field of study. Would be better if the teacher is not only using one method alone but combine several methods. Thus, the shortcomings inherent in the method can be supplemented by other methods.
- d. Encryption reset (decoding) is the process undertaken by the communicant to interpret the received symbols that become meaningful. Understanding of the acceptance of the message received is the result of communication. Students ' understanding of the teacher's explanation or contrary interpretation of the teacher to the students' answer is the process of re-encoding or decoding.
- e. Recipient or communicant
In the process of learning, the communicants are students as recipients of the message. Nowadays educational paradigm has changed from centered learning teacher (teacher centered) to a learning-centered learning (student centered). The success of the learning here is also influenced by the ability of students, awareness of the need learning and great attention to the process of learning self-regulated or self-directed (Anitah, 2009: 278).
- f. Feedback (*feedback*)
That information back from the communicant to the communicator as a response to beam is delivered by the communicator. From this feedback, the communicator can recognize communicant understanding and reactions to the message it sends. With the feedback will form two-way communication. In the world of education, feedback is very important, given

the current educational paradigm. Through feedback, the communicator will determine whether the material presented has been understood or not by students, whether there are misperceptions calm the message. If there are difficulties students understand the message being communicated, no further action is needed to do.

Every teacher and of course the instructional media developers need to understand communication model because the learning process is basically the process of communication. So the success and failures of learning are basically the success and failures of communication constructed by the teacher. In this regard, the developers of the media need to understand that the development of instructional media geared to help get the message understood by the recipient of the message (Sanjaya, 2014: 88).

The Effectiveness of Education Communication

A teacher whose students in the class have to think of an effective communication to get the message delivered to the precisely target and achieve optimal results as expected. Therefore, teachers should use language (symbols) as simple as possible, avoid using scientific language soar elusive students, and avoid words that have multiple interpretations. Thus, students will gain an understanding as intended by the teacher.

Basically, an educator or teacher is a communicator. The learning process that takes place in the classroom is a process of communication. In the context of communication education, teachers should meet all the prerequisites of effective communication in delivering the lesson. If not, the learning process will be difficult to achieve maximum results. Problems will arise when the communicative relationship between teachers and students are not running optimally.

A critical aspect to be noticed by the teacher, which is how he becomes a figure favored by the students. Indeed, this aspect is not directly related to learning, but this aspect is decisive. One condition that can not be compromised in the process of communication teachers and students is the open of mind and feelings. Very likely a qualified teacher of effective communication, but it is still not optimal because the communication between the two is a problem in the relationship. For example, teachers less like students, or students personally do not like the teacher. This means possible for the mind and feelings of each to accept what is presented (A. Halim, 2005: 76). Under these conditions, very difficult to confirm the creation of the same significance is the purpose of communication.

In educational communication, there are three factors that can affect an effective communication, which lies in the communication process of education that are taking place. Factors are such as the following:

- a. Encryption. Encryption occurs when the sender translates the information to be sent into a series of symbols. Encryption is necessary because the information can only be transmitted from one person to another through their representatives or symbols. Communication is the object of encoding. Sender sought to establish the meaning commonly understood by the receiver by selecting symbols, usually in the form of words or gestures, which is trusted by the sender so as to have the same meaning to the recipient.
- b. Cognition. Cognition is the process undertaken by the recipient to interpret the message and translate it into information that has meaning. For this process, there are two steps that must be taken, the recipient should receive the message and interpret them. Cognition is influenced by the experiences of the recipients, personal judgments about symbols and gestures which are used and in common sense by the poster.
- c. Disturbance. The disturbance is any factor disturbing, confusing or interfering communication. Disruption can arise in:
 1. The communication channel is not smooth, both internally (when the receiver does not notice) and external (when the message is interrupted by other sounds from the environment).
 2. Delivery method (such as air for oral speech or a paper for the letter).

3. Lack of cooperation.
4. Differences in perception and language. To overcome this, the message must be explained so that it can be understood by recipients who have different views and experiences. Disruption can occur at any stage of the communication process. Very disturbing nuisance is especially in the phase encoding and understanding.

In addition, there are eight principles that need to be done so that communication can be done effectively, as follows (Naim, 2011: 73):

1. Think and speak clearly.
2. There is something important to say.
3. There is a clear goal.
4. Mastery of the problem.
5. The understanding and implementation process with consistent communication.
6. Get the empathy of the communicant.
7. Always maintain eye contact, the sound is not too loud or weak, and to avoid bullies greeting.
8. Communication should be planned (what message you want to communicate, communicant who intends make a clear scenario, and should prepare themselves to master the problem).

CONCLUSIONS

Communication has three senses: first the process of delivering a message from the communicator to the communicant (the material and the way as determinants). Second, the process of delivering the idea communicator to the communicant (messaging as determinants). Third, the process of creating meaning, the sender of the message recipient balanced. In communication, there are several components involved is a communicator, an encryption/encoding message. Channel/media, re-encoding/decoding, the communicant and feedback. When the communication process is in a favorable climate, the communication will be effective. With the advancement of information technology, learning can be done using this type of technology.

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