

## **ANALYSIS OF COMMUNICATION PATTERNS BETWEEN TEACHERS AND STUDENTS ON THE LEARNING DISCIPLINE OF MADRASAH IBTIDA'YAH STUDENTS**

Rindi Yanika Maryanti<sup>1</sup>, Moch. Bahak Udin By Arifin<sup>2\*</sup>

<sup>1,2</sup>Universitas Muhammadiyah Sidoarjo

<sup>1</sup>rindiyanikamaryantirm@gmail.com , <sup>2</sup>bahak.udin@umsida.ac.id

### **ABSTRACT**

*It is found in many educational institutions in big cities and small towns or inland, especially at the elementary school or Madrasah Ibtida'iyah level, that students are predominantly undisciplined in carrying out their obligations as students. This problem is further strengthened by the teacher's communication pattern, which is not implemented intensively and maximally evenly with students, making students undisciplined in carrying out all their obligations. Therefore, the researcher's aim in taking this topic is to discover how the communication patterns between teachers and students correlate with learning discipline and how effective teacher-student communication is with student learning discipline. In this research, the researcher used a quantitative descriptive approach to find answers to the discussed problems using the prerequisite, validity, reliability, and normality tests. To find out the relationship between communication patterns and discipline, researchers used a simple correlation test, and to find out how effective communication was on discipline, researchers used regression analysis. After the teacher and student questionnaires have passed several tests, the questionnaire statement sheet is obtained and outlined with the results of calculations from the research that has been carried out, that the communication patterns established by teachers with students have a close relationship in improving the learning discipline of elementary school students. It can be concluded that by establishing effective, maximal, and intense communication, teachers can improve students' learning discipline and obtain learning results that align with each lesson's expectations and objectives.*

*Keywords: teacher and student communication patterns, learning discipline*

### **ABSTRAK**

Banyak dijumpai pada lembaga-lembaga pendidikan baik di kota besar maupun kota kecil atau pedalaman, khususnya pada tingkat Sekolah Dasar atau Madrasah Ibtida'iyah, sebagian besar siswanya kurang disiplin dalam menjalankan kewajibannya sebagai siswa. Permasalahan tersebut semakin diperkuat dengan pola komunikasi guru yang tidak dilaksanakan secara intensif dan merata secara maksimal kepada siswa sehingga menjadikan siswa tidak disiplin dalam menjalankan segala kewajibannya. Oleh karena itu, tujuan peneliti mengambil topik ini adalah untuk mengetahui bagaimana pola komunikasi antara guru dan siswa berkorelasi dengan disiplin belajar dan seberapa efektif komunikasi guru-siswa dengan disiplin belajar siswa. Dalam penelitian ini peneliti menggunakan

pendekatan deskriptif kuantitatif untuk mencari jawaban permasalahan yang dibahas dengan menggunakan uji prasyarat, validitas, reliabilitas, dan normalitas. Untuk mengetahui hubungan pola komunikasi dengan disiplin peneliti menggunakan uji korelasi sederhana, dan untuk mengetahui seberapa efektif komunikasi terhadap disiplin peneliti menggunakan analisis regresi. Setelah angket guru dan siswa lolos beberapa kali pengujian, maka diperoleh lembar pernyataan angket dan diuraikan dengan hasil perhitungan dari penelitian yang telah dilakukan, bahwa pola komunikasi yang terjalin guru dengan siswa mempunyai hubungan yang erat dalam meningkatkan pembelajaran. disiplin siswa sekolah dasar. Dapat disimpulkan bahwa dengan menjalin komunikasi yang efektif, maksimal, dan intens, guru dapat meningkatkan kedisiplinan belajar siswa dan memperoleh hasil belajar yang sesuai dengan harapan dan tujuan setiap pembelajaran.

Kata Kunci: pola komunikasi guru dan siswa, disiplin belajar

### **A. Introduction**

Communication is transferring symbols from the source of the conversation to the recipient, whose meaning needs to be understood to create a communication activity (Pohan & Fitria, 2021). Communication can also be interpreted as a process built by people who want to get closer to their personal to provide meaning so that the person they are talking to can understand the content of the message they want to convey (Nisa & Sujarwo, 2020). It can be concluded that communication is contact between people individually and in groups because communication is an important part of human life. Since humans were born, there has been indirect communication with the natural world around them. Human movements and cries are evidence of communication contact with the natural environment (Rahmah, 2018). Communication can bring various meanings in the life of every human being who exchanges ideas regarding all kinds of sources of information from different corners of the world, the mood that is being felt, multiple forms

of communication expressions that have been carried out by humans based on various reasons for starting communication (Wulur & Hoironisa, 2019).

Each relationship background requires patterns and forms to start communication. A communication pattern is a simple picture in which one subject is related to another, the process of sending and receiving messages correctly so that the message can be received well and understood (Muslim et al., 2023). Therefore, you must build a strategic communication pattern with students to create and realize a learning goal optimally. So that students can understand the material that the teacher will present and avoid things they don't want.

The primary step that teachers must take is to be creative and innovative in optimizing communication process patterns (Susanto et al., 2021). To change student behavior for the better and to create a more active learning atmosphere so they are not embarrassed to communicate subject matter they may not understand. However, if you only rely on

communication pattern strategies to optimize learning, if it is not balanced with creative and innovative learning model strategies, all efforts will be in vain. Because to make students confident in communicating learning to teachers, teachers must be creative and innovative in processing the class to keep up with the era of development that continues to advance rapidly.(Siswa, 2021). How to liven up the classroom atmosphere to make it more comfortable and prevent students from getting bored and fed up when learning. So teachers must be creative and innovative in enlivening the classroom atmosphere through the latest learning models by utilizing technological media provided by the school.

However, quite a few teachers are already comfortable using traditional techniques or learning models with lecture techniques that they apply from year to year, namely the conventional learning model. Conventional learning is an activity based on the teacher's and students' agreement.(Kanaah & Mardiani, 2022). However, the application of this learning model does not work according to its definition, which means that if an agreement has been reached between two parties, it is based on a mutually beneficial agreement. In reality, it is precisely the teacher who benefits from simply completing his duties as a teacher. That is, he explains the material and then finishes without caring whether the students understand the material he has presented. Indirectly, teachers instill a feeling of not caring about students. This prevents students from solving a problem through communication built between teachers and students.(Fransisca, 2021).

This incident made students reluctant to interact with anyone. Both

with fellow students and teachers who do not pay attention to these students. Making social and spiritual aspects decline.(Sukarni, 2021). From a social perspective, students tend to close themselves off from everything around them. Students tend to be engrossed in a world that makes them comfortable. At the same time, the spiritual aspect will damage the morals of students, who were previously known as cheerful, polite, and obedient students, and change drastically because students no longer have the comfort and trust of teachers who should be role models outside of school. Because one of the superior elements of learning is social, in this context, the social system describes the most significant role of teachers towards students, interactions between teachers and students, as well as teacher achievement targets that want to be realized because the principle contained in the context of social interaction is working together to solve problems. A problem jointly between teachers and students.

Several previous studies discuss the same problem regarding how teachers develop communication methods to create discipline in student learning; however, previous research explains how to motivate students to create a conducive teaching climate.(Walimah, 2021). This conducive teaching climate is an orderly, disciplined, and passionate learning system. This means that in the teaching and learning process, there must be reciprocity between teachers and students to get satisfactory results and achieve a learning goal.(Nurhayati, 2019).

Motivation in the spirit of learning is felt insufficient to solve problems; in almost all corners, many students still refuse the directions given by the teacher to carry out an activity in

learning.(Hayati & Setiawan, 2022). They start with essays and multiple choice homework, which are not completed within the specified time. Even though the time given is quite long to complete the homework. However, at collection time, quite a few students make excuses for not doing their homework. The dominant reasons expressed by students were forgetting and not knowing. The teacher has given clear instructions, and at the end of the lesson, the teacher always reminds students that homework must be submitted at the specified time.

In the discussion of previous research, it was also explained that each student's potential should be developed. (Triwardhani et al., 2020). Because every student has different potential, this potential can be developed through learning strategy models involving parents. (Amaliyah & Rahmat, 2021). The strategy that must be developed is how the teacher, before the lesson, designs the appropriate learning model to be applied to the class; of course, the teacher's communication with students must also be strategic. To get effective learning results, there must also be encouragement from parents who must take the time to communicate intensely with their children. Ask whether the child faces any problems and difficulties when learning. It is necessary to carry out a compact combination between teachers and parents to solve children's disciplinary problems in the learning process.

The dominant previous research only discussed how to motivate students to learn so that they obey all orders instructed by teachers and students. Understanding motivation is a series of encouragement or driving forces given by the teacher to carry out

learning activities to find the desired results and goals.(Muawanah & Muhid, 2021).

Encouragement or incentives alone don't seem enough to apply to students in the current era because they are very ineffective if you look at the development of the times, which also causes students' characters to change over the years. So, in this research, it is necessary to improve student learning discipline through intense communication pattern strategies that teachers build with students. Communication created intensively by teachers with students and discipline in learning is to improve student achievement in the academic field and produce the nation's next generation who are active, communicative, and disciplined(Junaidi, Andi Syahputra, Asmarika, Riska Syafitri, 2023). Teachers are expected to be more communicative and creative in developing learning models.

Therefore, this research focuses on determining how teacher-student communication patterns correlate with learning discipline and how effective teacher-student communication is with student learning discipline.

## **B. Method**

The approach used in this research uses a quantitative descriptive method, which aims to describe a phenomenon or event being studied. Quantitative research is based on positivistic (concrete data) research data in the form of numbers that will be measured using statistics as a calculation test tool related to the studied problem to produce a conclusion(Imron, 2019). It is hoped to find a relationship between teacher and student communication patterns and student learning discipline.

Meanwhile, descriptive research results are written based on the findings of phenomena or events during actual research or human inventions(Prawiyogi et al., 2021). To describe the communication patterns of teachers and students regarding student learning.

The data collection techniques used in this research are questionnaires, observation, and documentation. Primary data in this research are Questionnaires and observations. A questionnaire is a measuring tool to measure an event(Dewi & Sudaryanto, 2020). This questionnaire is addressed to teachers and students and contains a written statement to be answered by filling in the Likert Scale columns 1-5. The smaller the number chosen, the poorer the answer; the larger the number chosen, the better the answer. Fill in with a mark. Checklist. Second, observation is direct observation of the objects' activities and recording the phenomena or activities being researched(Maya Nuraini Faiza, 2021). Meanwhile, secondary data in this research is documentation. Documentation is a data and information collection process through photos, documents, or school archives as reinforcement or support for research data(Prawiyogi et al., 2021).

The data collected from this research consists of communication patterns between teachers and students regarding student learning discipline in elementary schools. Population is an area of subjects or objects determined by researchers to be studied and then conclusions drawn(Alamsyah & Nugroho, 2022). The population in this research is teachers and students in elementary schools. Meanwhile, sampling is a data collection technique by researchers to take relatively small

individuals from a population previously determined by the researcher to be used as research subjects(Firmansyah & Dede, 2022). he sample from this research is one fifth grade group at Madrasah Ibtida'iyah and one homeroom teacher responsible for fifth grade at MI MA'ARIF PAGERWOJO who will be studied.

The data collection techniques must be carried out coherently to find research results with valid data. Is the measuring instrument used valid (valid) or invalid(Janna & Herianto, 2021). Then, to find out whether the measurement results of the Validity test are consistent or not, even if it is done repeatedly with the same measuring instrument, it must pass the Reliability test(Janna & Herianto, 2021). Then, a Normality test is carried out to determine whether the data is a normal result(Usmadi, 2020). If the resulting data is large enough and the distribution is not 100% normal, the conclusions drawn will find the wrong answer.

Analysis of questionnaire data in this research uses descriptive analysis(Arifin & Aunillah, 2021), simple correlation test(Fransisca, 2021), dan simple linear regression analysis(Sumartini et al., 2020). Simple linear regression analysis was carried out to determine the effectiveness of teacher-student communication patterns and their influence on student learning discipline.

Then, this research's observation data analysis technique uses observation indicators, as seen in Table 1. Researchers use these indicators to determine whether the analysis of teacher-student communication patterns regarding student learning discipline has been conducted well.

Table 1. Indikator Observasi	
Indikator	Persentase
90%-100%	Very Good
80%-90%	Good
70%-80%	Fair
60%-70%	Poor

Furthermore, documentation data (Arifin & Nurdyansyah, 2018) is used to strengthen the analysis of questionnaire data and observations whether they are valid or not by including evidence of documentation attachments, which include photos related to the learning process, communication patterns between teachers and students in WhatsApp groups, Learning Implementation Plans.

### C. Findings and Discussions

In this research, after the data was obtained from data collection techniques. The questionnaire data was tested for the prerequisites for data analysis using validity tests, reliability tests, and data normality tests to find out that the data was in good condition to produce good results and be accounted for.

#### *Validity Test*

To determine the validity of each item, look at the resulting significance value. If the resulting significance value is  $<0.05$  (less than), then the data can be declared **valid**, whereas, conversely, if the data obtained is  $>0.05$  (more than), then it can be concluded that the data is declared **invalid**.

Table 2. Validity Test

Statement	Total Sig Value	Information
Item1	0.000	Valid
Item2	0.005	Valid
Item3	0.000	Valid
Item4	0.000	Valid
Item5	0.001	Valid
Item6	0.009	Valid
Item7	0.000	Valid
Item8	0.000	Valid
Item9	0.000	Valid
Item10	0.000	Valid

It is known from the data results in Table 2 that the data generated from item 1 – item 10 has a valid value of  $<0.05$  (less than). So, it can be seen from Table 2 that there is a relationship between teacher and student communication patterns and student learning discipline. This statement is based on the results of the Validity Test, which states that the Significance Value obtained from Items 1 - 10 is declared valid. This item is a questionnaire that teachers and students have filled out regarding student satisfaction with teachers and a student's level of discipline.

#### *Reliability Test*

The Reliability Test is a follow-up to the Validity Test to test only valid items. The limits used to find out whether the previous Questionnaire has passed the Validity Test states that the results obtained are valid in the Reliability Test, whether the results remain consistent, it is declared Valid, or in the Reliability Test it is declared Reliable if the data If the result is less than 0.6, the item is declared less good/less reliable. If the value obtained is 0.7, the item is declared acceptable, and if the item received is more than 0.8, then the item is displayed as very good/very reliable.

Table 3. Reliability Test

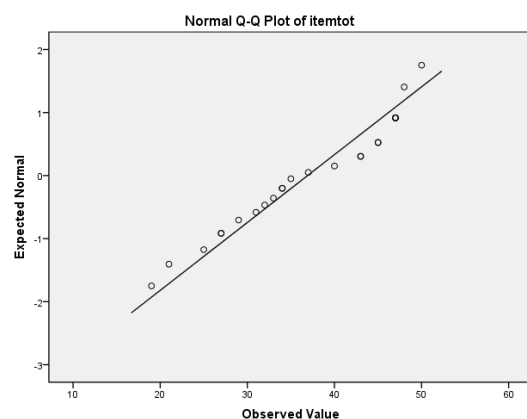
Cronbach's Alpha	N of Items	Information
0.777	11	Reliable

Based on Table 3, Cronbach's Alpha value is 0.777 (0.7), so the questionnaire item is declared "**Still acceptable.**" So, it can be concluded from Table 3 that the questionnaire that has passed the Reliability Test can still be declared consistent.

#### Normality Test

After the questionnaire has passed the validity and reliability tests, the data is then tested again using the Liliefors Normality Test to find out whether the data has a normal distribution. Data can be determined whether the results are normal by looking at the Kolmogorov-Smirnov column. If the significance is less than 0.05, it can be said not to have a normal distribution, whereas if the significance obtained is more than 0.05, it can be said to have a normal distribution.

Figure 1. Normality Test



Based on Figure 1. It is known that the data to be analyzed is normally distributed. So that data on teacher-student communication patterns regarding student learning discipline can represent the entire

population.

#### Teacher and Student Communication Patterns Regarding the Learning Discipline

The communication pattern of teachers and students regarding learning discipline is a factor that influences student learning behavior in the teaching and learning process. Based on research, there are three communication patterns between teachers and students, namely, Communication as action or one-way communication, where the teacher provides action material and receives action (Putri & Arifin, 2022). Interpersonal communication between teachers and students influences 20.2% and is significant in student discipline. Research conducted by (Walimah, 2021) shows that the level of correlation is in the moderate or quite vigorous category. The percentage of influence between teacher and student communication patterns on student learning behavior is 44.4%, while the remaining 55.6% is influenced by teacher communication.

From this research, we can conclude that teacher and student communication patterns influence student learning behavior in the teaching and learning process. Teacher communication is very important in motivating students' enthusiasm for learning in class so that students have an interest in learning and behave well in the learning process (Sari & Arifin, 2022).

In this research, to determine the communication patterns of teachers and students regarding student learning discipline, researchers used descriptive analysis, which aims to describe the research subject based on variable data obtained from the results of respondents' statements. The data is displayed as a minimum,

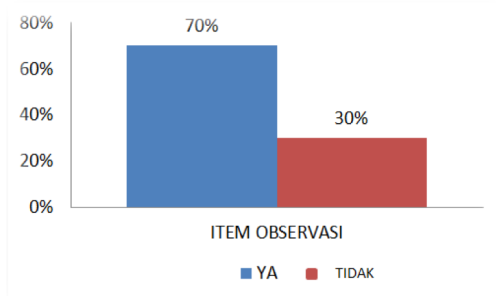
maximum, and mean table. Following are the results of the Descriptive Analysis:

**Table 4. Descriptive Analysis Results**

	N	Mini mum	Maxi mum	Me an	Std. Deviation
Communication Patterns	23	28	100	70.78	20.412
Learning Discipline	23	44	100	77.39	18.708
Valid N (listwise)	23				

Based on the results of Table 4, it is known that the number of respondents was 23 (N= 23), with the Communication Pattern Variable (X) having a Minimum value of 28, a Maximum value of 100, an average value (mean) of 70.78 from the results obtained that the communication pattern is good with std. The deviation is 20,412, while the Learning Discipline (Y) variable has a minimum value of 44, a maximum value of 100, and an average value (mean) of 77.39. From the results obtained, good learning discipline has a std value—Deviation 18.708.

**Figure 2. Observation analysis results**



Meanwhile, the data from the analysis of communication pattern observations carried out by the

teacher with figure 2 students showed that the results stated that with a YES answer of 7 and a NO answer of 3, the percentage obtained was 70% with a Fairly Good Indicator. These results show that teacher communication with students has good enough indicators to get a 5B level of student learning discipline at MI Ma'arif Pagerwojo.

Good communication patterns between teachers and students are crucial in building a productive learning environment and supporting students' academic growth and personal development(Daga, 2021). Effective communication involves openness from both parties, where the teacher creates an atmosphere where students feel comfortable expressing opinions and questions without fear of being judged(Regianti & Nurdyansyah, 2023). Part from that, equality in interaction is an essential basis, allowing for a mutually respectful exchange of ideas and knowledge between teachers and students(Derson & Gunawan, 2021). Eachers who listen actively to students' needs and aspirations can build strong relationships, encouraging students to be more courageous in speaking up and involved in the learning process.

Good communication between teachers and students also includes the teacher's ability to convey material clearly and interestingly(Tusaroh & Juhji, 2020). Teachers need to choose language appropriate to student's level of understanding and ensure that instructions are delivered in a way that is easy to understand. Encouraging participation is also an essential element, where teachers encourage students to contribute actively to class discussions or other learning activities. Teachers can strengthen positive communication and increase student learning motivation by



providing constructive feedback and involving students in the evaluation process (Ardana et al., 2023). Overall, good communication patterns between teachers and students are not just a tool for transferring information but also the foundation for creating a learning environment that is fun, inclusive, and supports students' holistic growth.

### **Effectiveness of Teacher and Student Communication Patterns on Student Learning Discipline**

The effectiveness of teacher and student communication patterns to determine how effective teacher and student communication patterns are in fostering learning discipline in Madrasah Ibtida'iyah students. To find out the results of the effectiveness of researchers using Correlation Test and Regression Analysis. The Correlation Test functions to assess the level of closeness of the relationship between feasible if the resulting significance value is  $<0.05$ . There is a relationship or correlation, whereas if the resulting significance value is  $>0.05$ , it is not correlated, or there is no relationship between the two variables. Following are the results of the Simple Correlation Test: Regression Analysis. The independent variable in this research is Communication Pattern (X), while the dependent variable is Learning Discipline (Y). The results of a simple correlation analysis can be seen in Table 5.

Table 5. Simple Correlation Test			
		Communi cation Patterns	Learning Disciplin e
Communica tion Patterns	Pearson	1	.879**
	Correlati on		
	Sig. (2- tailed) N	23	.000 23
Learning Discipline	Pearson	.879**	1
	Correlati on		
	Sig. (2- tailed) N	.000 23	

Based on Table 5, it can be concluded that the two variables, X and Y, have a perfect level of closeness with a value of 0.879. Judging from the guidelines for the degree of relationship, the Pearson Correlation Value is  $0.81-1.00 =$  Perfect Correlation, showing the Relationship value is Positive, which means that the higher the Communication Pattern applied, the higher the learning discipline. The results of this research are in line with research conducted by (Walimah, 2021) with the title "The Influence of Teacher and Parent Communication on Students' Beginning Reading Ability in Elementary Schools," with the results of the R-Value Correlation Test of 0.433 indicating that there is an influence between parent and teacher communication. There was a resulting coefficient of determination of 0.188 on initial reading ability. Thus, the parent and teacher communication variable influences changes in initial reading ability by 18.8%. This means that the communication pattern variable (X) has a perfect level of closeness with the discipline variable (Y). The higher the communication

pattern applied, the greater the influence on elementary school students' learning discipline level.

Simple linear regression analysis is used to determine the linear relationship between the independent and dependent variables and state the effectiveness of teacher and student communication on student learning discipline. The independent variable in this research is Communication Patterns (X), while the dependent variable is Learning Discipline (Y). The simple linear regression analysis results can be seen in Table 6.

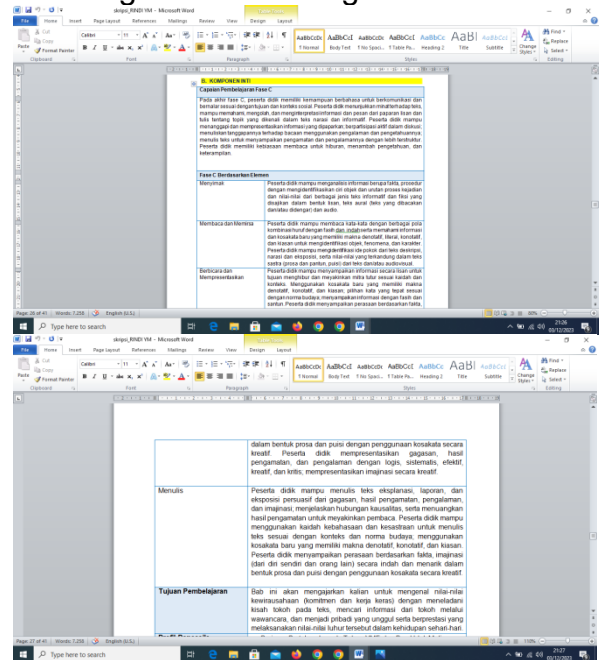
**Table 6. Simple Linear Regression Analysis**

Model	B	Std. Error	Stand ardirze d Coeffi cients		
			Unstandi zed Coefficients	Beta	t
1 (Const ant)	20.377	7.018			2.904
Polako munik asi	.805	.095		.879	8.410

Based on Table 6, the significance value obtained in Output Table 6 is 0.000, so ( $0.000 < 0.05$ ) it can be concluded that the Learning Discipline Variable with Communication Patterns has an influence. The results of this research align with the (Walimah, 2021) title "The Influence of Teacher and Parent Communication on Students' Initial Reading Ability in Elementary Schools" with the Sig.  $0.000 < 0.05$  and  $F_h = 11.203$ . So, it can be concluded that if the Communication Pattern variable (x) is implemented, it will effectively influence the Learning Discipline variable for elementary school students (Y).

The effectiveness of communication patterns between teachers and students can also be seen from the readiness of teaching module documents, learning process activities, and teacher and student communication in WhatsApp groups. These processes can be seen in Figures 3, 4, and 5.

**Figure 3. Teaching Module**



**Figure 4. Learning Process**



Figure 4 shows the situation and conditions of class 5B students and students at MI Ma'arif Pagerwojo when working on questions from the teacher. It can be seen that the

students are very enthusiastic, conducive, and calm.

Figure 5. Communication patterns between teachers and students in the Whatsapp



In Figure 5, it can be seen that in the conversation between the teacher and students in the Whatsapp group, there is a communication interaction between the teacher and students regarding the issue of parents' names as material for teasing each other. The actions taken by the teacher in Figure

5 are good enough to respond to this problem quickly and mediate in the matter.

## E. Conclusion

Based on the research results and discussion, the established communication patterns are closely related to improving elementary school students' learning discipline. This statement is supported by the test results, which state that a result of 0.000 ( $0.000 > 0.05$ ) with a value of 0.879 has a perfect correlation value by showing the relationship value is positive. The communication pattern is efficacious in improving student learning discipline. The previous tests support this statement; the results obtained were 0.000, so ( $0.000 < 0.05$ ) that the Learning Discipline Variable with Communication Patterns has an effective influence. Based on the criteria, the minimum value produced by communication patterns is 28, and discipline has a minimum value of 44, with the maximum value resulting from communication patterns and discipline being 100. The average value of the two X variables is 70.78, and the Y variable is 77.39. The results of the statement above are strengthened by the observations with the results of clarification of the percentage of YES answers of 70% and NO answers of 30% with a Fairly Good indicator. With documentary evidence, students are considered quite conducive when they are given and complete questions on time because the teacher applies effective communication with students during and outside of learning hours. This statement is also supported by evidence of screenshot documentation of conversations between teachers and students in the WhatsApp group.

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