

# EDUCATIONAL COMMUNICATION IN IMPROVING PROFESSIONAL LEARNING AND LEARNING QUALITY

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## ABSTRACT

*Education and communication in learning are two things that cannot be separated. Communication learning is inseparable from education and communication communication in general. Education is a communication event that has the same framework, namely the existence of relations between humans. This relationship contains elements of mutual need. Basic needs in human life are interconnected and interact with fellow humans. Communication is a very important human link. In carrying out an educational program, the activity of disseminating, conveying ideas and intentions to students is very important. Pre-instructional Stage, Instructional Stage, Stage of assessment and follow-up (evaluation). The process of communication in conveying a goal is more than just channeling thoughts or ideas and intentions orally or in writing.*

**Keywords: Educational Communication, Professional Learning, Learning Quality**

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## I. INTRODUCTION

Greater demands from the community for education and advances in science and technology make it impossible for educators to be managed only through traditional patterns, besides this method is no longer in line with the needs and demands of society. The scientific and technological revolution, changes in society, understanding of the way children learn, the advancement of communication media and so on give their own meaning for educational activities and this demand also makes the policy to utilize technological media and technological approaches in the management of education.

Technology that is actually expected to be able to make constructive contributions and facilitate learning is actually used more for negative things, not infrequently most students spend their time practicing immoral (not good) behaviors that they get from technological sophistication through the internet or the media

others. This is very concerning and reflects the declining value of morality.

In the Sarasamuccaya Book, Sloka 27 mentions:

*“Maturnya deyaning wwang, pengponganikang kayowanan, paningeng ning crew, sadhanaken ri karjananing dharma, artha, jnana, firefly firefighting at the sight of rare, drstanta nahan which is alalang atuha, telas rumepa, marin alandep ika”.*

Translation:

Therefore a person's behavior, should be used as well as youth, while the body is strong, it should be used for efforts to demand dharma, artha and science, because it is not the same as the strength of parents with the strength of young people; for example, like old thatch has fallen down

and the tip is not sharp anymore (Kadjeng, 1991: 16).

Education as part of culture is a means of successor to values, ideas, so that everyone is able to participate in the transformation of values for the progress of the nation and state. This means that education is a place to transform science and technology for the benefit of human life. The use of communication technology for educational activities, educational technology and educational media is needed in the context of teaching and learning activities. Because with a scientific, systematic and rational approach, as demanded by this educational technology too, the goals of effective and efficient education are achieved (Sudarwan, 2010).

Education and communication in learning are two things that cannot be separated. Communication learning is inseparable from education and communication communication in general. Education is a communication event that has the same framework, namely the existence of relations between humans. This relationship contains elements of mutual need. Basic needs in human life are interconnected and interact with fellow humans. Communication is a very important human link. Similar opinions were also expressed by Mulyana (2000: 4) that communication has a function of relationships. Content functions that involve the exchange of information we need to complete tasks, and relationship functions that involve exchanging information about how we relate to others.

On the other hand, communication is also seen as a process. Namely the process of giving and receiving symbols that contain meaning. Communication is an activity process, although it is as if communication is something static, silent, even though communication is not like that. Everything in communication is always changing. We and the people we communicate with, as well as the

environment that is always changing. (Devito, 1997: 47). Sendjaya (1993: 3) adds, "communication is a process of forming, delivering, receiving and managing messages that occur in a person and / or between two or more people with a specific purpose.

Based on these opinions, the teaching and learning process seen from the point of view of communication is the process of delivering messages, ideas, ideas, facts, meanings and concepts that are deliberately designed so that they can be accepted by the communicant, namely students. Educators have professional responsibility for forming the personality of students with optimal learning outcomes through messages delivered to students. At the same time, students are actively accepting and processing the message they receive in order to internalize themselves.

## **II. DISCUSSION**

According to Byrnes in Cangara (1998: 3), "communication as an instrument and social interaction is useful for knowing and predicting the attitudes of others, also for knowing one's existence in creating balance with society. Communication in the field of education is a very important element and has a very large role in determining the success of education. The teaching and learning process carried out in the classroom mostly occurs because of communication. Instructional communication is at the core of the teaching and learning process.

Instructional communication in the process of implementation contains elements of instructional activities, covering broad events as stated by Gagne and Brigge (in Mudhofir, 1993: 5), namely "the methods used by teachers, curriculum experts, material designers and others that aim to develop an organized plan for learning needs. "Speaking of learning needs, Blumer (1966) suggested a theory called instruction theory (in Dahar, 1996: 1040), according to him an instruction theory

should include: a. Optimal experiences for students to be able to learn. b. Structuring knowledge for optimal understanding c. Details of the order of presentation of the subject matter optimally. d. Reinforce form and justification.

Educators have full responsibility for managing the teaching and learning process. As for the focus of the target are the elements of the teaching-learning process and make it as effective as possible and as optimal as possible the elements. In order for this situation to be carried out as expected, there are two main activities that must be carried out by the teachers, namely: a. Prepare yourself and other elements that will be involved in the teaching-learning process. b. Operate things that have been prepared by paying attention to variations and development as needed, especially attention to learning methods.

On this basis, in this section the management of the teaching and learning process will be viewed from two approaches, namely the conceptual approach and the operational approach. These two approaches are actually interconnected in order to achieve learning objectives optimally. a). Conceptual Approach Management of classes in the teaching-learning process with a conceptual approach is management activities related to the formulation of teaching and learning design (learning).

The learning process is an activity that takes place in a class with the main goal being the operation of learning objectives. The design of the learning should consist of three aspects, namely learning objectives (instructional), teaching and learning activities and assessment. The first step is the formulation of instructional objectives in the specific objectives of learning as a description of the formulation of general learning objectives. The second step is teaching and learning activities or often referred to as the teaching and learning process. This step is

carried out in three stages, namely the introduction, the core of learning and closing.

These details are certainly adjusted to the duration of time in each meeting. Nana (1989: 147-148) mentions "in general there are three stages in the learning strategy, namely the beginner stage (pre-instructional), the stage of delivery (instructional) and the stage of assessment and follow-up." In the first stage (instructional) there are several things that require design. The initial stage of the teaching and learning process, serves to direct students to follow the actual teaching and learning process. Learning design at this stage re-expresses experience, initial behavior (entering behavior) and student needs related to interests, talents and the environment in which the student is located.

The second stage (instructional) is the core stage in learning activities, in the form of presentation of subject matter directed towards achieving specific instructional objectives optimally. The second stage includes: formulating specific instructional goals by paying attention to the curriculum, students' abilities. The quality of the specific instructional goals design is based on interests, talents, and basic needs of students that are related to where the student is located. In addition, subject matter, media, methods, learning resources and time are designed to achieve learning goals. In order for the design of these components to have a high usefulness towards achieving goals, then the choice and determination of these components is adjusted to the characteristics of the objectives to be achieved. Learning objectives are central points in determining components.

Other learning that will be involved in presenting learning material. The third stage (assessment and follow-up) was carried out to determine the level of success of students in instructional communication activities. Activities that are often carried out at this stage are assessing students through oral, written and

possibly designed tests based on predetermined goals. For students who have not met the criteria for achieving predetermined goals, a special design should be prepared for them after the assessment design or certain tasks that function as oral tests or written tests. b) Operational Approach The follow-up of the conceptual approach in the teaching and learning process is the operation of learning designs in the form of real activities in the classroom. The design usually contains basic things as guidelines or guidelines for teachers. Its application in the learning process requires development both quantitatively and qualitatively. This development is directed to all components of learning, so that the teaching and learning process does not take place monotonous and boring.

### **2.1 Communication in learning**

In carrying out an educational program, the activity of disseminating, conveying ideas and intentions to students is very important. Pre-instructional Stage Instructional Stage The stage of assessment and follow-up (evaluation) The process of communication in conveying a goal is more than just channeling thoughts or ideas and intentions orally or in writing. Oral communication in general brings more results and clear understanding than in writing. However, this communication is usually only temporary. Moreover, humans are the place to forget, then the information or message that has been conveyed may not be able or difficult to know again. This type of communication is classified as active communication, where communication can provide direct feedback in the event of misunderstanding. Communication in writing does provide an impact where the communicant will find it difficult to understand the intent and purpose of that information, but this communication has a long-lasting impact. And if the communicant forgets what he has learned before, then he can repeat reading the information. This communication is classified

as communication is not langsung, meaning that if the communicant does not understand the written material, the communicant cannot provide a direct feedback. but with the development of current technology, even though communication runs indirectly, feedback can be given quickly either by telephone, e-mail, etc.

### **2.2 Communication Education Based on Information and Communication Technology**

With the development of the age, information and communication technology has developed, or abbreviated as ICT. This ICT has a tremendous impact on the development of education in Indonesia. With ICT, learning that cannot be done can be done. The limited distance that used to be a big problem, can now be handled using ICT. ICT products are now developing in the world of education. Either in the form of internet, infocus, computers etc. Of course these ICT products cannot be separated from communication. With the presence of ICT products that are the media in communication, communication can run smoothly wherever and whenever. For example, in learning ICTs there is a problem with the distance between the instructor and students, then this problem can be solved using the Distance Learning system, better known as PJJ. Distance learning allows instructors with their students to be able to deal directly even though not face to face, but use technology better known as the internet. By using the internet, the communication process that occurs is not oral or written communication, but rather data communication.

The instructor or teacher sends data in the form of material that will be taught to students through Distance Learning, these data are then encoded into symbol symbols that can only be understood by computers or other communication devices. Furthermore, the data is sent through the internet to students 'or

students' computers. In the student's or student's computer then a decoding process occurs, where data that can only be read by a computer can now be understood by humans in this case the student or student. Apart from distance learning, the internet also provides tremendous benefits for communication in ICT learning. Among them are those known as the mailing list. Mailing lists are places where computer users have a common hobby and among users of computers are e-mailing. Another benefit that is faster than the mailing list is chatting. In chatting, computer users enter a special place called the chatroom. In the chatroom the communication process can run quickly. Just typing the message and pressing the enter key, then what we will convey will be delivered soon. Other benefits are also like 3G technology where we can meet face to face using a mobile phone, message shot service, etc. The above benefits have a major impact on education in Indonesia, compared to traditional learning systems, so learning systems like this will make students easier to accept the material delivered by the teacher.

### III. COVER

Learning will not be separated from communication, because learning itself is an attempt to make students learn. It means that in the business there is a command function of communication. Learning will work well if the communication process also runs smoothly, but on the contrary, learning will run poorly if the communication goes smoothly. In carrying out an educational program, the activity of disseminating, conveying ideas and intentions to students is very important. Pre-instructional Stage, Instructional Stage, Stage of assessment and follow-up (evaluation).

The teaching and learning process seen from the point of view of communication is the process of delivering messages, ideas, ideas, facts, meanings and concepts that are deliberately designed so that they can be

accepted by the communicant, namely students. Educators have professional responsibility for forming the personality of students with optimal learning outcomes through messages delivered to students. At the same time, students are actively accepting and processing the message they receive in order to internalize themselves.

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