

The Role of Interpersonal Communication Between Teachers and Students to Improve the Success of the Learning Process

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Abstract— Education in Indonesia is still not achieving the desired goals. That's why teachers must take strategic steps in this regard. One of them is to emphasize communication with students, especially interpersonal communication. This journal seeks to analyze the role of interpersonal communication in the teaching and learning process using a qualitative methodology. The result is that there are several aspects that must be considered by the teacher to achieve the goals of interpersonal communication, namely including communicators, messages, noise, feedback, context and channels. One way that can be done to build good interpersonal communication is by applying problem based learning. The benefits of establishing good interpersonal communication are building and maintaining good relationships between students and teachers, helping to convey knowledge or information, changing attitudes and behavior, helping solve problems, and improving self-image

Keywords— Learning process, Interpersonal Communication, Problem Based Learning, Student Mental.

I. INTRODUCTION

The Program for International Student Assessment (PISA) directed examination in 2009 with an aggregate of 65 nations overviewed, for science capacity, Indonesia positions 60th. For the capacity of IPA acquired Indonesian score of 383. The score falls under the normal score of 501 for science capacity (OECD, 2009). Furthermore, an overview directed by Trends in International Mathematics and Science Study (TIMSS) in 2011 which brought about setting Indonesia positioned 60th out of 62 nations taking part in the area of science capacity. Thailand is positioned 47th for science abilities. Indonesian youngsters' procurement score of 406 IPA capacities with a normal score of 500. This score falls into the low benchmark classification which implies new understudies know a few fundamental ideas of IPA capacity. In light of the consequences of the overview observed that the nature of IPA capacities of Indonesian youngsters is still low (TIMSS, 2011).

Supardi expressed that the low evaluation of Indonesian understudies in IPA learning is brought about by course reading materials that are hard to follow, learning media are less compelling, less exact utilization of chosen learning media in the learning system, the thickness of educational program, insufficient research facilities, less ideal understudy exertion itself, or traditional nature where understudies are less associated with the learning system so understudy learning accomplishment doesn't increment (Supardi et al. 2015).

Learning accomplishment is the procurement of information or abilities created by subjects that are generally demonstrated by test scores or mathematical scores given by instructors. Endeavors to accomplish gaining accomplishment can not be isolated from the job of instruction administrators, along these lines instructors should know the variables that influence understudy learning accomplishment (Sardiman 1997).

As indicated by Slameto, the variables that influence learning accomplishment are: interior elements as physical and clairvoyant. Outside factors incorporate family factors, school variables and local area factors(Slameto 2003). As indicated by Winkel, outside factors incorporate the indigenous habitat, social, social, educational plan, projects, offices and foundation just as instructors. Interior variables, including parts of physiology, and brain research include: tangible conditions, interests, knowledge, inspiration, abilities and mental abilities(Winkel 2004).

Many variables impact learning accomplishment however in this concentrate just centered around one component, to be specific the relational abilities of instructors. Instructors are a significant calling in human asset improvement, in light of the fact that the way in to the accomplishment of instructive projects is in the possession of educators. The nature of instruction doesn't rely upon the appropriate educational program, yet additionally relies upon the capacity of the instructor. The public authority and society unequivocally anticipate that instructors should complete their obligations successfully and imaginatively, in order to deliver graduates who are qualified and ready to expand HR. Sukmadinata accepts that correspondence assumes an unequivocal part in teaching(Winkel 2004). One of the objectives of the learning system is to persuade understudies to learn, so the utilization of suitable specialized techniques will influence understudies' learning inspiration.

Through correspondence, instructors communicate with understudies or the other way around, however more than that. Expectations, wants, or thoughts can be communicated through correspondence. One of them is by applying great Interpersonal Communication. Instructors educate in such a wide extension that Interpersonal Communication seldom stands out enough to be noticed. That is the reason the creator is keen on perceiving the job of relational methodologies in further developing learning achievement

II. METHODOLOGY

The research method used in this journal is a descriptive qualitative method using literature review or study literature. Library reviews have organizational patterns and combine summaries and synthesis, often in specific conceptual categories. Literature reviews seek to identify previous research with existing theories and concepts. Data is processed to be parsed and unified into a conclusion to answer the phenomenon to be explained. Data is obtained from previous research, journals, books, and other sources that are still relevant(Sugiyono 2012).

III. RESULT AND DISCUSSION

A. Interpersonal Communication

Interpersonal Communication is an up close and personal collaboration between at least two individuals, in which the shipper can pass on the message straightforwardly and the beneficiary can get and react straightforwardly also(Singh and Lalropuii 2014). In light of the above assertion, it very well may be reasoned that correspondence as the conveyance of a message by utilizing specific images by somebody to change the disposition or conduct of others to attempt to acquire a reaction. Correspondence is an interaction, consistent progression. In progression/process there should be an individual conveying a specific message and no other person getting that message. Along these lines, in correspondence there are three fundamental components, to be specific the transmitter component, the getting component, and the message component. On a fundamental level, correspondence conduct assumes a significant part in the conveyance of messages.

According to the interaction, instruction is correspondence, in the feeling of the cycle includes two parts comprising of people, to be specific instructors and understudies as communicators and communicant. As a general rule, instructive arranging is done in the study hall up close and personal. Since bunches are moderately little, in spite of the fact that correspondence among instructors and understudies in the study hall incorporates bunch correspondence, showing time can transform it into Interpersonal Communication. There is a two-way correspondence or discourse wherein understudies become communicant and communicators, just as instructors. This two-way correspondence happens when understudies are responsive, offering viewpoints or posing inquiries, asked or unsolicited(Effendi 2005)Interpersonal Communication among instructors and understudies will bring about a connection between the two grounded with the goal that the learning system in school becomes smoother. Another outcome is that instructors can assist understudies with ingraining positive practices and assist with taking care of issues that understudies face.

In Interpersonal Communication, instructors should comprehend the message that understudies pass on to educators in light of the fact that every understudy has a one of a kind method of passing on the message. Along these lines, to be effective in

instructing, an instructor needs to dominate a few relational abilities. Interpersonal Communication is successful during the time spent trust, acknowledgment, compassion and compassion, trustworthiness, disposition, backing and open mentality (Rachmat, 2003: 129). Successful relational abilities permit instructors to get understudies.

Interpersonal Communication will reinforce the connection among instructors and understudies. Assuming the instructor can comprehend the suppositions, sentiments and thoughts of understudies then understudies will be more tolerating of the educator's perspectives, thoughts and sentiments, with the goal that the connection among instructor and understudy turns out to be deferential together, commonly conscious and really focusing on one another. Connections like this, permit instructors to pass on data and any other way understudies can get the data well (Suronto, 2011: 32).

Relational abilities by instructors in a decent school are a fundamental requirement for understudies' scholastic achievement. Instructors impart more guidance orally in the study hall to understudies. Understudies need to comprehend that what is correct, and what's going on meanwhile truly relies upon the relational abilities of the instructor the individual in question embraces in the study hall (Morreale, Osborn, and Pearson 2000)

There are a few significant perspectives in intrapersonal correspondence that should be perceived by instructors, to be specific : (AW 2011)

a) Communicators

For correspondence to happen, there should be somewhere around two individuals included. It's not difficult to contemplate correspondences including the shipper and beneficiary of the message. Notwithstanding, the issue with the manner in which this relationship is considered is that correspondence presents correspondence to be a single direction process in which one individual communicates something specific and the other gets it. One individual is talking and the other is tuning in, for instance. Correspondence is quite often a mind boggling, two-way process, with individuals sending and getting messages to and from one another at the same time. At the end of the day, correspondence is an intelligent interaction. While one individual is talking the other is tuning in - however while listening they are additionally sending criticism as a grin, a gesture of the head, and so forth For this situation the instructor should have the option to be a decent communicator for the understudy. Instructors should gain proficiency with the learning attributes of understudies so the learning results to be accomplished can be figured it out.

b) Message

Message implies not just the discourse utilized or the data passed on, yet additionally non-verbal messages traded like looks, manner of speaking, motions and non-verbal communication. Non-verbal conduct can pass on extra data about the message being spoken. Specifically, it can uncover more with regards to the enthusiastic perspectives that might underlie the substance of the discussion. Instructors for this situation should see obviously what will be passed on to understudies with the goal that the learning completed can run successfully.

c) Noise

Noise has an extraordinary significance in correspondence hypothesis. It alludes to anything that changes the message, so what is gotten is not quite the same as what the speaker expected. While physical 'noise' can slow down correspondence, different variables are considered 'noise'. The utilization of confounded language, unseemly non-verbal communication, absentmindedness, lack of engagement, and social contrasts can be considered 'noise' with regards to Interpersonal Communication. At the end of the day, any mutilations or irregularities that happen during correspondence endeavors should be visible as noise. Instructors should expect different noises that happen, for example, investigating the developments of understudies who might look exhausted or immersed with learning. Instructors should put forth preventive attempts to keep understudies propelled to learn at home so as not to be upset by the noise. For instance, offer a reprieve to rest.

d) Feedback

Feedback comprises of messages returned by the beneficiary, permitting the shipper to realize how precisely the message has been gotten, just as the beneficiary's response. Beneficiaries can react to unintentional messages just as purposeful messages. These sorts of feedback range from direct verbal articulations, to unpretentious looks or stance changes that might demonstrate to the shipper that the beneficiary is awkward with the message. Feedback permits the shipper to put together, modify or rehash

messages to further develop correspondence. Instructors for this situation ought to make progress toward feedback that is true to form by effectively captivating understudies.

e) Context

All correspondence is affected by the setting wherein it happens. Be that as it may, as well as taking a gander at the situational setting in which the collaboration happens, for instance in a room, office, or maybe outside, social setting additionally should be thought of, for example jobs, obligations, and relative status of understudies. The enthusiastic environment and assumptions for understudies for collaboration will likewise influence correspondence. Instructors should collaborate with their job as seriously sustaining and cherishing educators.

f) Channels

Channel alludes to the actual means by which messages are moved starting with one individual then onto the next. In an up close and personal setting, the channels utilized are discourse and vision. Instructors should involve channels as facial communications all the more intently.

B. Improve Interpersonal Communication with Problem Based Learning.

One method for reinforcing Interpersonal Communication among understudies and instructors is to apply Problem Based Learning (PBL). It is an understudy focused instructional method in which understudies find out with regards to the subject by attempting to track down answers for open issues (Rusman M.Pd 2012). Issue based learning is a learning model that involves issues as an early prologue to invigorate and foster critical thinking abilities. The thought of specialists making PBL as one answer for further develop relational abilities is to see a portion of the benefits of PBL to be specific, issue based learning educational program works with effective critical thinking, correspondence, collaboration, and relational abilities better than other approaches (Rusman M.Pd 2012). At the end of the day, issue based learning models are thought to be answers for further develop relational abilities since issue based learning models acclimate youngsters with effectively speaking with bunch individuals in figuring out issue understanding. This assertion is upheld by Saleh's proclamation (2013) through issue based learning, understudies effectively think, impart, search and interaction information lastly construe data (Saleh 2013). In like manner, Alrahlah's perspective that PBL benefits over conventional methodologies incorporate working on the reconciliation of fundamental and clinical abilities, better correspondence, collaboration, and self-study, just as expanding inspiration and happiness regarding cooperating. in an issue. (Alrahlah 2016)

Interpersonal Communication fundamentally influences the nature of the pursuit. The nature of learning results as indicated by (Purwanto 2011) is firmly connected with Bloom Taxonomy. Blossom's scientific categorization is preferable known in Indonesia over Gagne's Taxonomy, and Merrill's. Scientific categorization here is deciphered as a characterization technique that progressively points educational, and progressively to a more significant level. This scientific categorization was ready by a group drove by Benjamin S. Blossom and Krathwool. Here informative destinations are characterized into three gatherings or districts that are additionally partitioned into more explicit levels. In light of explicit levels created overall destinations and educational capabilities or explicit establishments become pointers, making it more straightforward to quantify an individual's degree of learning achievement or accomplishment. This implies that every district talks about a wide range of instruction. Until this point in time, scientific classification is generally utilized as a reason for the improvement of showing purposes in an assortment of preparing and instructive exercises.

Any region content can be explained as follows:

1. Cognitive region (understanding): The mental district is an objective situated mental reasoning expertise, including: information level, appreciation level, application level, investigation level, amalgamation rate, assessment level.
2. Affective region (disposition and conduct): Affective locale is the objective related with sentiments, feelings, esteem frameworks and perspectives of the heart (mentalities), emotional regions include: Level of (getting), reaction rate (reacting), level of appraisal (assessment), level of (association), portrayal level (portrayal).
3. Psychomotor region: The psychomotor region is the district situated engine expertise related with the furthest points. Psychomotor regions include: discernment (insight), Readiness to play out a movement (set), instrument (Mechanism), Guided reaction (directed reaction), Skills (complex over reaction), (Adaptation), (Origination).

IV. CONCLUSION

Interpersonal Communication has many advantages as far as instructing done by instructors in class. Not exclusively to help the accomplishment of understudy communication in advancing yet additionally to construct and keep up with great connections between people, to assist with passing on information or data, to change perspectives and practices, to assist with taking care of issues, to work on mental self portrait. Different advantages of Interpersonal Communication incorporate the capacity to report and work with an assortment of individuals, to deal with clashes, to arrange contrasts, to make objective demands successfully and productively, to be available to others' thoughts and to communicate their perspectives on significant issues in the critical thinking process. Something that should be possible is to apply issue based learning

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