

Analysis Of The DPR RI's Communication Patterns In Conveying History To Visitors Of The DPR/MPR RI Museum Based On Harold D. Lasswell's Communication Model

Marini¹, Renata Safirta², Elsa Maulia³, Ihsan Fayad Zabihullah⁴

^{1,2,3,4} Communication Science Study Program, Faculty of Law and Social Sciences, Universitas Muhammadiyah Kotabumi, Indonesia

Corresponding Author : Marini, marinibaekian@gmail.com



Abstract– This study explores the enhancement of effective communication through educational visits to the DPR/MPR RI Museum as part of creative learning efforts aimed at fostering students' learning motivation. It seeks to describe the creative learning approaches delivered by guides or presenters that contribute to the development of students' communication skills through direct, experiential learning at the DPR/MPR RI Museum, using the communication model proposed by Harold D. Lasswell as the analytical framework. The research employs a qualitative approach, with data collected through observation, literature review, and documentation conducted during the educational visits. The findings indicate that such visits are effective in enhancing students communication abilities through interactive and experiential learning processes. These activities help students gain a deeper understanding of legislative processes, the history of democracy, and practices in political communication. Furthermore, students are able to improve their communication, interpersonal, and presentation skills through active engagement with resource persons and direct exploration of museum exhibits. The study concludes that educational visits to the DPR/MPR RI Museum represent an innovative and significant learning method that supports the improvement of effective communication, encourages creative learning, and increases students' motivation and enthusiasm for learning in the field of Communication Science.

Keywords: Effective communication, creative learning, education, DPR MPR RI Museum

I. INTRODUCTION

Effective communication is fundamentally an exchange of information that achieves its intended goals and builds a shared understanding between the speaker and the listener. To communicate successfully, one must employ strategic message delivery to ensure that the core information is received and clearly understood. Ultimately, this success hinges on a deep grasp of the underlying concepts, mechanisms, and core components of the communication process [14]. It goes beyond simply delivering a message; it is about ensuring that the message is accurately received, comprehended, and triggers the desired response. As Uripni [6] argues, effective communication is an interactive process capable of shifting the perceptions and attitudes of those involved. The goal is to ensure that information is conveyed clearly, comprehensively, and in an accessible manner. This involves several critical dimensions, including clarity of expression, selecting the right communication channels, active listening, and a sharp sensitivity to cultural backgrounds and contexts. Moreover, it requires the ability to navigate various communication barriers such as environmental noise, clashing perceptions, and language constraints. Communication inevitably breaks down when the speaker fails to use precise, audience-appropriate language. In fact, introducing foreign jargon or overly complex terms creates significant semantic noise, which ultimately disrupts the flow of information and should be strictly avoided [2].

Effective communication serves as the cornerstone for building mutual understanding, fostering productive relationships, and achieving desired learning outcomes. Rather than merely analyzing isolated messages, communication models encompass the entirety of the process including the specific channels used and the participants involved with the ultimate goal of achieving a comprehensive understanding [9]. In an academic environment, effective communication facilitates an optimal transfer of knowledge, encourages active student engagement, and drives interactive learning processes. Furthermore, it plays a pivotal role in developing social skills, problem-solving abilities, and critical thinking capacity, all of which are essential for future academic and professional success.

The absence of effective communication can yield significant negative consequences within the learning process, primarily by escalating the risk of misunderstandings that hinder educational progress and the attainment of learning objectives. Students may struggle to comprehend the instructional material, which subsequently diminishes their learning motivation and classroom engagement. Furthermore, ineffective communication disrupts the flow of information, ultimately compromising the quality of comprehension and long-term knowledge retention. In the context of educational field trips or site visits, poor communication often results in squandered learning opportunities, constrained instructional interactions, and a failure to meet established pedagogical goals. Crucially, it can also distort how students form perceptions and attitudes toward the subject matter being presented.

Implementing effective communication within the context of educational visits requires a structured approach. In practice, this is achieved through various interactive strategies, targeted group discussions, and activities that actively engage participants. Education itself is fundamentally a process of knowledge transfer aimed at enhancing an individual's understanding of a specific topic or concept [15]. Consequently, guides or facilitators of educational visits must pay close attention to essential elements, such as utilizing language tailored to the participants' comprehension level, providing relevant and concrete examples, and incorporating supportive instructional media. Furthermore, effective communication entails offering opportunities for inquiries and discussions, employing constructive feedback techniques, and fostering a conducive learning environment. These strategies are implemented flexibly, taking into account participant characteristics, learning objectives, and the specific context of the educational visit. In this regard, a profound understanding of the DPR and MPR (the House of Representatives and the People's Consultative Assembly) becomes a crucial necessity in developing the professional competence of communication studies students. As future communication professionals, they must grasp how institutional and political communication operates at the national level. Acquiring knowledge about the working mechanisms, decision-making processes, and communication dynamics within the legislative body will significantly enrich their perspective. Moreover, insight into the DPR and MPR is vital for cultivating an awareness of democratic participation. Students require a comprehensive understanding of democratic institutions to contribute effectively to the development of constructive public communication.

As an educational destination that preserves Indonesia's political history and dynamics, the DPR MPR RI Museum offers a valuable opportunity for students to deepen their understanding of the representative system and Indonesian democracy while developing effective communication skills. Museums play a vital role as vehicles for preservation, research, and communicating past cultural heritage by collecting and maintaining historical artifacts as concrete evidence of cultural development [1]. In an increasingly evolving digital era, educational methods must be enriched with more creative and interactive approaches. Educational shifts in the digital age require educators and lecturers to possess the capability to integrate information and communication technology into the learning process [3]. This presents an excellent opportunity for experiential learning through educational visits to the DPR MPR RI Museum, providing students with firsthand experience to observe, comprehend, and analyze various facets of political communication and state institutions. However, the pedagogical effectiveness of such museum visits hinges heavily on how communication is established among participants, instructors, and museum management. This involves not only the method of information delivery but also encompasses aspects of interaction, comprehension, and the students' active engagement in the learning process. Through an effective communication approach,

students are expected to acquire a more comprehensive understanding of the subject matter, while simultaneously developing critical thinking skills and gaining profound insights into the legislative, oversight, and representative functions carried out by the house of representatives.

This study attempts to examine how enhancing effective communication can support creative learning within the context of educational visits to the DPR MPR RI Museum. Specifically, it identifies the patterns of effective communication utilized by tour guides grounded in Harold D. Lasswell's communication model to improve student comprehension and engagement in the learning process.

II. METHOD

This study employs a qualitative descriptive research design, gathering data through literature reviews and field observations. It aims to systematically analyze and explain a specific object or phenomenon, presenting the findings through descriptive text and narrative accounts. This approach essentially reconstructs the research context based on actual events and phenomena as they naturally unfold, using rich textual descriptions and narrative forms. This specific approach was chosen to gain a profound understanding of the learning processes and outcomes that occur during the educational visit. Qualitative research itself is defined as an investigative method that uncovers findings that cannot be quantified or achieved through statistical procedures and quantitative approaches [13].

this qualitative study aims to provide a comprehensive overview of the underlying context surrounding the educational visit conducted by Communication Studies students from Universitas Muhammadiyah Kotabumi to the DPR MPR RI Museum. This investigation focuses on efforts to enhance creative learning through effective communication strategies. The primary informants for this research consist of the Communication Studies students from Universitas Muhammadiyah Kotabumi who participated in the educational visit. To enrich the research data, the study also involves accompanying lecturers, museum tour guides, and museum administrators as supporting informants. Furthermore, documentation in the form of photographs and field notes was utilized to complement the primary data. Documentation itself is defined as a systematic process of gathering and processing data to produce a tangible collection of reference materials. Experts describe documentation as a structured activity spanning from initial data collection to the final preparation of ready-to-use documents [10].

This study utilizes Harold Dwight Lasswell's communication model, which delineates the communication process through five core elements: *Who, Says What, In Which Channel, To Whom, and With What Effect*. These components represent the communicator (the speaker), the message (the content delivered), the medium (the channel of communication), the recipient (the target audience), and the effect (the resulting impact). Communication is deemed effective when these five elements can be clearly identified, such as in direct, face-to-face verbal communication that occurs without intermediary disruption. Within Lasswell's paradigm, the communication process unfolds as the communicator encodes a message and transmits it through various media channels to the recipient, subsequently generating a specific effect. In this context, the communication medium serves as the essential channel employed to transfer information from the communicator to the recipient [9].

III. RESULTS AND DISCUSSION

The communication process represents a strategic effort by the communicator to deliver a message that is both clearly understood and well-received by the recipient. The success of this process is measured by the communicator's ability to elicit the desired changes, whether in the recipient's knowledge, attitude, or behavior. These transformations can be identified through the responses or feedback provided by the receiver. Communication is deemed effective when the transmitted message successfully generates an impact aligned with the communicator's original objective. This necessitates the communicator's proficiency in designing clear, comprehensible messages capable of influencing the recipient's mindset and subsequent actions. Consequently, feedback serves as a vital instrument to measure the extent to which the message has been successfully transformed and accurately perceived by the recipient [8].

The communication process is executed through structured stages to ensure that the communicator's message is accurately understood by the recipient. Various communication models have been formulated by experts with the primary objective of facilitating systematic and logical analysis. In this study, Harold D. Lasswell's communication model was selected for its simplicity yet comprehensive nature. Lasswell's paradigm encapsulated by the formulation *Who, Says What, In Which Channel, To Whom, and With What Effect* allows for a clear and highly structured analysis of communication dynamics. Through this model, researchers can readily identify the communicator, the substance of the message, the communication channels employed, the target audience, and the resulting impact or feedback. Ultimately, this framework provides a systematic approach to understanding the communication process in its entirety, tracing it from the initial source of the message to its final influence on the recipient.



WHO

Within the communication process, there is invariably a communicator or sender who functions as the primary source of information. Communication scholars define a communicator as the party who intentionally transmits a message with the explicit purpose of influencing the recipient's behavior. Communication effectively occurs when this information source conveys messages to a receiver with a specific intent. Consequently, a communicator must be an individual who possesses distinct ideas, intentions, information, and a clear communicative purpose [5].

The communication process during educational visits to the DPR MPR RI Museum exhibits unique characteristics that significantly influence the effectiveness of knowledge transfer by the museum guides. These guides develop tailored communication strategies aligned with the specific profile of Communication Studies students from Universitas Muhammadiyah Kotabumi. The verbal communication techniques employed by the guides encompass the use of accessible language, easily digestible conceptual explanations, and a systematic delivery of information. Verbal communication itself is defined as the process of transmitting messages through words, either in oral (spoken conversation) or written forms [7]. It remains the most prevalent method of human interaction, enabling individuals to express emotions, thoughts, ideas, and information. Through language, individuals can engage in intellectual exchanges, debates, and detailed explanations, with language playing a pivotal role in integrating concrete examples to enhance audience comprehension.

Non-verbal communication approaches also reinforce the educational process, encompassing gestures that emphasize the message, interactive eye contact, communicative facial expressions, and body positioning that sustains focus [12]. To keep students engaged, the museum guides diversify their instructional delivery by incorporating interactive lectures, historical storytelling that stimulates interest during the learning process, and dedicated Q&A sessions. Furthermore, the museum guides and speakers pay close attention to adapting their communication based on the students' interests and communication competencies. This adaptive approach enables them to select and deliver information much more effectively.



Figure 1. The Museum Guide as the Communicator

(DPR MPR RI Museum)

SAY WHAT

This refers to the substance of the message delivered. During the educational visit, the museum guides present several core topics, encompassing institutional history, democratic processes, and the strategic role of the legislative branch in Indonesia. They initiate their explanation by providing the historical context behind the formation of the DPR and MPR, followed by a description of the organizational structure, and an explanation of the decision-making mechanisms employed during pivotal assembly sessions.

The material presented encompasses the historical evolution of the legislative branch, the duties and functions of the DPR and MPR, the mechanisms of assemblies and lawmaking processes, the role of people's representatives within the government system, and national political dynamics. To enrich the students' learning experience during the educational visit, the museum guides employ an interactive approach, encouraging students to ask questions, providing contextual examples, and utilizing visual media such as photographs, historical documents, and replicas of the assembly chambers.



Figure 2. Visual presentation of materials delivered by the guide during the learning process

(DPR MPR RI Museum)

IN WHICH CHANNEL

This element pertains to the selection and utilization of media within the message transmission process. The museum guides deliver the educational material directly, employing a microphone to amplify their voice and ensure adequate coverage for all participating students. The integration of this amplification tool helps guarantee that every piece of information is clearly audible, enhances the overall quality of communication, and facilitates smoother interactions during the delivery of instructional content.



Figure 3. The guide delivering materials directly to students using a microphone

(DPR MPR RI Museum)

TO WHOM

The "to whom" aspect of the museum's educational visit refers to the students as the recipients of the instructional material. In this study, the Communication Studies students from Universitas Muhammadiyah Kotabumi serve as the primary target audience for the educational visit to the DPR MPR RI Museum. Based on the activities carried out during the visit, it is evident that developing a solid understanding of practical political communication, the dynamics of state institutions, and the role of communication in democratic processes is essential for students. This foundational knowledge ultimately aims to foster their competencies in public communication, enabling them to become effective and critical



communicators.

Figure 4. Educational visit of students to the DPR MPR RI

(DPR MPR Building)

WITH WHAT EFFECT

The educational visit to the DPR MPR RI Museum aims to yield a transformative effect on Communication Studies students. The primary impact is to heighten students' critical awareness of political communication and democratic processes, while motivating them to become knowledgeable, high-quality communicators. A clear indicator of the communication effect generated by the guides is the students' enthusiasm in asking deeper questions regarding the presented materials. This demonstrates that the immediate outcome manifests as active student enthusiasm in learning and absorbing the content, coupled with a solid comprehension of the messages conveyed by the communicator during the educational visit to the DPR MPR RI Museum.

Educational Visits as an Effort to Enhance Creative Learning

1. The Role of Guides in Information Delivery

Within Lasswell's model, the museum guide acts as the primary communicator responsible for transmitting information to visitors, including students. Guides are the frontline personnel who directly engage with and serve visitors [11]. This function helps students understand how guides structurally organize materials concerning institutional history, democratic processes, and the strategic roles of the DPR MPR RI to ensure they are easily digestible and relevant to the audience. By analyzing the guides' delivery structures, students can learn firsthand how effective communication is practically executed within an educational context.

2. Examining Message Delivery

Lasswell's model helps students recognize the critical importance of communication channels in transmitting messages effectively. During museum visits, guides utilize direct channels, combining verbal explanations with historical artifacts and infographics. Students can analyze how this multimodal combination clarifies complex information and enhances audience comprehension regarding the functions of the legislative branch within Indonesia's democratic system.

3. The Effects of Communication on Student Comprehension

The function of Lasswell's model inherently includes evaluating the overall effects of communication. Through this framework, the audience can evaluate their understanding of the guides' explanations regarding institutional history, democratic processes, and the roles of the DPR MPR RI. Consequently, this effect allows students to not only deepen their insights but also gain a clear overview of how communication can generate a significant impact within the context of public education. Civic insight (*wawasan kebangsaan*) is a collective responsibility that requires continuous enhancement. In this current era of revolution, reinforcing national identity has become a serious challenge for the state. This effort aims to foster a profound awareness of the critical importance of unity and cohesion as the foundation for achieving national progress and prosperity. Such a challenge demands the active involvement of all societal components in preserving and cultivating a national spirit. Through a deep understanding of these values of unity, every individual is expected to contribute positively to building and strengthening the national identity, thereby enabling the nation to navigate the various changes and challenges of the modern era [4].

IV. CONCLUSION

The creative learning activities executed through the educational visit to the DPR MPR RI Museum have proven to be an innovative and effective instructional method for developing students' communication competencies. Based on the evaluation, the students responded positively and with great enthusiasm to the materials presented by the museum guides. This strongly indicates that the communication delivered was highly effective, successfully eliciting the desired audience engagement.

Following this educational visit, there was a measurable increase in the students' knowledge regarding the historical formation of the DPR and MPR, their organizational structures, and the decision-making mechanisms during pivotal assembly sessions. This broader understanding encompassed the historical evolution of the legislative branch, the duties and functions of the DPR and MPR, the mechanisms of assemblies and lawmaking processes, the role of people's representatives within the government system, and contemporary national political dynamics. Research indicates that the educational visit to the DPR MPR RI Museum significantly contributes to enhancing the communication competencies of Communication Studies students from Universitas Muhammadiyah Kotabumi. Through firsthand experience, students are able to explore communication dynamics, develop their communicative creativity, and transform theoretical knowledge into a more contextualized approach to both message delivery and reception. This pedagogical method effectively builds a profound understanding of the communication process, while simultaneously encouraging students to think innovatively in their communication practices.

References

- [1] Adriyana, L. (2017). Galery, Library, Archive, and Museum (GLAM) sebagai upaya transfer informasi. *Shaut Al-Maktabah: Jurnal Perpustakaan, Arsip dan Dokumentasi*, 9(2), 143-154.
- [2] Alfi, I., & Saputro, D. R. (2018). Hambatan Komunikasi Pendamping Sosial. *Al-Balagh: Jurnal Dakwah dan Komunikasi*, 3(2), 193-210.
- [3] Azis, T. N. (2019, December). Strategi pembelajaran era digital. In *The Annual Conference on Islamic Education and Social Science* (Vol. 1, No. 2, pp. 308-318).
- [4] Ginting, F. P. P., Masril, M., & Andyna, C. (2024). Penguatan Wawasan Kebangsaan Generasi Muda dalam Keluarga di Era Komunikasi Digital. *ASIA-PACIFIC JOURNAL OF PUBLIC POLICY*, 10(1), 19-26.
- [5] Harahap, S. W., Ginting, R. R. B., Rasyidin, M., & Sahputra, D. (2021). Komunikator dan Komunikan dalam Pengembangan Organisasi. *Tabularasa: Jurnal Ilmiah Magister Psikologi*, 3(1), 106-114.
- [6] Hardiyanto, S., & Pulungan, D. (2019). Komunikasi Efektif Sebagai Upaya Penanggulangan Bencana Alam di Kota Padangsidempuan. *Jurnal Interaksi: Jurnal Ilmu Komunikasi*, 3(1), 30-39.
- [7] Kusumawati, T. I. (2019). Komunikasi verbal dan nonverbal. *Al-Irsyad: Jurnal Pendidikan dan Konseling*, 6(2).
- [8] Nurhadi, Z. F., & Kurniawan, A. W. (2018). Kajian tentang efektivitas pesan dalam komunikasi. *Jurnal Komunikasi Universitas Garut: Hasil Pemikiran dan Penelitian*, 3(1), 90-95.
- [9] Perdana, K. E. (2021). Analisa model komunikasi Lasswell pada halaman “@ aswaja_sunda” dalam turut mempertahankan ajaran Islam Ahlussunnah Wal Jamaah di media Instagram. *The International Journal of Pegon: Islam Nusantara Civilization*, 5(01), 25-38.
- [10] Prily, A., Putri, C. E., Lubis, A. Y., & Pasaribu, M. (2022). Upaya Edukasi Politik Humas DPR RI Pada Generasi Muda Melalui Program Parlemen Remaja 2021. *Jurnal Cyber PR*, 2(1), 60-73.
- [11] Saputra, G. W., Kurniawati, K., & Putri, T. E. (2022). Pengaruh kualitas pelayanan pemandu museum terhadap kepuasan pengunjung di Museum Geologi Bandung. *Fair Value: Jurnal Ilmiah Akuntansi dan Keuangan*, 4(11), 5323-5331.
- [12] Siahaan, C. (2022). Efektivitas Komunikasi Verbal dan Non Verbal Dalam Komunikasi Antar Budaya. *DIALEKTIKA: JURNAL BAHASA, SASRA DAN BUDAYA*, 9(1), 106-117.
- [13] Sidiq, U., Choiri, M., & Mujahidin, A. (2019). Metode penelitian kualitatif di bidang pendidikan. *Journal of Chemical Information and Modeling*, 53(9), 1-228.
- [14] Suprpto, H. A. (2018). Pengaruh komunikasi efektif untuk meningkatkan hasil belajar mahasiswa. *Khazanah*

Pendidikan, 11(1).

- [15] Umasugi, M. T. (2021). Sosialisasi dan Edukasi Pemberian Vaksin Sebagai Upaya Trust Pada Masyarakat Kota Ambon. *Journal of Human and Education (JAHE)*, 1(2), 5-7.