

## EDUCATIONAL COMMUNICATION MESSAGES BETWEEN TEACHERS AND STUDENTS AT SMPN 1 MARGAHAYU, BANDUNG REGENCY

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### Abstract

This study aims to analyze educational communication messages between teachers and students at SMPN 1 Margahayu, focusing on three main aspects: conveying positive expectations, communicating learning goals and outcomes, and providing feedback. Ineffective communication often leads to low student participation, lack of clarity of instruction, and decreased learning motivation. Using a qualitative approach and phenomenological method, this study explores the experiences of teachers and students in classroom learning interactions. The results show that teachers convey positive expectations through a fair approach, equitable discussion space, and personal interactions that motivate students. Learning objectives are clearly conveyed from the beginning, helping students understand the direction of learning. Feedback is given concretely, timely and according to students' needs. Teachers also reflect on students' understanding and adjust teaching strategies accordingly. These findings confirm the importance of educational communication that not only conveys information, but also builds emotional connections and encourages active participation. Therefore, strengthening teachers' communication skills is a key factor in creating an inclusive, dialogic and meaningful learning environment.

**Keywords:** *educational communication, positive expectations, learning goals, feedback, inclusive learning*

### BACKGROUND

Communication problems in the learning process among Junior High School (SMP) students are one of the obstacles in achieving effective learning goals. Poor communication can hinder teachers' efforts to build student motivation and involvement in the classroom. In practice, these problems often arise in important aspects of learning communication, such as conveying positive expectations, explaining learning objectives, and providing feedback. These three subunits have a crucial role in creating productive interactions between teachers and students, but are often a source of misunderstanding or ineffectiveness in the teaching and learning process. Currently, there is a concerning phenomenon in SMP Buleleng, Bali, where around 363 students have difficulty reading, with details of 115 students unable to read and 208 not yet fluent in reading. According to the Acting Head of the Buleleng Education and Culture Office, Putu Ariadi Pribadi, this is caused by various factors such as low motivation to learn (45%), lack of family support (21%), dyslexia (19%), disability (10%), and incomplete learning (5%) (Kusuma, 2025).

Low motivation is the biggest factor and is closely related to the communication messages conveyed by teachers during learning. Based on Law No. 20 of 2003 concerning the National Education System, children aged 7-15 years are required to attend basic education as part of the Nine-Year Compulsory Education Program. However, similar challenges also occurred at SMPN 1 Margahayu, where communication problems were found such as unclear teacher instructions, low student self-confidence, differences in communication styles, and minimal motivation and evaluation. Many teachers still use one-way communication patterns, making students passive and less involved. In addition, the school environment does not fully support open and supportive communication between teachers and students (Informant Interview, 2025). Communication problems in learning cause the classroom atmosphere to be less interactive and unable to accommodate students' needs and potential optimally. Students are rarely given space to ask questions, express opinions, or provide feedback, so that the learning process feels rigid and unresponsive to class dynamics. This has an impact on low learning motivation and hampered the development of students' social skills. To overcome this, it is necessary to improve teachers' communication skills and create a more inclusive and dialogical learning environment. However, the responsibility for creating effective learning does not only lie in the

hands of teachers or schools. Collaboration between schools, families, and communities is very important in order to create a conducive learning atmosphere. Without mutual support, efforts to build effective communication in the classroom will be difficult to achieve. Therefore, a comprehensive and sustainable approach is needed to support openness, active participation, and the achievement of learning goals optimally. This phenomenon further confirms that student quality is influenced by many factors, as seen in the case of SMP Buleleng. Although data from the 2017–2022 Junior High School Development Book published by the Pusdatin Kemendikbudristek is used as a benchmark for student quality, in reality there are still differences in the field. Many problems still arise, especially related to communication messages between teachers and students at school. FSGI (Federation of Indonesian Teachers' Unions) also noted problems in relationships and interactions between school residents, especially in terms of communication. This shows that communication in the educational environment has not been fully effective, so that it can cause misunderstandings, conflicts, or an uncomfortable atmosphere. Therefore, it is important to understand more deeply how educational communication can be applied properly in order to create a safe, inclusive learning atmosphere that supports student welfare. In this case, educational communication is an important basis for forming a positive school climate.

This study is based on the theory of educational communication with a focus on educational communication messages. In practice, effective educational communication is characterized by clear information, message consistency, empathy, and a positive attitude from educators, not only in interactions with students, but also in establishing harmonious relationships with parents. The application of these communication principles is an important foundation for building an open, collaborative learning environment that supports holistic student development. According to Kurniawan (2018) if an educator does not have good communication skills in the teaching process, then the delivery of lesson materials to students or students will not take place optimally. In addition, the relationship between teachers and students has the potential to be less harmonious. The impact is that the most disadvantaged are the students or students and the world of education as a whole. The selection of SMP Negeri 1 Margahayu as the research location is based on the importance of effective educational communication in creating a holistic learning environment. This school is considered relevant because it has demonstrated academic success, such as winning first place in the Bandung Regency National Examination in 2019, and has many other achievements. However, behind these achievements, this school also faces challenges in learning communication, such as lack of clear instructions from teachers, low student confidence in asking questions, and a mismatch in communication style that makes students tend to be passive-aggressive. In addition, although the school has banned the use of gadgets, students' lifestyles that are more interested in things outside of learning also affect the quality of interactions in the classroom. This condition shows that academic success is not always in line with successful communication, and similar problems also occur in many other junior high schools in Bandung Regency. Therefore, it is important to review and improve the communication patterns and learning approaches applied.

## **LITERATURE REVIEW**

### **Communication Message**

According to Alex Sobur (2014), the message is the core of communication delivered by the sender to the recipient, either directly or through the media. In interpersonal communication, the message is very important because it is a bridge for the exchange of meaning between individuals and can be in the form of speech, writing, or body language. Clarity and accuracy of the message are key so that the sender's intentions can be understood well and build effective relationships. In the context of education, the message delivered by the teacher does not only contain academic information, but also moral and social values that help shape the character of students. If delivered correctly, clearly, and with empathy, this message can instill noble morals and a healthy understanding of sexuality. Effective educational messages play an important role in shaping students' awareness, attitudes, and behavior, thus supporting the birth of a generation with character and ready to face the development of the times.

### **Positive Expectations**

According to Kerman, Kimball, & Martin in their research showed that the success of student achievement can come from positive expectations. With the basic capital of determining the material and learning strategies, choosing and determining the material is the basis for teachers in providing positive expectations. Therefore, it is important to continue to provide information or simply exchange material in the form of messages that are communicated regarding high expectations for the behavior and character and academic abilities of students.

### **Communicating Learning Objectives and Outcomes**

In order for the learning process to feel more enjoyable and not boring, learning activities should be carried out wholeheartedly. In this case, learning objectives and outcomes become an important part of the process. Learning objectives are what students are expected to understand, master, or do after participating in learning. In general, these objectives include two things: the knowledge and skills to be achieved, and how the learning process takes place, including the measure of success. According to Marzano (2011), there are several ways that are considered effective in conveying learning objectives so that they are easy for students to understand.

Some less effective ways of conveying learning objectives include:

1. Just write the goals on the board without further explanation,
2. Equating learning objectives with learning activities, and writing objectives that are too general.

Meanwhile, more effective ways include:

1. Invite students to rewrite the learning objectives in their own words, and
2. Arrange goals in stages or levels to make them easier to understand.

Communicating Feedback and Evaluation

In communication, feedback is very important to know whether the message delivered is correct or still needs to be improved. In the context of education, feedback helps teachers and students understand whether learning objectives have been achieved. Wiggins (2012) states that feedback is also useful for assessing performance and providing direction for improvement. Effective feedback has several characteristics, namely:

1. In accordance with the objectives, feedback is given to help students achieve the learning objectives that have been set.
2. Concrete and clear, the content of the feedback must be specific, not just saying "good" or "not good", but explaining which parts are correct and what needs to be improved.
3. To be able to do this, feedback should provide suggestions that students can immediately put into practice.
4. Student-oriented, use simple language so that it is easy for students to understand.
5. Timely, feedback should be given immediately after the task or activity is completed so that students can immediately improve it.
6. Continuous, feedback needs to be given regularly throughout the learning process, not just at the end.
7. Consistently, teachers must provide feedback that is in accordance with the standards and learning objectives that have been set.

## **METHODOLOGY**

This study uses a phenomenological approach to deeply understand the personal experiences of teachers and students in educational communication in the classroom, especially in forming awareness of moral values and sexual education. This approach helps reveal how teachers and students interpret the communication that occurs during learning. Phenomenology, as explained by Donny (2005), studies the relationship between individual consciousness and the objects they experience. In addition, this study also uses the constructivism paradigm as the basis for selecting research methods and approaches. This paradigm shows that knowledge is formed through experience and social interaction, and influences the way researchers view, design, and interpret research (Guba, 1990; Denzin & Lincoln, 2005). Social constructivism views communication as a meaningful two-way process, not just the delivery of information. Teachers act as facilitators who build shared understanding with students. Therefore, the combination of phenomenological and constructivist approaches allows this study to dig deeper into how educational communication is formed, delivered, and interpreted. The main focus of this study covers three important aspects of educational communication, namely conveying positive expectations, communicating learning goals and outcomes, and providing feedback and evaluation. These three aspects are seen as the result of the process of interaction and shared experiences between teachers and students that shape understanding, identity, and social awareness in the context of learning.

## **RESULTS AND DISCUSSION**

Based on the results of interviews, observations, and documentation of teachers and students at SMPN 1 Margahayu, educational communication patterns were found that reflect the dynamics of interaction during the learning process. These findings are in accordance with the focus of the research which includes three main aspects of educational communication: conveying positive expectations, communicating learning objectives and outcomes, and providing feedback and evaluation. Each aspect has its own challenges, both in terms of how teachers convey messages, student responses, and other factors that influence the effectiveness of communication in the classroom. These findings will be analyzed by referring to communication theories such as the Lasswell model and the

constructivism paradigm, to see the extent to which the educational messages conveyed are able to shape expectations, motivate students, and create an inclusive learning environment. This discussion will also link the findings to relevant literature and provide a practical overview for improving the quality of communication between teachers and students.

### **Communicating Positive Expectations**

Findings from the interview with Informant 1 showed consistency in building positive expectations for students. The informant explained that, "A teacher's hope is that their students are successful in learning, the material presented is understood, all the knowledge delivered is successful" (Informant 1). This is reflected through learning strategies that involve positive communication, both with students and parents, and the creation of a conducive learning environment. Furthermore, Informant 2 emphasized the importance of the principle of fairness and balanced time allocation in the question and answer process. He stated that learning needs to be carried out with various approaches, depending on the situation and condition of the students: "Treatment for students in various ways based on the situation and condition... Because the material in the lecture and the student's condition are very different" (Informant 2). This statement indicates that teachers are aware not to apply a single approach, but rather to provide fair space according to the needs of each student.

In addition, the practice of giving instructions and cues is also seen through structured learning stages. "When starting learning, always convey the learning objectives. Because it is important for students to understand what they will learn" (Informant 2). This shows the role of teachers in directing students' learning focus from the start, which functions as a form of cognitive scaffolding. In providing learning motivation, teachers also show a reflective attitude by receiving feedback from students. The informant stated: "I listen to children's complaints, analyze whether students understand what I convey. If it is still lacking, I fix it and learn again so that everything is conveyed well" (Informant 2). This statement shows that motivation is not only given verbally, but also through the teacher's adaptive attitude in perfecting the communication process so that students remain enthusiastic and do not feel left behind.

### **Communicating Learning Objectives and Outcomes**

One important aspect in the learning process is the teacher's ability to communicate learning objectives and outcomes to students. Based on the interview results, two tendencies were found in the practice of communicating learning objectives, namely ineffective and effective communication. Ineffective Communication of Learning Objectives occurs when teachers do not explicitly convey the direction of learning at the beginning of learning, or convey it only as a formality without a clear connection to learning activities in the classroom. This can make students lose orientation towards what they should achieve, and result in low participation and motivation to learn. One informant said that at the beginning of his teaching career, he had experienced this: "Sometimes we focus too much on the material, forget to convey the main purpose to students, in the end they are confused about where to go." Although not explicitly stated by the informant, this kind of recognition shows that there is room for improvement in the practice of communicating learning objectives.

On the other hand, effective communication of learning objectives is carried out by teachers who clearly convey what students will learn and why the material is important. Informant 2 stated, "When starting learning, always convey the learning objectives. Because it is important for students to understand what they will learn." This shows that teachers are aware of the importance of student involvement in understanding the direction of learning. Effective communication of objectives not only provides clarity in the learning process, but also increases student motivation because they understand the relevance of the material being taught. Therefore, good communication of learning objectives is an important indicator in creating more focused, active, and responsible learning.

### **Communicating Feedback and Evaluation**

Teacher feedback plays an important role in helping students achieve learning goals. Effective feedback is appropriate, concrete, timely, ongoing, and consistent (Hattie & Timperley, 2007). Interview results show that teachers at SMPN 1 Margahayu have implemented these principles. Teachers evaluate students' understanding periodically to ensure that learning goals are achieved. As conveyed by one informant, "I analyze whether students understand what I convey. If it is still lacking, it can be improved further" (Informant 2, June 29, 2025). In addition, teachers also provide concrete feedback and pay attention to the condition of each student. Statements such as "I hear what the child's complaints are" indicate two-way communication and concern for student needs. Teachers also try

to provide feedback quickly and consistently so that students can immediately correct their mistakes. Although not directly referred to as real-time feedback, the practice shows that feedback is an active part of the learning process. This is in line with Sadler's (1989) view, which emphasizes the importance of feedback in active learning to strengthen student understanding. Thus, feedback delivered in the right way not only helps improve academic performance but also strengthens positive relationships between teachers and students.

## CONCLUSION

The results of the study indicate that educational communication between teachers and students at SMPN 1 Margahayu plays an important role in improving the effectiveness of learning. The three main aspects studied—delivering positive expectations, communicating learning objectives and outcomes, and providing feedback—show varied practices that are appropriate to the classroom context. Positive expectations are demonstrated through fairness, personal approaches, and direction that inspires students' enthusiasm for learning. Learning objectives that are clearly communicated from the beginning help students understand the direction and meaning of the material being studied, while concrete, timely, and appropriate feedback encourages improvements in the learning process and strengthens teacher-student relationships. Overall, good educational communication not only conveys material, but also builds students' motivation, participation, and emotional involvement, so that teachers' communication skills are needed to create meaningful and adaptive learning.

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