

learning communication to increase

by Arianto Arianto

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LEARNING COMMUNICATION TO INCREASE LEARNING AWARENESS OF POOR FISHERY CHILDREN IN SOUTH SULAWESI PROVINCE

Jeanny Maria Fatimah¹, Dwia Aries Tina Pulubuhu², Sitti Murniati Muhtar³, Arianto⁴
jeannyfatimah@gmail.com¹, dwiaariestina_uh@yahoo.com²,
murniati_komunikasi@yahoo.com³, arianto.uh@yahoo.com⁴

Abstract

Learning communication is related to education communication in improving the awareness of learning of poor fisherman children. Learning communication is patterned and specifically designed to change the behavior of the target in a better direction. The problem is finding an effective learning communication model to improve the awareness of poor fisherman learning in South Sulawesi Province.

The aim of the research is to find and describe effective learning communication to improve the awareness of learning of the fisherman. For the achievement of research purposes used qualitative approach and case study research (case study) to understand the subject and the object of research in depth in a process of analysis of research results.

The results of the study found that the learning communication is essentially a process of interaction between educators and fishermen children in an effort to increase learning awareness. The process of learning communication activity becomes meaningful for the fisherman's children. If done in involving the components of basic teaching skills, communication skills, utilizing instructional media, communication process of learning in groups based on goals in the environment that provide a sense of security for the child fisherman in an effort to raise awareness of learning. This learning process is group and contextual, meaning the process of learning together according to the development and environment. The fisherman's son is not a person who is only ready to be dribbled or pushed. They must be ready to participate at every opportunity. If there is no chance of their own should be prepared to form the ingredients of learning through effective communication patterns.

Keywords: Learning Communication, Child fisherman, and learning awareness.

Background.

In the world of education, the teacher in the context of communication is considered as a communicator, or messenger, messenger. Students are regarded as objects, objects of instruction or in the context of communication referred to as the recipient of the message. Learning is a process that requires interaction between teachers and learners, where teachers convey material or things they want to teach. While the learner will receive or capture the material to be understood in accordance with his understanding. The process of understanding learning as well as the process of meaning of communication messages, that is all depends on the individual who received it. Therefore one material may be received in different ways by different people, even though those who teach it are the same.

The learning process aims to produce behavioral changes, or make others have certain behaviors that are expected to occur by the teacher. Self-study is a system in which a learner observes, observes, listens, reads, tries to try what has been taught (Yusup, 1990). Teaching-

teaching process among teachers with students is a communication process that has a special purpose, namely education.

Communication learning itself is a process of delivering messages that contain ideas or learning materials from teachers to learners to be able to produce an action or behavioral changes. this learning communication not only covers in the classroom. This communication can take place in the context of communication in poor coastal fishermen families and amongst other (significant) other fishermen in South Sulawesi. The role of communication in a family of quality fishermen and have the ability in the learning process of children facilitate the independence of family members to get out of the circle of poverty. The results of Fatimah's research (2014: 208) reveal the importance of the learning process in the family as a form of interpersonal communication context in the family, including openness attitude, empathy attitude, supportive attitude, positive attitude and equality attitude in communicating between family members

The context of communication in this family is hierarchically authoritative in family decisions, including obtaining awareness of learning of family children on the coast. This can only happen if supported by all elements in teaching, involving the source / parent / teacher as the maker or sender of information. Perose the communication process of turning leads to changes in the awareness of learning of poor fisherman children.

Communication learning in the family environment of poor fishermen children in raising awareness of learning, especially in coastal areas in South Sulawesi is still not maximal. Whereas the local government policy of providing access to education, namely access to free education has become the main declaration of local government, for basic education reached more than 97%. Access to education is diminishing for further education, including in the learning process of coastal children. The results of data from the Ministry of Education (Edriana Noerdin, 2010) explain that there are various reasons why children do not finish school or do not continue to higher education level. One of the reasons is the motivation and awareness to learn there are also cultural barriers, which is still strong child culture is required to help parents make a living as a coastal fisherman.

In addition, the awareness of the study of poor fishermen is still considered less masksimal, mainly fishermen in the coastal areas in South Sulawesi including the province, whereas the provision of access to education is access to free education has become the main declaration of local government. Whereas the level of participation of basic education reached more than 97% for both men and women have been socialized through various communication media. However, access to education, especially to the level of higher education is increasingly reduced. Reduced number of schools continue to higher levels because one of them is the pattern of learning systems that are not communicative.

Communicative communication system of successful learner, among others, produce students who have the ability to solve problems, communication skills, reasoning, well and able to utilize the usefulness of knowledge in life. However, in fact the problem solving ability of students is still far from expectations. Sumarmo study results in Witri Nur Anisa (2014) explained that the skills to solve problems of solving problems of high school students or junior high school students is still low.

Increasing the awareness of learning of poor fisherman children through learning communication is an alternative solution for poverty alleviation of poor families of fishermen. The learning communication process provides reinforcement for the fishermen to learn more about various matters, especially those related to future welfare improvements. No doubt the

importance of this communication role for strengthening and improving the quality and awareness of learning, especially the children of poor fishermen families. Qualified and capable families in various fields facilitate the independence of family members to get out of the cycle of poverty

It is important to examine the role functions of instrumental communication to convey information and have a persuasive aspect to increase awareness of learning children of fishermen. The assumption that learning communication aims to explain, tell, motivate and make students understand, teachers to students. Learning communication to improve the awareness of learning of poor fisherman children in South Sulawesi province is done by the teacher, because this teacher who gives more information and teaching to the learner or poor child fisherman.

One of the aspects that needs to be addressed in a learning communication system in educational institutions, especially in coastal areas of South Sulawesi. Learning communication system or the process of learning implementation as quoted in Yani Ramdani (2012) that to see the success of the learning process, it is necessary to conduct research on the accuracy of instruments and teaching materials and lesson plans that emphasize on improving communication skills, reasoning and koneksitasnya. Among them, the learning system in the classroom, including the communication system between educators and educators who are less intertwined have an effect on the motivation / awareness of learning.

Research focus

Referring to the previous explanation, it is interesting to examine in depth the effective learning communication to improve the awareness of learning of poor fisherman children in South Sulawesi Province.

Goals and Usage

This study aims to explain an effective learning communication to improve awareness of learning of poor fishermen in South Sulawesi Province.

Usefulness of the results of this study into the direction of reference in a communication context of business learning to generate reasoning power among school-aged children. Especially poor fishermen to raise their own learning awareness in their efforts to determine their success and the welfare of their families.

Literature Review

Effective Communication in Learning

Communication is said to be effective in learning if the message in this case is the subject matter can be accepted and understood, and generate positive feedback by students. Effective communication in learning must be supported by the interpersonal communication skills a teacher must possess. (Yusup, P. M., 1990).

The effectiveness of communication in teaching and learning activities is highly dependent on both sides. However, because the teacher is in control of the class, the responsibility for healthy and effective classroom communication is in the hands of the teacher. The success of the teacher in carrying out the responsibilities is influenced by his skills in doing this communication.

According to research results Santoso Sastropetro (in pratikno, 2015: 17) examines the effectiveness of communication, found that communication is said to be effective if communicators and communicants alike have the same understanding of a message, or often

called "the communication is in tune". Communication can work effectively, must be fulfilled with a number of conditions: (a) create a favorable communication environment, (b) using an easily captured and understood language, (c) the message conveyed to the attention or interest of the communicant; can arouse the interests of the communicant that can be profitable, (e) messages can foster an appreciation for the communicant.

Effective communication in the learning process greatly affects the success of goal achievement. Communication is said to be effective if there is a two-way flow of information between communicators and communicants. The information is both responded in accordance with the expectations of both parties to the communication.

In other words, effective learning communication activities between teachers and students, ensured that the learning was successful. In this regard, teachers, educators, or instructors in educational or training institutions should have good communication skills. Communication skills in question can be the ability to understand and design information, choose and use channels or media, and interpersonal communication skills in the learning process. (Lestari G and Maliki 2015)

Communication is said to be effective if there is a two-way flow of information between the communicator and communicant and the information is both responded in accordance with the expectations of the two actors communication. There are at least five aspects that need to be understood in building effective communication as cited according to the results of Lestari and Maliki research (2015: 27-29) to see aspects that need to be considered in the communication process in learning, including: (1) clarity, it is intended that in learning communication must use language and pack the information clearly, so easily accepted and understood by the communicant. (2) This accuracy, precision or accuracy concerns the correct use of language and the correctness of the information conveyed. (3) context, context or so-called situations, the intention is that the language and information conveyed must be appropriate to the circumstance and environments in which the learning communication takes place. (4) the flow, covering the language and information to be presented must be arranged with a clear flow or systematic, so that the party who receives the information quickly responsive. (5) culture, covering this aspect not only concerns language and information, but also relates to ethics and ethics. In communicating learning must adjust to the culture of people who are invited to communicate, both in the use of verbal and nonverbal language, so as not to cause misperceptions.

In teaching and learning activities, interpersonal communication is a must, in order to occur a harmonious relationship between teachers and participants learn. The effectiveness of communication in teaching and learning activities is highly dependent on both sides. However, because the teacher is in control of the class, the responsibility for healthy and effective classroom communication is in the hands of the teacher. The success of the teacher in carrying out the responsibilities is influenced by his skills in doing this communication.

Communication is said to be effective if there is a two-way flow of information between the communicator and communicant and the information is both responded in accordance with the expectations of the two actors communication. In learning occurs effective communication between teachers and students, it can be ascertained that the learning is successful. In this regard, teachers, educators, or instructors in educational or training institutions should have good communication skills. Communication skills in question can be the ability to understand and design information, choose and use channels or media, and interpersonal communication skills in the learning process.

Research Methods

For the purpose of this research used research method of constructive paradigm. The research method is a description of procedures, techniques and procedures used to approach the root of the problem, looking for answers to research problems and achieve the purpose of this study.

The constructivism paradigm uses qualitative methods, focuses on breadth and depth and allows researchers to study certain issues in depth and detail because data collection is not limited to certain categories. Method of constructivism utilize case study approach (case study) to comprehend subject and object of research deeply in a process of analysis of research result

The subject of this research is the teachers and children of poor fishermen living in the coastal area of South Sulawesi province. The determination of the area of the informant is determined based on the cluster area. Determination of the number of informants combines purposive techniques and snowballs for the accuracy of informants in South Sulawesi region, covering 2 districts or towns, Pinrang and Pare-Pare have the potential to have families of poor fishermen.

Determination of the number of subjects or informants of this study using purposive sampling technique based on the criteria determined by researchers, which amounted to 13 teachers and 17 poor children in coastal areas. To informants selected as the main source of data collection.

For data collection techniques done through in-depth interviews (indepth-interview). The instrument used is self-researcher with the tools of Focuss Group Discussion (FGD), and depth interview. This instrument is used to obtain various information about various things in depth and systematic process and role of teacher to child of fisherman in sustu learning situation so as to create a process of learning awareness improvement of poor fisherman child in South Sulawesi

Then, the data collected next, analyzed through three stages, namely the stages of researcher explanation of the phenomenon that armed with the science (ethics), the synchronization stage between the emic and ethical views, and the stages of rationalization and data abstraction.

Research Result And Discussion

Effective learning communication in improving the awareness of learning of fisherman children greatly impact on the success of the learning process. A series of action plans that include the use of models and the utilization of various learning communication media. Implementation komnikasi learning is the result of integration of several components that have its own function with the aim that the achievement of learning objectives can be fulfilled.

A model of learning communication is a process of learning activities that must be done educators and learners so that learning objectives can be achieved effectively and efficiently. The process of learning communication activities of educators as a source of learning messages that encompasses the skills of communication and basic teaching skills. Communication communication between educators as a teacher, including group communication, at any time can turn it into communication antarpersona through the use of learning communication media in the effort to achieve learning communication messages. Skills to create and maintain an atmosphere of learning conditions and motivation

This process involves a two-way communication communication or dialogue in which the student becomes a communicant and communicator, as well as the educator. The occurrence of this two-way communication is when the students are responsive, suggesting or asking questions, asked or not asked. Educators have four roles: determining what meaning will be communicated, encoding meaning into a message, sending messages and observing, and reacting to the response of the recipient of the message. A created message will be different from other messages even if the message is created the same from time to time, but it will be different because the message can not be repeated or received in the same pesrsis way.

The description of communication model of group learning described is more interactive, has feedback in the form of cues or responses containing the impression of the recipient of the message in the form of verbal and nonverbal each participant learning. Without feedback a message educator does not know the impact his message has on the recipient. It is important for the educator or sender of the message to know whether the message has been received with the correct and correct understanding. Feedback is the provision of information obtained from tests or other measuring instruments to students to improve or improve the achievement or learning outcomes. Achievement of learning outcomes is a stimulus produced by the source. This message may contain words, grammar, organizing, appearance, bodybuilding, voice, personality, self-conception, environment and distractions. Each setimulus that affects the recipient is a message whether it is intentional or not.

The resulting proposition of this research reveals that the learning communication activity raises awareness of the fisherman's child is the existence of group learning activities. Group learning activities or communication that occurs between the fisherman and his/her learning environment (group), either with the teacher, his friends, tools, learning media and / or other learning resources. While the other features of this learning relate to the components of learning itself.

In this group learning there are components as follows objectives, materials or materials, strategies, media and evaluation of learning. As a system, each component forms an integrity or a unified whole. Each component is complementary that is interconnected actively and influence each other. If the passive child just in the sense of the word just listens without any passion to express a statement or question, then even if the communication is face-to-face, it still goes one way and communication is not effective. In determining the learning materials refer to the intended purpose, as well as how the material was delivered using the right strategy.

Communication process of learning is a process of communication to convey messages from educators to learners with the aim that the message can be received well and affect the understanding of awareness of learning and behavioral changes. The success of learning communication activities depends on the effectiveness of the communication process that occurs in the learning

Communication group learning itself more emphasis on how to achieve the goal. In this connection things that can not be forgotten to achieve the goal is how to organize learning, how to convey the content of learning, and how to organize the interaction between existing learning resources in order to function optimally.

In practice, they must use every opportunity provided. If there is no one they should look for it. The fisherman's son is not a person who is only ready to be dribbled or pushed. They must be ready to participate at every opportunity. If there is no chance of their own should be prepared to form the ingredients of learning through effective communication patterns. Meaningfulness

awareness is a process of relating new information to relevant concepts contained in a child's cognitive structure.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Communication learning is essentially a process of interaction between educators and fishermen in an effort to increase awareness of learning. The process of group learning communication activities becomes meaningful for poor fisherman's children. Contribution to the effectiveness of group learning communication when done in involving the components of basic teaching skills, communication skills, utilizing instructional media, communication process of learning in groups based on goals in the environment that provide a sense of security for children in their efforts to raise awareness of their learning.

In the future, the learning process of this group is more interacting and systematic rather than just group and contextual. Learning communication process between teacher and student in an effort to increase awareness of learning done in group, studying group together based on communication media and not only in classroom.

Suggestion

Communication learning should always be created in a conducive environment in a learning environment for a child. Similarly, learning components are facilitated to achieve the learning objectives as a form of governmental responsibility.

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