Effectiveness of Teacher Communication in Improving Student Achievement in MTs. Al-Wasliyah Pulo Brayan Medan, Indonesia

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Abstract

The aims of this study is to find out the Effectiveness of Teacher Communication in Improving Student Achievement in MTs. Al-Wasliyah Pulo Brayan Medan, Indonesia. This study use qualitative research. The result of this study shows that Based on the reality of teacher communication strategies in improving student achievement in MTs. Al-Wasliyah Pulo Brayan Medan can be put forward several conclusions, as follows: 1. The communication strategy that is widely used by teachers is in the form of reward and punishment. In this case the teacher always gives sanctions to students if they make mistakes. The sanctions can be in the form of a pinch, a punch, or also advice. On the other hand, with regard to giving rewards, most teachers rarely give gifts to their students if they excel. 2.The communication strategy carried out by teachers in educating to improve student achievement will work well, if the school, teachers and parents work together in creating harmony. Harmony between teachers, students and parents is realized first. With the harmony between the school and parents, children will feel calm in the teaching and learning process which will later achieve brilliant achievements.

I. Introduction

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik, 2010: 42). The school is essentially aimed at helping parents teach good habits and add good character, also given education for life in society that is difficult given at home. Thus, education in schools is actually part of education in the family, which is also a continuation of education in the family (Daulay in Ayuningsih, W. et al. 2020).

The teacher is the dominant factor in the learning process so it is very influential on the process and student learning outcomes. Even the success of teachers in carrying out their mandate as educators also greatly determines the success of achieving national education goals set by the government. So, along with the implementation of the National Education Unit Level Curriculum (KTSP) system, the position of teachers is getting stronger with full authority as education implementers at the national level. school. This is as stated by Yuli Supriyanto, that:

Teachers have a great influence not only on children's educational achievement, but also on children's attitudes at school and on study habits in general. On the other hand, teachers can also paralyze children's natural abilities, destroying children's motivation, self-esteem, and creativity. Even very (or very bad) teachers can influence children more strongly than parents.

The role of the teacher is so important and strategic, especially for the future of students, so that the community's expectations for professionalism and optimizing their performance in schools are getting bigger.

Mastery of communication strategies is a basic and vital ability that must be possessed by an educator to support the achievement of competencies/sub-competencies in learning. Through the application of effective communication strategies, it is hoped that a teacher will be able to organize and coordinate the willingness of students to complete their educational goals, so that students can learn in a pleasant atmosphere.enjoy full learning), and high activity both mentally, physically, socially, and emotionally. This can only be achieved if it is supported by a mature teacher personality and awareness to manage the learning process by obeying and setting didactic principles at every right moment, especially in the classroom.

It is through the application of this effective communication strategy that a teacher is also expected to be able to build a productive, creative, and innovative learning atmosphere, namely a learning that is able to improve the quality of graduates. Thus, methodical-didactic skills become the central point of learning and need to be developed professionally.

The reality on the ground often shows the opposite. In general, the ability of teachers-especially with regard to communication strategies-shows increasingly alarming symptoms. Most teachers, for example, in fact still face many difficulties in organizing and coordinating students' willingness to complete their assignments. This tendency is feared to have a negative impact on the learning atmosphere in the classroom, which in turn can also damage students' motivation and learning achievement.

Basically the factors that cause a teacher to have difficulty in designing and implementing effective communication strategies to students in the classroom, including the lack of teaching experience, the teacher's low knowledge of effective communication theory and practice, and the teacher's low mastery of implementing communication strategies appropriately and effectively. correct.

The researchers also found the conditions mentioned above in some teachers who teach at Madrasah Tsanawiyah Al-Washliyah Pulo Brayan Medan. The teacher's low mastery of this communication strategy seems to have an impact on the difficulty in conditioning a conducive learning atmosphere in the classroom. The indication is that the class atmosphere looks noisy or noisy, students do not show a serious and disciplined attitude during the learning process. Students' interest in the subject matter delivered by the teacher also decreased greatly; In fact, it is not uncommon for students to be truant because they avoid meeting with the teacher in the learning process.

Departing from the problems above, researchers are interested in further researching the importance and urgency of teacher communication strategies in improving learning achievement, especially for students at MTs Al-Washlihayh Pulo Brayan Medan. This problem is then formulated in one title: "Communication Strategy"Interpersonal Teachers in Improving Student Achievement at Mts Al-Wasliyah Pulo Brayan Medan".

II. Review of Literature

2.1. Definition of Communication

Communication is a prerequisite for human life, because without communication, interaction between humans, either individually, in groups, or in organizations, would not be possible. Two people are said to be interacting if each performs an action and a reaction. This action and reaction between humans, which in communication science is usually called the act of communication. Basically, this communication action can be done in various ways, both verbally (in the form of words, both oral and written) and non-verbally (not in the form of words). words, such as gestures, attitudes, behavior, pictures, and other forms that contain meaning).

Viewed from the aspect of communication elements, in general there are 3 elements that build communication, namely: communicator, communicant, and channel. In this case the communicator orsenderis the person who conveys the contents of his statement to the communicant. Communicators can be in the form of individuals, groups, or organizations sending news. In this regard, there are several things that are the main responsibility of a communicator/sender/sender, including: must be able to send messages clearly; choose a suitable channel/channel/media to send messages; and ask for clarification that the message has been well received.

A communicator in conveying his message must pay attention to who he is communicating with, what he will convey, and how to convey it. In conveying the message, the communicator must also adjust to the level of knowledge of the receiving party. Therefore, in the context of Islamic communication, Rasulullah saw. in one hhis hadith narrated by Ibn Abbas once taught the ethics of communication

The second element is the communicant/receiver. The communicant in this case is a partner / partner of the communicator in communication. As the name implies, he acts as a news receiver. In communication, the roles of sender and receiver are always alternated throughout the conversation. The recipient may listen to the speaker or write down the text or interpret the message in various ways.

The responsibility of the recipient of the message in this case is to: concentrate on the message to understand properly and correctly the message received; provide feedback to the sender to ensure the conversation/sender that the message has been received and understood (this is very important especially in messages sentorally). So, by receiving feedback from the communicant, there will be a two-way flow of communication. In this case, if the sender of the news and the recipient of the news have the same experience, then communication can run smoothly. In fact, Jalaluddin Rakhmat emphasized that experience affects the accuracy of perception.

Another element of communication is the channel / channel or media. Channel is a channel or path through which the contents of the communicator's statement to the communicant, or the path traversed feedback (feedback) communicant to the communicator used by the sender of the message. In this case the message can be in the form of words or writing, imitation, images or other intermediaries that can be used to send through various different channels such as telephone, television, fax, photocopier, hand signal, E-mail, Morse code, semaphore, SMS. etc. According to Wursanto, channel selection in the communication process depends on the nature of the news to be conveyed.

2.2. The Concept of Effectiveness in Communication

Effectiveness comes from the word "effective which means there is an effect, consequence, impression and influence on an object or case". Effectiveness is an organization. Effectiveness is the achievement of goals through the efficient use of available resources, both in terms of inputs and outputs. Effectiveness means the occurrence of a desired effect or result in an action. Every work that is carried out efficiently is certainly effective, because in terms of the results, goals or consequences expected by the action have been achieved. On the other hand, an effective job is not necessarily efficient because results can be achieved but may use excessive resources that are not in accordance with the previous plan, whether it is energy, thought, time and so on.

In the concept of communication effectiveness, the main and first goal of human communication is to be understood. So communication is efficient when the Source and Receiver of the message have similarities. Communication is said to be effective when meeting Source (source) is a pleasant thing Receiver (receiver). In relation to learning, the effectiveness of communication that is emphasized is the effectiveness of receiving messages, that is, communication that is carried out in such a way as to cause cognitive, affective, and conative effects on the communicant in accordance with the purpose of communication. A message that is sent is not only wanted to be understood but also to be responded to, given the desired reaction so that the intention is achieved to receive the desired response. If that happens the message sent is not only efficient but also effective.

2.3. Criteria and Principles of Effective Learning Communication

Effective communication in learning is largely determined by the activeness of learners and learners in the form of reciprocity in the form of questions, answers to questions or in the form of actions both physically and mentally. The existence of this feedback allows learners to make improvements to the way of communication that has been done. The effectiveness of communication refers to the ability of people to create a message correctly, namely the sender of the message can know the recipient can interpret the same as what was meant by the sender interpreted the same by the recipient, meaning that the communication is effective.

Effective communication should combine these three criteria. In addition, the effectiveness of learning is largely determined by the attention and interest of students. This corresponds to the model "AIDA stands for Attention(attention), Interest (interest), Desire (desire) and Action (activity)". It means that in order for activities to occur in the learner's self as a communicant, his attention and interest must first be raised and then continued with the presentation of the material. Thus, a desire arises to carry out activities, so that even though their perceptions are not too similar in receiving messages, the differences are not too much. Because psychologically everyone will respond and give different meanings according to their respective characters.

2.4. Communication Strategy in the Learning Process

Education in terms of the process is part of communication; in the sense that the process involves two components consisting of humans, namely teachers as communicators and students as communicants. While the difference between communication and education lies in its purpose or expected effect. Judging from the expected effect, if the purpose of communication is general, while the purpose of education is specific. This specificity is in progresscommunication gave birth to special terms such as information, propaganda, indoctrination, agitation, and education.

2.5. Learning Achievement
a. Understanding Learning Achievement

The word achievement means "results that have been achieved from what has been done or done". Achievement is meant here is a result achieved regarding education or lessons. In accordance with this, Sardiman stated: "Learning is a change in behavior or appearance, with a series of activities, for example by reading, observing, listening, imitating and so on".

Based on the description, it can be understood that learning achievement is a learning result that has been achieved by students based on certain criteria after he has taken teaching and learning activities and ends with an evaluation from the teacher.

b. Factors Affecting Learning Achievement

The factors that affect teaching and learning achievement basically consist of two parts, namely internal factors and external factors. Internal factors are factors that exist in individuals who are learning, while external factors are factors that exist outside the individual.

1. Internal Factor

Internal factors that are meant here are internal factors that occur in schools, which include teachers and students. The most important factors in the teaching and learning process between teachers and students are, there are three, namely:

1) Physical Factor

To achieve the goal in the teaching and learning process to form a complete human in every aspect, both mind, body, spirit and health with social life, an absolute requirement is needed, namely physical health, without being supported by physical health, so what is carried out in schools cannot be said to be a good learning process. potential. This is in line with Slameto's opinion, namely: "In order for someone to study well, one must try to keep his body healthy by always paying attention to the provisions in work, sleep, eat, exercise and recreation". Therefore, physical health is absolutely necessary, because in a healthy body there is a healthy mind as well.

2) Psychological Factor

The authors mean here is to know the behavior that occurs in the teaching and learning process, which in this case includes heredity as a basic factor that can affect the teaching and learning process is the core behavior in the educational process where students and educators are integrated. Inherited factors that affect the learning process include

2. External Factor

External factors also have an important role in the teaching and learning process, where the authors group them into three factors, namely: family, school and community factors.

1) Family factor

The family is one of the educational environments that plays a significant role in the mental development of children, because it is in the family that children receive education for the first time. Students who study will receive influence from the family in the form of the way their parents educate, the relationship between family members, the household atmosphere and the family's economic situation.

2) School factor

School as an educational institution is an organization and a forum for collaboration of a group of people to achieve educational goals by utilizing all resources efficiently and effectively. Because in life and human life, not only living in the family, but also at a certain age must be separated from home to get wider experiences outside the home, both at school and in society in general. According to Hamalik that: "school factors affect learning include teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, building conditions, learning methods and homework".

3) Community factor

The community is an external which also influences students. This influence occurs because of the existence of students in the community which includes student activities in the community, mass media, friends to hang out with and the life forms of the surrounding community. Based on the descriptions stated above, it can be concluded that the family, school and community greatly determine the growth and development of children. For this reason, in achieving maximum results, good cooperation from the subject of education is needed, so that the growth and development of children can take place positively.

Basically every activity carried out by someone requires an assessment (evaluation) from another party. The assessment is usually compiled in the form of a report with recommendations by a particular institution or organization on the progress and progress achieved by a particular individual or group during an activity. If the reports and recommendations issued show positive and significant results in relation to the development and progress achieved by the individual or group in question, then this is called achievement.

Learning achievement is basically a behavior that can be measured using certain standards. On the other hand, it also shows an activity result obtained through intentional activities. After the teaching activities are carried out, an assessment of the learning materials provided is carried out in the form of a test. This is done to determine the extent of student mastery of the subject matter given within a certain period of time. From this assessment can be known objectively student learning outcomes.

In essence, achievement does not only have an impact on the student's personal self, but also for his family and society. In this case, students who can show their best achievements, the consequences are not only able to give a feeling of satisfaction and pride for themselves, but also for their families and communities.

III. Research Method

This research is a type of qualitative research. This type of qualitative research is research that is used to examine the condition of natural objects in which the researcher is the key instrument. Meanwhile, W. Lawrence Neuman mentions that there are 6 characteristics of qualitative research, namely: 1). Contextual importance, 2). Using the case study method, 3). The integrity of the researchers, 4). Theory from the base (groundend theory), 5). Pay attention to the process and 6). Allows interpretation.

Qualitative research is often also called natural research or case study research. This research is not focused on numbers or quantity, but to test certain things in this research, an analysis based on numbers is also carried out.

The design of this research is temporary and may change when the research is conducted. This is in line with Lexi J. Moleong's opinion that the qualitative research design is temporary; the design in question will be adjusted continuously according to the conditions in the field. While the data analysis method is descriptive analysis. Descriptive

analysis method is a method in examining the status of a human group, an object, a set of conditions, a system of thought or a class of events in the present.

Based on the understanding of the experts above, the authors conclude that descriptive qualitative research is the right type and research method to obtain an overview of the communication strategies used by teachers in improving student achievement at MTs Al-Washliyah Pulo Brayan Medan.

IV. Result and Discussion

4.1. Effectiveness of Teacher Communication in Improving Student Achievement in MTs. Al-Wasliyah Pulo Brayan Medan.

The results of interviews that the authors get are:

1. Teachers always have difficulty in implementing communication techniques to educate their children.
2. At least the teachers read a lot of books related to educating children.
3. Teachers rarely consult with parents who are seen as capable of providing input and advice in educating children.

From the description above, it is clear that teachers are not optimal in establishing communication with their students. The communication strategy carried out by the teacher in educating their children did not go well. To overcome this, the teacher, namely the principal and parents, must be able to work together in creating harmony. Harmony between teachers and parents is realized first. With the harmony between teachers and parents, the child will feel calm. How is it possible that children will be good when the teacher is not good at regulating the learning mechanism. Therefore, the first step that the teacher must take is to create harmony in the school first so that students do not feel bored when teaching and learning activities take place.

After the harmony in the school is realized, the next step taken by the teacher is to think about how to seek to educate children to be pious and pious. Along with the teacher's efforts to create a harmonious school house, indirectly, children are also educated to also help him, namely trying to become a good child. pious and pious achievers. So this is certainly very helpful for teachers in creating a home school that is comfortable, peaceful, peaceful and has a myriad of achievements.

The three conditions mentioned above are highly desired by every school house. The explanation of this is no longer a new thing. Peace is defined by calm, namely calm when the teacher is with the students. Then it gives birth to feelings of love, and at a later stage an attitude of affection. This attitude of affection is called Rahmah.

The scholars interpret Rahmah as a form of affection whose form is deeper than just love. It is manifested in the attitude of the teacher who protects, protects, and does not want his students to be harmed and disturbed. It is this affectionate attitude that keeps teachers and students in harmony and harmony until they leave school.

In addition to the explanation of peaceful peace and has a myriad of achievements above. There are also other opinions about the meaning of peace and tranquility and love: First,tranquility. It means inclination and inclination of the heart. This means that a teacher will be happy and feel at ease if he is beside his students. Second, love. According to Mujahid, in general the meaning is the teacher's love for his students. And the third, rahmah (compassion). Some interpret it with the birth of children, as the word of God in Surah Maryam verses 2 and 7 which mentions children as a blessing.

First, piety to Allah before entering school, in the process of teaching and learning activities. Second, understand the signs as well as the rights and obligations of teachers,

and third students, always pray to Allah to be given the peace of love and affection. From the description above, persuasive and rewarding techniques are very effective for teachers to use in educating their children. Arrangement, association and integration techniques can also support other techniques but are very rarely used, because persuasive techniques and rewards approach are easier than other techniques. other.

The results of this study indicate that in general the average level of learning achievement of MTs Al-Wasliyah Pulo Brayan students qualitatively belongs to the medium category. These findings prove that MTs students. Al-Wasliyah Pulo Brayan has not been able to absorb the subject matter obtained at school well. This means that the mastery of knowledge/skills developed by each subject, which is usually known from the test scores given by the teacher, has not shown good results. This indicates the need for efforts towards improvement related to learning achievement. Learning achievement is basically an indicator of success or quality and knowledge that has been mastered by students. On the other hand, learning achievement is the result of an education system, so that the level of success is determined and influenced by elements of the system itself such as raw input, instrumental input and environmental input. According to Tirtaraharja's opinion that education is an interrelated system of raw input, instrumental input and environmental input, each of which influences the success of education. This is in line with Sudjana, that learning outcomes in schools are 70 percent influenced by students' own abilities and 30 percent are influenced by the environment. Instrumental input (instrumental input) and environmental input (environmental input) which each input affects the success of education. This is in line with Sudjana, that learning outcomes in schools are 70 percent influenced by students' own abilities and 30 percent are influenced by the environment. instrumental input (instrumental input) and environmental input (environmental input) which each input affects the success of education. This is in line with Sudjana, that learning outcomes in schools are 70 percent influenced by students' own abilities and 30 percent are influenced by the environment.

Likewise, according to Munandar stated that learning achievement is influenced by intelligence, motivation and level of intelligence. He further said that learning achievement is a manifestation of talent and ability. The intended ability is a power/motive to perform an action. The results of inferential analysis show that there is a positive influence on the level of intensity of communication between parents and students on the average learning achievement of students at MTs Al-Waliyah Pulo Brayan school. This means that, the higher the intensity of communication between parents and their children, the higher the learning achievement of children. This is in accordance with the results of research conducted by Firdaus et al.

Parental communication in children's education is basically involved both mentally and physically and is responsible for the success of their children's education. The results of the analysis show that the level of communication intensity between parents and students on the average learning achievement of students at MTs Al-Wasliyah PuloBrayan is still in the medium category. This picture shows that not all parents, as perceived by their children/students, understand the importance of communication to improve the success of their children's education in school. If this is allowed, of course, it will affect student learning outcomes. Therefore, an understanding of the importance of parental communication needs to be instilled in parents. For this reason, serious attention is needed both from the school, from the government, the community and the community especially from the parents themselves. Madrasas as educational institutions, formally have a strategic position to realize human resources who master religious science and master science and technology.

The success of education is difficult to realize if it does not get real support from competent parties, especially parents and students. The results of this analysis indicate that parental communication in relation to the educational success of students at MTs Al-Wasliyah Pulo Brayan has not given optimal results. It is shown from the answer choices given by the students in the research instrument that most of the students gave scores in the medium category. The description is based on a review of the six dimensions as explained in the description of the research results. Parents who understand the importance of children's education, tend to always pay attention to everything that their children need in terms of education, such as paying attention to the progress of children's education, being involved in children's learning activities, complete learning facilities. This is in accordance with Ardana's opinion which states that families (parents) who are aware of the meaning of education will try to create a conducive atmosphere in the family for their children's learning. And seek adequate learning facilities and infrastructure, regulate and guide their children's daily learning activities that can help children's success in school. On the other hand, if parents do not care about their children's education, it will hinder the success of their children's education at school.

The same thing was stated by William J. Goode, saying that the socio-economic conditions of the family and the role of parents provide encouragement for achievement. Mothers who are warm and patient encourage their children to want to work hard to achieve achievements and at the same time always demand the best from their children. In relation to the attitude of parents in educating their children, parents who are full of love in educating their children and not overly interfering will encourage children to be more successful. On the other hand, if it is too rigid or authoritarian, it will kill the child's enthusiasm for learning. This is in accordance with the results of Mohari's research, one of the conclusions of which is that students who come from families with a pleasant household atmosphere,

If connected with this research, a pleasant household atmosphere is a representation of parental communication in terms of their child's education. It can be understood that a pleasant household atmosphere is a family (parents) who creates a conducive atmosphere for learning and the availability of learning facilities and infrastructure, guiding, directing and controlling their learning. This can all be interpreted as parental communication in terms of the success of their children's education. In the teaching and learning process, infrastructure or learning facilities are very important. Adequate facilities and infrastructure will facilitate the activities of achieving the teaching and learning process, which in turn can affect learning outcomes. This is in accordance with the results of Munandar's research with the title "Relationship of Family Background with Children's Performance", One of the conclusions shows that there is a positive relationship between the fulfillment of facilities and children's learning performance. However, it can be seen to what extent these facilities can be provided by parents, especially additional facilities such as magazines, reading books and others. These results can be interpreted that if parents fulfill their children's learning facilities, it will improve their learning outcomes.

Judging from the characteristics of the educational level of parents who were analyzed descriptively, it showed a tendency that the higher the level of education of parents, especially fathers, the better the student's achievement, while the level of education of mothers did not show this tendency. Meanwhile, the results of Munandar's research found that the higher the education level of parents, the better their children's achievements. Recognizing the importance of parental communication in relation to the success of children's education, the development of managementIn the future, madrasahs need to develop cooperation between related components, especially with parents.

V. Conclusion

Based on the reality of teacher communication strategies in improving student achievement in MTs. Al-Wasliyah Pulo Brayan Medan can be put forward several conclusions, as follows:

1. The communication strategy that is widely used by teachers is in the form of reward and punishment. In this case the teacher always gives sanctions to students if they make mistakes. The sanctions can be in the form of a pinch, a punch, or also advice. On the other hand, with regard to giving rewards, most teachers rarely give gifts to their students if they excel.

2. The communication strategy carried out by teachers in educating to improve student achievement will work well, if the school, teachers and parents work together in creating harmony. Harmony between teachers, students and parents is realized first. With the harmony between the school and parents, children will feel calm in the teaching and learning process which will later achieve brilliant achievements.

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