



Teacher communication in Child-Friendly School programs in Primary Schools

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Abstract

This study aims to analyse teacher communication in the implementation of the Child Friendly School (SRA) program at Mbait II State Preparatory Elementary School and Syuru Inpres Elementary School in Agats District, Asmat Regency. This programme aims to create a safe, comfortable, clean, beautiful, and healthy school environment for children, as well as protect their rights from violence and discrimination.

This research uses a qualitative approach with a case study type. The research was conducted at SD Persiapan Negeri Mbait II and SD Inpres Syuru, Agats District, Asmat Regency, which have implemented the Child Friendly School programme. The research subjects included principals, teachers, school operators, and students. Data collection techniques included in-depth interviews, observation, and documentation. Data analysis techniques used the Miles and Huberman interactive model analysis, including data collection, data reduction, data presentation, and data verification.

The results showed that in learning, there is communication that takes place reciprocally between teachers and students in the implementation of the Child Friendly School programme. The suggestion for this research is to improve communication patterns that are clearer, friendly, open, and inclusive. In addition, it is important to listen with empathy, give appreciation, and provide thorough explanations to students to improve the effectiveness of the Child-Friendly School programme.

Keywords: Communication, child-friendly Schools, teachers

Introduction

In the world of education, communication is a central part in achieving educational goals. According to Latuconsina (2019)^[12], communication is the transmission of knowledge in the learning process to achieve educational goals, which can be in the form of transferring knowledge from teachers to students through learning materials. However, there are often various problems that hinder communication, which in the end can cause misunderstandings in the learning process at school. The success or failure of interpersonal communication is reflected in the ability or inability to communicate (Delly, 2019). Communication plays an important role in the continuity of interaction. Good communication skills are needed to resolve conflicts and organize classroom learning constructively. This communication is very important for teachers to establish good communication relationships with their students so that the learning process can run smoothly. Communication between teachers and students is needed to convey messages in the classroom effectively. Thus, the goal of an educator in learning activities is to improve the quality of learning for his students.

Child Friendly Schools (SRA) is a school concept that provides security, comfort, cleanliness, beauty, health, protection of rights, and also protection from violence and discrimination against children. Through SRA, the government aims to fulfill its obligations in realizing, guaranteeing and protecting children's rights, as well as providing capacity to develop students' interests and talents, develop students' skills, and be responsible in everyday life. Child-friendly schools create a sense of tolerance and mutual respect between students to create peace (Candra, 2018).

SRA builds a new paradigm in education that creates a resilient generation without violence, creates adult empathy in educational units, and realizes the rights and protects

students. To create a child-centered school, support is needed from the school environment, home and community. Schools play a role in meeting students' needs, maintaining children's condition while studying, maintaining health and nutrition, and helping children learn about healthy living (Kardius, 2019). Therefore, the role of teachers is very necessary in implementing child-friendly school programs, especially in communication patterns between teachers and students, teachers with other fellow teachers, teachers with school principals, and teachers with students' parents.

Established in 2019, the SRA concept at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School is still faced with inhibiting factors, such as the use of the lecture method by teachers. This method tends to use one-way communication, which results in a lack of interaction between teachers and students. In this one-way communication, the teacher provides more information and students only receive the information without any opportunity to talk or discuss actively. This can reduce students' learning motivation and hinder students' ability to think critically and participate actively in learning. Students can feel bored or uninterested in learning because they feel they are not involved in the learning process.

According to the research perspective of Maulida & Prawira (2020), there are differences in student communication with teachers and student communication with fellow students. Student communication with teachers tends to be positive, while student communication with fellow students can be positive and negative. Student communication with teachers is more closed due to feelings of reluctance or fear.

Based on this description, researchers are interested in researching teacher communication in the Child Friendly School (SRA) program at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School, Agats District, Asmat Regency, especially in the context of the effectiveness of communication between teachers and

students. Researchers tried to find out about: (1) teacher and principal communication in the child-friendly school program (SRA) at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School, Agats District, Asmat Regency, (2) teacher communication with fellow teachers in the child-friendly school program (SRA) at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School, Agats District, Asmat Regency, and (3) teacher and student communication in the child-friendly school program (SRA) at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School, Agats District, Asmat Regency.

Research Method

Research Type

The type of research adopted in this study is a case study. Case study refers to a research approach that focuses on investigating and analyzing behavior or phenomena that occur in a limited environment. The aim is to investigate the conditions and background of the lives of certain individuals or groups with the aim of understanding a subject event in depth. Case studies reflect a focused, detailed and detailed approach to a particular community, institution or issue that is the object of research (Fadilah, 2020) ^[5].

This research aims to prepare an in-depth analysis with the aim of obtaining specific and comprehensive information regarding the phenomenon being observed. The research method used is a qualitative approach, which is a research approach that focuses on in-depth understanding of social phenomena or human problems (Creswell, 2014). According to Bogdan and Taylor (Mardawani, 2020), qualitative research methodology focuses on collecting descriptive data both written and verbal from respondents and involves observing behavior.

In carrying out this research, the researcher applied a qualitative approach with the aim of gaining deeper insight into the phenomenon being observed. The use of descriptive research is one of the qualitative approach methods adopted. Descriptive research aims to provide a clear picture of the special characteristics of a phenomenon and to describe and interpret circumstances, relationships, opinions that are developing, processes that are taking place, effects or consequences that occur, and trends that are emerging (Bogdan & Taylor, 2020).

Research Location and Time

The research was conducted at Mbait II State Preparatory Elementary School located in Kampung Baru Mbait, Mbait Village, Agats District, Asmat Regency and Inpres Syuru Elementary School located at Jl. Dendew, Asuwetsy, Agats District, Asmat Regency.

Data Source

The subjects of this research are parties related to child-friendly school education, namely teachers at schools. Then child-friendly schools are the object of this research. This research was carried out at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School for the 2022/2023 academic year. Where Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School in Asmat District are schools that implement a child-friendly school program. Mbait II State Preparatory Elementary School has 12 educators and education staff. Then the total number of students at the

Mbait II State Preparatory Elementary School is 214 students. Meanwhile, SD Inpres Syuru has 26 educators and education staff. Meanwhile, the total number of students at SD Inpres Syuru is 541 students.

The selection of subjects was aimed at the class teachers at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School. Then it was developed through other informants, namely school principals, teachers, school operators and students. There were details of interview informants from Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School, there were 2 principals, 24 class teachers and several informants from more than 50 students. The reason the researcher chose some representatives to become informants was because the writer understood and adjusted the characteristics of students, teachers, lecturers and school conditions to support the validity of the data in order to obtain accurate information from trusted data sources.

Data Collection Techniques and Instruments

Techniques and instruments for collecting research data using in-depth interviews, observations, and documentation. As mentioned previously, this research method is qualitative research or case study format, so the data required must be in verbal form obtained through interviews. Apart from that, this research also involves the process of observing and interpreting phenomena that occur in the field. Data collection in this research was carried out using in-depth interviews to collect information in the form of statements and verbal statements, documentation, and observations about attitudes/behavior towards objects and events.

Data were obtained through interviews with several informants, namely key informants, namely two school principals from Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School. This key informant is a person who has the main information needed in the research. Then there were the main informants, namely seven teachers from Mbait II Preparatory Elementary School and seven teachers from Inpres Syuru Elementary School. Furthermore, additional informants were representatives of two students from each class from grades 1 to 6.

Researchers observed and took notes around the Mbait II Preparatory Elementary School and Inpres Syuru Elementary School. Observations were made regarding communication with school principals, teachers and students. At this school, researchers reviewed all the informants' daily activities over a certain period of time. Apart from that, monitoring what is happening, listening to the communication process, asking interesting questions, and recording observation sheets.

In this research, the documentation study method can be used to collect documents such as school policies, communication records between teachers and principals, teacher meeting reports, as well as other documents relevant to communication in the school environment. Analysis of these documents can provide deep insight into communication in the Child Friendly School Program. By utilizing documentation study methods, researchers can explore important information related to teacher communication with school principals, fellow teachers and students, so that they can provide evidence-based recommendations to improve the quality of communication in the educational environment.

Findings and Discussion

The discussion of the results of this research is an effort to review the results of research findings related to teacher communication patterns in child-friendly school programs at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School.

Teacher Communication in the SRA Program at Mbait II State Preparatory Elementary School

Communication between teachers and principals at Mbait II State Preparatory Elementary School. Active collaboration between teachers and principals can be seen in the coordination efforts that take place in implementing the child-friendly school program. This includes providing and exchanging advice regarding program implementation, planning, and reporting progress on child-friendly school programs. The use of effective and coordinated communication is very important in order to reduce the risk of misunderstanding regarding the goals and objectives of child-friendly school programs between policy makers and implementers within the Mbait II State Preparatory Elementary School environment.

Then teacher communication with fellow teachers at Mbait II State Preparatory Elementary School. Teachers demonstrate ease in communicating and collaborating with their professional colleagues. In this school environment, there is a pattern of smooth communication and positive relationships that exist between fellow teachers. Concrete evidence can be seen in the implementation of various aspects of child-friendly education, such as discussing with fellow teachers to find solutions to student problems in class, providing attention and support to students who face learning difficulties, and active participation in school meetings.

Teacher communication with students, this is shown by the teacher which can be analyzed through the responses given by students. At Mbait II State Preparatory Elementary School, class teachers often play a role in teaching important social norms and values in the school through various types of communication, be it one-way or multi-way. These actions are reflected in daily activities, such as greeting each other, maintaining polite behavior, and showing mutual appreciation and respect between teachers and students.

Teacher Communication in the SRA Program at SD Inpres Syuru

Communication between teachers and principals at SD Inpres Syuru, both of them maintain active communication with the aim of ensuring the safety and comfort of students. This includes ensuring that school facilities and infrastructure are available properly and safely, and in accordance with child-friendly school standards. Apart from that, according to information from teachers and school principals, they also communicate with parents on certain occasions to convey about child-friendly school programs. In this way, the goals of the program can be implemented at home by parents, creating a child-friendly environment not only at school, but also at home.

Meanwhile, teacher communication with fellow teachers at SD Inpres Syuru is reflected in their daily routine at school. They shake hands, smile, often dialogue, and on certain occasions, they formally hold internal meetings with other fellow teachers to support child-friendly school program

policies. These teachers participated in drafting changes to the school's vision and mission by integrating the principles of child-friendly school programs, which aim to protect children's rights, uphold the principles of justice, prevent violence, and reduce discrimination against children.

Then the teacher's communication with students at SD Inpres Syuru. In the classroom, teachers interact with students involving various contexts, both related to the subject matter and personal ones, such as regarding students' psychological conditions. According to information obtained from students, in everyday life, their interactions more often occur between peers. Interactions with peers take place more freely, whereas in interactions with teachers, there are limitations that arise due to feelings of reluctance. Students talk more about lesson problems when interacting with teachers. On the other hand, in interactions between students, there is a higher level of familiarity, although sometimes there are also actions such as teasing and sometimes arguments.

The results of the research carried out are in line with research by Imelda Dwi Yohanah and Andi Setyawan (2017) regarding "Communication Patterns Between Teachers and Students in Inclusive Model Elementary Schools" and Susana's research (2021) entitled "Effectiveness of Child-Friendly School Programs in Developing Schools with Character at State Elementary School 028266 Binjai". Both studies emphasize the importance of two-way and multi-way communication and identify the positive impact of child-friendly school programs, especially in developing student character. This shows that efforts to create a clean, healthy and comfortable environment can contribute to positive changes in the school environment.

The results of this research at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School highlight the important role of communication patterns in preventing poor communication problems in schools. By implementing clear, friendly and open communication, schools can minimize conflict and misunderstanding in communication between school members. Research can conclude that Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School implement child-friendly education and good communication in learning, which is a positive finding that can support student growth in child-friendly school programs.

Teacher communication in the Child Friendly School (SRA) program is very continuous based on behavioral communication theory at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School. Behavioral communication theory discovered through activities in schools is reflected as a basis for understanding teacher communication which is more behavioral in nature in creating an environment that supports student growth and development. Behavioral Communication Theory is applied in the context of teacher communication patterns in the SRA program. So it emphasizes behavior that can be observed and measured, and how this behavior can influence the learning environment.

Based on the results of this research and previous research, there is a relationship between verbal and non-verbal communication, primary and secondary communication, and multi-directional communication. Where teachers in both schools use verbal and nonverbal communication. In the verbal aspect, messages are conveyed clearly and kindly,

while in the nonverbal aspect, including facial expressions and body language, teachers try to create a comfortable and safe environment. Then it was also found that primary communication, especially between teachers and students, was positive with mutual respect. Secondary communication, especially between teachers, involves discussions regarding solutions to student problems, indicating collaboration to support the SRA program. Apart from that, teacher communication is not only one-way, but involves complex interactions. Teachers communicate with students, fellow teachers, and also with the school principal. The exchange of ideas and suggestions in teacher meetings indicates that there is multi-directional communication.

Conclusion

In the Child Friendly School (SRA) program at Mbait II State Preparatory Elementary School and Inpres Syuru Elementary School, research results show that teachers' verbal and nonverbal communication has a crucial role in building an educational environment that supports student growth and development. The results from the two schools showed almost the same results. Communication between teachers and principals; a) verbal communication, namely there is active coordination between teachers and school principals in implementing SRA. Verbal communication includes suggestions regarding programs, planning, and reporting. b) nonverbal communication, namely gestures, facial expressions and body posture, play an important role in conveying messages and building trust between teachers and school principals.

Then teacher communication with fellow teachers; a) verbal communication: teachers communicate fluently and collaborate in creating an environment that supports SRA. They discuss to find solutions to student problems, provide support to fellow teachers, and participate in school meetings. b) nonverbal communication: greeting gestures, smiles, and everyday informal dialogue create positive relationships between fellow teachers. Meanwhile, teacher communication with students: a) verbal communication: teachers in both schools actively teach social norms and values through one-way and multi-way communication. Interaction is more focused on discussing subject matter. b) nonverbal communication: students respond positively to the teacher's nonverbal communication, such as greetings, polite behavior, and rewards, creating a positive learning environment.

Apart from that, teacher communication in child-friendly school programs can be carried out in more than one direction, namely behavioral communication can be implemented, this can play an important role in preventing problems with poor communication in schools. The child-friendly school program aims to create an environment that supports student growth and development by providing protection for children's rights. By implementing behavioral communication and multidirectional communication that is clear, friendly, open and inclusive, schools can create an environment that supports student growth and development. Theoretically, it shows that teacher communication in child-friendly school programs tends to be behavioral-based. Teachers and school principals use behavior in social interactions to convey messages and goals of child-friendly school programs. This shows the importance of behavioral communication in creating a good learning environment and supporting student growth. Then practically it can become a

reference for schools in improving teacher communication, especially in implementing a more skilled behavioral communication approach through behavior. Teachers can more effectively convey messages, support active student participation, and create a diverse learning environment.

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