Instructional Communication Management Strategy in Curriculum Development of Indonesia Higher Education Institutions

Laksmi Dewi[1]*, Nanda Khaerunnisa Syafitri[2], Dinn Wahyudin[3], Deni Darmawan[4], Yulia Rahmawati[5] iD

[1,2,3,4,5] Curriculum Development, Faculty of Educational Sciences, Universitas Pendidikan Indonesia, Bandung, Indonesia

ABSTRAK

Strategi komunikasi instruksional di lingkungan perguruan tinggi dilaksanakan untuk mendukung upaya manajemen kampus dalam mencapai tujuan visi dan misi perguruan tinggi. Perguruan tinggi perlu memiliki fokus pendidikan dengan menggunakan sistem multikampus yang perlu berintegrasi dalam mencapai tujuannya. Oleh karena itu, strategi komunikasi instruksional perlu dilaksanakan untuk dapat mendukung manajemen dalam membangun komunikasi termasuk meningkatkan kepedulian terhadap kegiatan universitas dan memberikan kejelasan dan pandangan yang representatif bagi sivitas akademika serta mencapai tujuan visi dan misi universitas. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kuantitatif dengan teknik pengumpulan data melalui kuesioner mengenai manajemen komunikasi instruksional tim pengajar. Hasil penelitian menunjukan bahwa stategi komunikasi instruksional oleh dosen di lingkungan universitas telah dilaksanakan dengan sangat baik. Kegiatan pembelajaran di kelas yang meliputi perencanaan komunikasi instruksional, pemilihan metode dan strategi pembelajaran, pemilihan sistem penyampaian materi dan pemanfaatan bahan ajar pun telah dilaksanakan dengan sangat baik. Hal tersebut terjadi dengan adanya keterampilan komunikasi yang dimiliki oleh dosen dan dukungan dari para pimpinan universitas. Diharapkan bahwa strategi komunikasi instruksional dalam pengembangan kurikulum lembaga pendidikan dosen ini dapat lebih dikembangkan lagi dengan adanya pelatihan terkait pengembangan kegiatan pembelajaran mulai dari perencanaan pembelajaran, metode dan strategi belajar hingga aspek penilaian dan evaluasi.

ABSTRAK

Universities need to have an educational focus by using a multicampus system that must be integrated to achieve its goals. Therefore, an instructional communication strategy needs to be implemented to support management in building communication. This study is to analyze instructional communication strategies and lecturer competency management policies that can be understood and implemented in the teacher education curriculum. The method used in this research is a descriptive method with a quantitative approach with data collection techniques through questionnaires regarding the teaching team's instructional communication management. The research results show that the instructional communication strategy by lecturers in the university environment has been implemented very well. Classroom learning activities, including instructional communication planning, selection of learning methods and strategies, selection of material delivery systems, and use of teaching materials, have also been carried out very well. It happens with lecturers' communication skills and support from university leaders. It hopes that the instructional communication strategy in curriculum development for lecturer educational institutions can be further developed with training related to the development of learning activities starting from lesson planning, learning methods, and strategies to aspects of assessment and evaluation.

*Corresponding author.
E-mail addresses: laksmi@upi.edu (Laksmi Dewi)

1. INTRODUCTION

Communication is one of the essential aspects carried out by humans to understand each other. Communication occurs with the interaction between one individual and another, both verbally and non-verbally. Thus, through this communication activity also, human development occurs. In the process, communication becomes a more comprehensive empowerment practice for everyone to understand problems, consider and discuss an idea, negotiate, and engage in the public debate at the community and national levels (Rahmawati et al., 2019; Serevina et al., 2018). Within higher education, communication has a role in empowering university programs that can help differentiate communication from other forms of communication. One-way universities can form communication for campus management is to form a communication strategy (Hia, 2017; Su et al., 2021). A thoughtful and comprehensive communications strategy is critical to any successful change and upgrade. The education and communication strategy sets the tone and direction of improvement efforts. From this statement, the communication strategy is a practical system and is the center of the success of the communication process. In the context of establishment or organization, the organizational communication strategy is a body that is the core of organizational life and a vital component of success (Fitriansyah et al., 2020; Manik & Hutagaol, 2015). Especially in education, the communication strategy is an essential part as a direct driving tool where the direction of educational success can be directed. The communication strategy is targeted at supporting campus management efforts in achieving the university's vision and mission goals (Andriani et al., 2018; Prayitno, 2021). In addition, through strategic communication, universities can create, maintain, and further develop relationships within and in contact with external stakeholders. The thoughts and developments experienced by tertiary institutions are indeed very complex if they aim to meet the needs and desires of all parties. It contains many essential and powerful elements that must be studied and processed to achieve common goals (Bazarova & Choi, 2014; Wahyudin et al., 2021). This happened in several tertiary institutions, and the Indonesian University of Education is one of them.

As a state university, the Indonesian University of Education focuses on education using a multicampus system (Lassoued et al., 2020; Wahyudin et al., 2021). In this case, the Indonesian University of Education needs to pay attention to how communication activities take place, including communication strategies within the scope of campus management, especially in managing programs run in this multicampus system. In this regard, the communication strategy at the Indonesian University of Education is targeted to support management in building communication, including increasing awareness of university activities and providing clarity and representative views for the UPI academic community. It also aims to contribute to a communication model that enables UPI to act as a coherent organization with a leading communications system (Fernández-Caramés & Fraga-Lamas, 2019; Lyon et al., 2021). Based on this, a communication strategy needs to be implemented in order to support the progress of the Indonesian University of Education in achieving its vision and mission goals. Universities can implement communication strategies through planning and development activities that align with state university regulations (Kinasih & Nihaya, 2022; Sihite & Saleh, 2019). In this study, communication strategies that the Indonesian University of Education can develop can be discussed intensively on how the regulatory framework and support for higher education institutions are assessed and to what extent the communication system in tertiary institutions is carried out by internal regulations so that they can have a positive impact as a strategic approach in achieving all Indonesian Education University program (Shazia & Khan, 2015; Swaminathan & Jawahar, 2013).

Based on this vision and mission, the Indonesian University of Education is expected to revitalize the communication strategy so that the planned programs can be appropriately implemented to achieve the university's vision and mission. The Indonesian University of Education can use two communication strategies to meet their needs: a media-based strategy and an instructional design strategy (Han & Ellis, 2019; Safdar et al., 2012). In this regard, one form of revitalization that can be carried out is to form an instructional communication strategy to improve the management of lecturer competencies that can be understood and implemented in the teacher education curriculum. This is in line with the objectives of this research, which focuses on the vision and mission of the Indonesian University of Education in developing teaching staff so that they can create professional teachers who can compete globally (Palangda et al., 2023).

It is necessary to revitalize instructional communication strategies and policies in managing lecturer competencies because teachers and lecturers are instructional executors in teaching and learning activities. This activity can be interpreted that lecturers having a role in conveying information to their students with the aim of instructional communication, namely, changes in behavior and changes in the knowledge possessed by students as targets (Alawamleh et al., 2022; Ichsan, 2018). In addition, this instructional communication is heavily influenced by the lecturers' competencies, both pedagogic and learning communication competencies (Potter & Thai, 2019; Sitohang et al., 2022). Based on this, it can be interpreted that lecturers need to have instructional communication competence to carry out classroom

learning activities. Forming an instructional communication strategy often depends on the type of communication educators apply when teaching in class. This is closely related to the instructional communication process in learning activities, which includes learning approach situations carried out by lecturers, personality, curriculum, learning infrastructure, classrooms, and so on to increase learning outcomes (Alawamleh et al., 2022; Kisworo & Wibisono, 2022). Thus, implementing this instructional communication strategy is closely related to how educators carry out classroom learning activities, especially in conveying learning material to students.

Based on the explanation above, the researcher wants to analyze instructional communication strategies and lecturer competency management policies that can be understood and implemented in the teacher education curriculum in Indonesia, especially those implemented by the Indonesian University of Education. In addition, the researcher also wants to examine the instructional communication management implemented by the Indonesian University of Education in instructional communication planning, teaching methods and strategies and delivery systems, selection and use of teaching materials, assessment and evaluation, communication skills, and leadership communication management. The novelty of this study can provide information and become a reference for improving instructional communication management within the scope of higher education, especially for lecturers and stakeholders. In addition, by knowing the conditions of instructional management assessed by these students, higher education institutions can determine and develop instructional communication strategies and better management policies for lecturer competencies to maximize learning activities.

2. METHOD

The method used in this research is descriptive with a quantitative approach. Descriptive research is conducted on independent variables without comparing or connecting them with other variables (Sinambela, 2014). The variable studied in this study is Instructional Communication Management, so it can be interpreted that this research has independent variables. Meanwhile, research with a quantitative approach is defined as research that aims to verify a theory or observe research objects (Kurniawan & Puspitaningtyas, 2016). The theory used in this study is the theory of Instructional Communication Management regarding six sub-variables, namely: 1) Instructional Communication Planning, 2) Teaching methods and strategies and delivery system, 3) Selection and utilization of instructional materials, 4) Assessment and Evaluation, 5) Communication Skills, and 6) Leadership Communication Management. And the instrument grid that used in this research is show in Table 1.

Table 1. Instructional Communication Management Research Instrument

Variable	Sub-Variable	Indicator	Answer Option			
			1	2	3	4
Instructional Communication Management	Instructional Communication Planning	Prepare RPS at the beginning of each lecture				
		Lecturer submits lecture plans and study contracts				
		Lecturers prepare lecture material using the latest sources				
		Lecture material is delivered by the learning outcomes that have been determined				
		Lectures using virtual face-to-face using the application: a. Google Meet b. Zoom c. Webex Other. (please specify)				
	Teaching methods and strategies and delivery system	Lecture materials are stored and shared by lecturers via: a. LMS (Spada or SPOT) b. social media c. E-mail Other. (please specify)				
		The lecture process uses the learning method: a. case method b. Theme-based project c. Practice d. Field practice Other. (please specify)				

Variable	Sub-Variable	Indicator	Answer Option			
			1	2	3	4
	Selection and utilization of instructional materials	Learning media used in the learning process: a. PPT b. Tutorial video c. Learning audio d. Animation Other. (please specify) Learning resources used to support lectures: a. Book b. Article c. Sources from outside d. External environment Other. (please specify)				
	Assessment and Evaluation	Lecturers give assignments periodically, individually or in groups Conduct UTS and UAS assessments through: a. Written examination b. Oral test c. performance d. Product e. Field study Other				
	Communication Skills	Convey lecture priorities and determine the agenda Skilled in conveying material in an informative and communicative manner Skilled in non-verbal communication Empathy and respect for others Verifying student understanding Motivate learning Encourage students to ask questions Able to close learning effectively				
	Leadership Communication Management	As lecturers and student behavior controllers, leaders convey various information through rules and regulations. Leaders motivate to work well following the applicable SOPs Every academic community is given the freedom to express their opinion Harmonious relations are established between university leaders, faculties, study programs, lecturers, educational staff, and students.				

In this study, the sampling process was carried out by using random sampling technique and the data collection techniques were carried out by distributing research instruments to respondents in online questionnaires, with each statement item being measured using a Likert scale (Riduwan, 2012). At the same time, the data analysis technique used in this study is descriptive statistical techniques through calculating percentage analysis. This analysis technique is used to determine the proportion and frequency of answers given by respondents by the instruments that have been made. Once the percentage is known, the researcher interprets the percentage value obtained using the criteria for the interpretation of the score, which is interpreted as show in Table 2.

Table 2. Percentage Interpretation Table

Percentage	Interpretation
0 % – 20 %	Very Less Good
21 %– 40 %	Not good

Percentage	Interpretation
41 % - 60 %	Pretty good
61 % - 80 %	Good
81 % - 100 %	Excellent

3. RESULT AND DISCUSSION

Results

  The distribution of research instruments was carried out online using google Forms and tested on 133 respondents who were Indonesian University of Education students to find out how a team of lecturers at the Indonesian Education University carried out instructional communication management. Based on the results of the research that has been done, the following results is show in Table 3.

Table 3. Table of Research Respondents

Group	Frequency	Percentage
Gender		
Man	44	33%
Woman	89	67%
Major		
Education technology	84	65%
Indonesian language and literature education	45	34%
Cullinary art	1	1%
Semester Level		
Grade 1 (Semester 2)	54	41%
Grade 2 (Semester 4)	71	53%
Level 3 (Semester 6)	3	2%
Grade 4 (Semester 8)	3	2%
Without explanation	2	2%

Source: Results of Research Data Processing, 2023

  Based on the Table 3, the respondents in this study consisted of 44 people (33%) male respondents and 89 other people (67%) were female respondents. In addition, the majority of respondents were also students majoring in Educational Technology with a total of 84 people (65%), as many as 45 people (34%) were students majoring in Indonesian Language and Literature Education, and one other person (1%) was a Catering Student. Based on the semester level, the respondents in this study could be seen that the majority were Semester 4 students, who reached 71 people (53%). Students in level 1 or Semester 2 were 54 people (41%), while Semester 6 and 8 students consisted of each three people (2%), and two people (2%) did not include their semester level. In this study, the Instructional Communication Management Strategy in Curriculum Development for Teacher Education Institutions (TIES) at the Indonesian University of Education was measured by referring to the Instructional Communication Management variable, which was reviewed based on six sub-variables, namely: 1) Instructional Communication Planning, 2) Teaching methods and strategies, and delivery system, 3) Assessment and Evaluation, 4) Selection and utilization of instructional materials, 5) Communication Skills, and 6) Leadership Communication Management. The following is the data as show in Table 4.

Table 4. Table of Research Results

Sub Variable	Item No.	Total Score	Ideal Score	Percentage
	1	491	532	92%
	2	501	532	94%
1	3	479	532	90%
	4	483	532	91%
	5	464	532	87%
Average Sub Variable 1				**91%**

Sub Variable	Item No.	Total Score	Ideal Score	Percentage
2	6	459	532	86%
	7	469	532	88%
Average Sub Variable 2				**87%**
3	8	474	532	89%
	9	465	532	87%
Average Sub Variable 3				**88%**
4	10	465	532	87%
	11	453	532	85%
Average Sub Variable 4				**86%**
5	12	466	532	88%
	13	475	532	89%
	14	453	532	85%
	15	481	532	90%
	16	476	532	89%
	17	477	532	90%
	18	473	532	89%
	19	481	532	90%
Average Sub Variable 5				**89%**
6	20	457	532	86%
	21	466	532	88%
	22	470	532	88%
	23	469	532	88%
Average Sub Variable 6			**88%**	
AVERAGE TOTAL			**89%**	

Based on Table 4, the instructional communication management carried out by lecturers at the Indonesian University of Education achieved a value of 89%, which can be interpreted as being in the excellent category. This excellent assessment of instructional communication management was obtained based on the results of data regarding instructional communication planning, teaching strategies, and delivery methods, assessment and evaluation, selection and use of instructional materials, communication skills, and leadership communication management. Each of the results of each assessment will be described as following:

In the aspect of instructional communication planning, it achieves a value of 91% which can be represented as being in excellent criteria. The assessment of instructional communication planning by the lecturer was reviewed based on the preparation of the Semester Learning Plan (RPS) at the beginning of the lecture, which obtained a 92% result with an excellent categorization value and the delivery of lecture contracts and study contracts which were in the excellent category with a percentage result of 94%. Preparation of lecture material that is by the latest learning outcomes, which are in excellent categorization and applications commonly used by lecturers in virtual face-to-face learning; most use the Zoom and Googlemeet applications.

Meanwhile, regarding teaching strategy and delivery methods, the results of the percentage analysis show a value of 87% which can be interpreted as being in the excellent category. In this aspect, most lecturers deliver learning material through the SPADA Learning Management System (LMS) or SPOT, Email, and online data storage media. On the other hand, the learning method implemented in the lecture process uses the case method, team-based project, practicum, field practice, lectures, and presentations in class. In selecting and using instructional materials, the learning media used by the lecturer team in the teaching and learning process include PPT media, video and audio lessons, animations, and other types of media. In addition, most learning resources used to support lectures are book sources, both printed and digital, research journal articles, best practice lectures by inviting external sources, and so on. The results of the percentage analysis obtained in this aspect are 88% which can be represented in the excellent category.

Furthermore, in the assessment and evaluation aspect, the percentage analysis value obtained is 86%, which means it is in the excellent category. In this aspect, the form of assessment carried out by the lecturer team is by giving regular assignments for individuals and groups. Evaluation is done through midterm exams and final exam activities through written exams, Lisa, final products, and field studies. The next aspect is the lecturers' communication skills in delivering learning material in class. In this aspect, it can be seen that the skills of empathy and respect for others, providing motivation in learning, and being able to cover learning effectively are the three skills possessed by lecturers at the Indonesian University of

Education, with the highest score with a percentage yield of 90%. At the same time, non-verbal communication skills are the lowest, with a percentage of 85%. Even so, lecturers' communication skills in conveying learning material in class are in the excellent category, with a percentage of 89%. The last aspect is the aspect of leadership communication management which shows a value of 89% with an excellent category based on an assessment of the role of leaders in supporting lecturers in carrying out lecture activities, including conveying information on rules and regulations, providing motivation at work, freedom of opinion for the academic community and relations between civitas academics.

Discussion

Communication in education has a significant role and can determine the success of education itself. At the same time, instructional in education is not interpreted as an order but as teaching or learning (Simanjuntak & Sunarya, 2022). With this instructional communication, educational activities can run more effectively because instructional communication is the core of the learning process (Bahrozi, 2016; Simanjuntak & Sunarya, 2022). In addition, instructional communication in learning requires solving problems in class which are carried out in more depth and are expected to achieve maximum learning outcomes (Susanto et al., 2021; Vera, 2020). Thus, the instructional communication management process in implementing classroom learning activities is crucial to pay attention to. In this study, the communicator is defined as implementing instructional communication in the field, which can usually be carried out by teachers or lecturers and aims for communicants to experience good behavior changes from before (Calkins et al., 2023; Zubaidah, 2022). The achievement of goals as a result of this instructional communication can be reviewed through evaluation activities, one of which can be carried out by students through lecture evaluations in the framework of higher education quality assurance (Rusilowati, 2012; Yawisah et al., 2022). Therefore, in this study, a review was carried out to determine the management of instructional communication by a team of lecturers at the Indonesian University of Education based on student assessments.

In addition, in this study, the instructional communication strategies owned by lecturers were obtained based on assessments carried out by students based on aspects of Instructional Communication Planning, Teaching methods and strategies, delivery systems, Selection and utilization of instructional materials, Assessment and Evaluation, Communication Skills, and Leadership Communication Management. This is different from research conducted which assessed lecturers' instructional communication practices through observing lecturers' instructional behavior (Pambayun, 2013), or previous research conducted which looked at measuring instructional strategies based on lecturers' mastery of the material being taught, lecturer's ability to explain the material, teaching systematics, teaching discipline and lecturer's ability to generate interest in learning (Zakiah & Umar, 2006).

According to previous study instructional communication is needed to direct the teacher's understanding of the importance of creativity in learning (Thadi, 2019). Furthermore, to learn about this, it is necessary to provide feedback from students to teachers regarding lecturer instructional communication strategies during learning activities. In the end, the lecturer can also know the students' point of view in the learning activities carried out so that instructional communication and learning goals can be achieved. Based on the research results, the instructional communication management carried out by a team of lecturers at the Indonesian University of Education is in the excellent category. The team of lecturers in the UPI environment already has an essential competency in conveying learning to students: instructional communication competence. Communication competence is necessary because communication is a crucial factor in higher education management and can improve the interaction process between lecturers and students (Farhan et al., 2019; Wahyudin et al., 2021).

Educators are essential in learning activities because the learning process cannot run independently. Learning planning needs to be done by educators in order to maximize learning activities and, of course, achieve learning objectives. One of the instructional communication planning activities carried out by a team of lecturers at the Indonesian University of Education is to prepare a Semester Learning Plan (RPS) and submit a lecture contract at the beginning of the meeting. RPS in organizing lectures can be used as a reference in lecture activities, including achieving goals and progress (Agustiana et al., 2020; Purnasari & Sadewo, 2020). That aligns with other statements that with planning and setting learning objectives, the learning and teaching process will become more directed. Of course, it can guide lecturers in developing teaching materials, from mapping material to determining learning activities to fulfill the learning process (Fatimah & Santiana, 2017; Sudiarta, 2016; Ulfah & Jumaiyah, 2018).

In addition to lecture planning activities, the teaching team also needs to pay attention to the teaching strategies and delivery methods that will be carried out. In determining learning strategies, educators need to pay attention to the characteristics and objectives of learning so that students can participate in learning effectively and efficiently (Koerniantono, 2013; Marbun, 2019; Ulfa & Saifuddin,

2018). Based on the results of this study, the learning strategy and delivery method carried out by a team of lecturers at the Indonesian University of Education is by utilizing the Learning Management System (LMS), namely SPADA and SPOT. Through the LMS, students can access learning materials for their contracted subjects. In addition, there are various methods of carrying out learning activities, such as the case method, team-based projects, practicum, field practice, lectures, and presentations in class. The diversity in the use of methods and the delivery of learning materials are in line with learning strategies that are more flexible in order to reduce student boredom and create enthusiasm to participate in learning (Herdiana et al., 2021; Senthamarai, 2018).

In the learning process in the classroom, one of the aspects that can support learning and teaching activities to be maximized is the use of learning media. This is because learning media and the learning process are inseparable and become one unit in the world of education (Riduwan, 2012; Tafonao, 2018). Learning media is used to assist lecturers in carrying out the learning process, including conveying learning content and streamlining the learning process. In this regard, the team of lecturers at the Indonesian University of Education used PPT media, video and audio lessons, animations, and other types of media to assist learning activities in class. In addition, they also take advantage of various learning resources ranging from books, both printed and non-printed, and journal articles. That aligns with the opinion that learning media needs to be maximized to achieve learning objectives, and other learning resources can be utilized to make students more interactive in learning (Hodijah et al., 2022). In addition, using learning media that utilize the internet or in digital form can also be a solution to increasing students' knowledge and skills (Hanum, 2013; Zhang et al., 2020).

After planning the learning process in class, aspects of assessment and evaluation are needed to determine whether the learning objectives have been achieved and whether the learning process is following the plan, and to see the effectiveness of learning activities. Learning success can be realized when students succeed in the learning activity (Haryadi, 2017; Martin & Eliza, 2020). Therefore, assessment and evaluation activities are needed to determine students' level of learning success. Assessment activities include testing activities often associated with test, measurement, and evaluation activities. In this aspect, the form of assessment carried out by a team of lecturers at the Indonesian University of Education to find out the learning outcomes of their students is by giving regular assignments for groups and individuals as well as evaluation in the form of midterm and final semester exams. Giving assignments to students is a form of feedback on the learning process carried out in class as well as an opportunity for students to learn concepts and learning topics more broadly and can analyze problems in more depth (Hastuti & Marzuki, 2021; Juhji et al., 2020; Melianti, 2009).

The implementation of learning activities between lecturers and students is undoubtedly inseparable from communication activities. Communication in class generally occurs verbally to convey material and interact with students (Junaedi & Sjafrizal, 2020; Oktavia & Ridlo, 2020). When interacting with students, the teaching team needs to have several communication skills, which include the ability to convey lecture priorities and determine agendas, skills in conveying material in an informative and communicative manner, skills in conducting non-verbal communication, having empathy, and the ability to respect others, able to verify student understanding, able to motivate learning, able to encourage students to ask questions and able to close learning effectively. Educators with good competence and the ability to communicate will undoubtedly positively and positively impact learning activities, including making it easy for students to understand learning material (Mutawakkil & Nuraedah, 2019; Suprihatini, 2017).

In addition to the instructional communication skills lecturers possess, one aspect that needs attention is leadership communication management. In the scope of tertiary institutions, not only lecturers have a role in supporting in achieving higher education goals but also the stakeholders or leaders in office. The relationship between university leaders and academics is separate in managing this organization. Based on the research results, leaders have a role concerning lecturers and other academics in conveying information on rules and regulations and providing motivation at work, and freedom of opinion for the academic community. That is in line with the role of the leader, whose duty is to influence, guide, direct, and encourage its members to carry out their activities to achieve organizational goals (Almaududi, 2018; Badrianto & Permatasari, 2022). Communication and good relations between leaders and academics can have a positive impact, such as increasing the work productivity of members, cooperation, and job satisfaction (Anda et al., 2021; Ma & Qin, 2021).

Based on the results of this research, it is hoped that instructional communication strategies in curriculum development for lecturer education institutions in higher education institutions can be further developed, especially in learning activities. This development can be done by holding training activities for educators in redeveloping learning support elements starting from lesson planning, learning methods, and strategies to aspects of assessment and evaluation. In addition, higher education leaders are also expected

to take an active role in supporting the development of the academic community through communication development activities.

4. CONCLUSION

The instructional communication strategy based on implementing instructional communication management in classroom learning activities by lecturers at the Indonesian University of Education has been implemented very well. Instructional communication planning activities, selection of learning methods and strategies, selection of material delivery systems, and use of teaching materials in class have also been carried out very well by the teaching team. In addition, assessment and evaluation activities in class learning have been carried out well. This is supported by the communication skills possessed by lecturers so that learning objectives can be achieved. In addition, communication management with the leadership has been carried out well with communication between the leadership and its members.

5. ACKNOWLEDGEMENT

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