



# The Role of Teachers in Cultivating Communicative Values in Schools

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## ABSTRAK

Penggunaan bahasa santun sangat rendah digunakan oleh siswa sekolah dasar sehingga menimbulkan kesalahpahaman atau miss komunikasi dalam pembelajaran. Penelitian ini bertujuan untuk menganalisis proses penanaman karakter untuk meningkatkan nilai karakter komunikatif siswa dalam proses pembelajaran. Metode penelitian yang digunakan dalam penelitian ini ialah metode kualitatif, dengan jenis deskriptif kualitatif. Penelitian ini dilakukan dengan subjek penelitian guru dan siswa kelas IV SD. Objek dalam penelitian ini yaitu peran guru dalam penanaman nilai karakter komunikatif siswa. Teknik pengumpulan data yang digunakan ialah teknik observasi, wawancara dan dokumentasi. Hasil penelitian ini mengungkapkan bahwa cara guru dalam melaksanakan penanaman nilai karakter komunikatif di kelas IV berjalan dengan baik. Penanaman nilai karakter komunikatif memberikan dampak yang baik kepada karakter komunikatif siswa. Implikasi penelitian ini memberikan dampak penanaman nilai karakter

dapat menciptakan Suasana di kelas menjadi lebih aktif, siswa dapat bekerja sama satu sama lain dan kemampuan komunikasi peserta didik menjadi lebih meningkat.

## ABSTRACT

*The use of polite language is very low used by elementary school students, causing misunderstanding or miscommunication in learning. This study aims to analyze the process of cultivating character to increase students' communicative character value in the learning process. The research method used in this research is a qualitative method, with a descriptive qualitative type. This research was conducted with the research subjects of teachers and students of fourth grade. The object of this research is the role of the teacher in instilling students' communicative character values. The data collection techniques used were observation, interview, and documentation techniques. The results of this study revealed that the teacher's way of carrying out the inculcation of communicative character values in grade fourth went well. The inculcation of communicative character values has a good impact on the communicative character of students. The implication of this research has the impact of cultivating character values that can create a more active atmosphere in the classroom. Students can work together with one another, and the student's communication skills are improved*

## 1. Introduction

Education is a social process where a person is influenced by an environment both at school and outside of school to gain social skills and develop their personality. One of the roles in realizing and developing the mental preparation and thinking of generations in the religious, social, and cultural spheres is through character education (Nada, Utaminingsih, & Ardianti, 2018; Renny, Sonbay, Yohana, 2019). Character education has an important role in improving the quality of education in Indonesia. It is hoped that it can create good character and morals for the nation's future. Character education shapes a person's personality through character education, the results of which can be seen in one's real actions, namely good behavior, being honest, responsible, respecting the rights of others, hard work, and so on. (Barus, 2015; Wisnu & Komang, 2019). It concurs with Anne Lockwood (Arifin, 2017) states character

education as any school plan, which is designed together with other community institutions, to shape directly and systematically the behavior of young people by explicitly influencing the values of non-relativistic (widely accepted) beliefs, which is carried out directly applying these values. The purpose of character education is to build a noble personality and character as basic capital in living in the midst of society, both as a religious community and in the life of the nation and state. (Elisa, Prasetyo, & Hadi, 2019; Rosmilasar, 2018). Thus, character education is an effort that must be designed and carried out systematically in order to provide assistance to students to understand the values of human behavior related to God Almighty, themselves, fellow humans, the environment, the nation and the state. Character education has an important role in improving the quality of education in Indonesia, so that in the future it is hoped that it can create good character and morals for the nation's future generations. The Indonesian people are known for their warm hospitality and highly respect for courtesy to everyone.

The problem currently occurring in Indonesia is the culture of courtesy, which has begun to fade in the community, especially adolescents (Palunga & Marzuki, 2017; Rukiyati & Purwastuti, 2016). On the 17 September 2016 incident, teenagers began to disrespect others in saying and acting. Some habits began to be abandoned, from saying greetings, kissing the hands of both parents before leaving the house, and bending over when passing older people. Even as simple as saying "sorry" when making mistakes, "thank you" when assisted by others, "excuse me", and "please" has started to be abandoned. Based on the observations, it is also found that problems in using polite language are very low. Elementary school children who use language that is not polite and cause boredom, unpleasant, and do not connect with what is being discussed. For this reason, communication is important, especially in thematic learning activities, because a teacher is an important part of channeling and conveying information or learning material, and students can capture it well.

The moral damage that occurs should respect each other and not be easily influenced by the environment, which causes the impact of moral weakness itself. However, in this moral corruption, it often creates mutual humiliation, disrespect, and disrespect for each other. The problem occurs among adolescents who are starting to fade the culture of good manners in speaking and acting. Behavior in a language is closely related to attitudes, so negative traits will appear when speaking. These behaviors cause the language to be used in the original language regardless of the correct or wrong language. Like the use of millennial children's languages today which can be called "slang", some examples of slang; mager (lazy to move), baper (bring feelings), curcol (curhatan colek), woles (selow), and many other slang, if other millennials do not know the slang will be considered kudet (not updating). Through the language used by humans, we can understand the character, educational background, social life, relationships and human customs. Language has a function, namely, communicating between fellow humans, a tool for cooperation between fellow humans, and a tool for self-identification (Amri, 2018; Usman, 2018).

From this phenomenon, unpreparedness in strengthening character values that are carried out has not been embedded in every school community member, especially students. There is no embedded awareness so that it is not attached to a character. The lack of character education that occurs requires improvements that must be quickly handled appropriately through learning activities by providing habituation and teaching character education at all levels of education, especially at the elementary school level (Dalimunthe, 2015; Hidayah, 2015). The impact of the process and the results of the education effort will not be seen in a short time and will go beyond a long process. For this reason, the role of educators is very important in the process of change in education. The relationship between teachers and students will lead to good interactions because education at the elementary school level is especially education that determines children's behavior in the future (Veronika, 2019; Wuryandani, Sapriya, & Budimansyah, 2014). Starting from elementary school, the development of children's behavior began to be formed. So, the role of an educator, especially elementary school teachers, is very important, especially regarding the formation of character and student behavior.

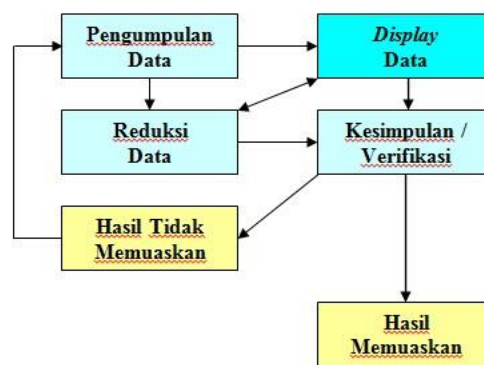
Creating a good relationship between teachers and students requires good communication, both in the learning process and not in the learning process (Kadarisma, 2018; Lestari, Muhandaz, & Risnawati, 2019). Suppose communication is integrated into a person's routine. In that case, it will automatically be directly implicated in one's character through habituation. It becomes a habit and has an indirect impact on others, whether in a fast or slow process, depending on the intensity and effectiveness of the established communication. Communication that is established without habituation will result in different perspectives or views. To achieve this well-established communication requires habituation. Habit is everything that is done repeatedly to make each individual accustomed to behaving, behaving, and thinking well (Farahiba, 2018; Yani, 2015). Thus, it is necessary to instill good habits in each student to form relatively permanent characteristics and positive behavior based on awareness and willingness to carry out positive things in everyday life both in the school environment and outside the school

environment, especially in activities. Thematic learning in class requires students to be active in learning activities to become meaningful activities. Research conducted by [Setyowati & Mawardi \(2018\)](#) also states that meaningful learning can improve student learning outcomes. The success of learning cannot be separated from the success in managing learning as a whole ([Kasiyan & Sulisty, 2020](#); [Santoso, 2017](#)).

This good character cultivation is expected to overcome student interaction or communication cases that occur in the school environment. This process can also encourage students to be more open to the problems they have. This study aims to analyze the process of cultivating character to increase students' communicative character value in the learning process. This research hopes that it can foster good student character and affect student learning outcomes.

## 2. Method

This study used a qualitative descriptive method with data collection techniques using data triangulation, namely interviews, observation, and documentation. This research was conducted at SDN Serang 16. The data analysis in the field used as data analysis from Miles and Huberman



**Figure 1.** Data analysis chart from Miles and Huberman (Sugiyono, 2018)

The validity test of the data in qualitative research includes trust, transferability, dependence, and certainty. The credibility test of data from qualitative research results, among others, is carried out by extending observations, increasing persistence in research, triangulation, discussions with peers, negative case analysis, and member checks. Transferability is related to the extent to which research results can be applied or used in other social contexts and situations. The dependability test is carried out by conducting an audit of the entire research process. Testing confirmability means examining the results of the research associated with the process being carried out. If the research results are a function of the process being carried out, the research has met the confirmability standard.

## 3. Result and Discussion

In carrying out the inculcation of communicative character values in thematic learning, the first way is to carry out preparation, planning, and evaluation in carrying out learning so that learning can run well so that students' communicative attitudes must have been embedded. Learning at SDN Serang 16 has used the 2013 curriculum, namely thematic learning, to carry out interviews and observations related to learning related to communicative characters, which is the main focus of research. The development of teaching preparation must pay attention to the interest and attention of students towards the material used as study material. To make effective and successful teaching preparations, they must understand various aspects related to what will be taught / competencies that must be achieved, the teaching materials, which are listed in the lesson plans. The strategy for teacher preparation in carrying out learning activities is to prepare a Learning Implementation Plan (RPP), which is a guide for teachers in carrying out learning both in class and outside the classroom for each basic competency and developing competencies that teachers have such as academic competencies, social competences, professional competences, and personality competence.

Learning at SDN Serang 16 has used the 2013 curriculum, namely thematic learning. The teaching and learning process needs to be planned to take place well and achieve the expected results. Every plan is always concerned with thinking about what to do. The elements of learning planning are identifying student needs, the objectives of the relevant scenarios used to achieve the objectives, and evaluation

criteria. The teacher planning strategy in carrying out learning activities is planning related to the determinants of the success of learning activities. Teachers must plan the needs of the learning process with a systematic flow to achieve learning objectives, including conducting evaluations and teaching activities. In the learning process, good habits are given by the teacher starting before learning begins until learning ends so that students can get used to applying habituation both in class and outside the classroom. Learning at SDN Serang 16 has used the 2013 curriculum, which is thematic learning. Thus researchers conduct interviews and observations in which it is related to learning related to communicative characters, which is the main focus of research.

In Teaching and Learning Activities (KBM), a teacher needs to know whether the learning process has reached the learning objectives or not through learning evaluation. Learning evaluation aims to determine the extent of the ability of students to understand the material that the teacher has provided. Therefore, teachers need a learning evaluation to measure and assess the learning outcomes of students. Character building in SDN 16 Kota Serang is the teacher's strategy in implementing exemplary teacher strategies in instilling communicative character. Teachers can see students communicating through the behavior of students every day. The communicative character can be improved through a learning process both inside and outside the classroom in all subjects and extracurricular activities. Character building is very important. It can be started from habituation and cultivation to giving examples to students such as noble character, self-confidence, good manners when speaking and behaving, and responsibility. Therefore, the teacher must set a good example so that these students can be emulated as well. Through the learning process, students are trained to become students with character. Character building for students in the learning process cannot be separated from the provision of sanctions in reprimands, advice, or regulations that prevent students from repeating things that are not good in learning activities. Therefore, the teacher must provide a good example so that this communicative character helps students process in improving the communicative character of students.

The characters formed by educational institutions through various programs such as extracurricular activities and policies always need to be evaluated and reflected in a balanced way because reflection is a conscious ability that typically arises in humans to overcome themselves and improve their quality. Therefore, character building in students is very important in the learning process both inside and outside the classroom in all subjects and extracurricular activities. In the reflection stage in cultivating this character, the character in students can be formed through school programs, namely extracurricular activities, so that students are accustomed to dealing with character changes that occur both in the learning process and outside of learning activities. So, to how teachers instill communicative character values through thematic learning in the first aspect, namely preparation, planning, and evaluation of learning, the first is that teachers must prepare lesson plans, master teaching materials, and choose appropriate methods to support the inculcation of these communicative characters. Furthermore, the second is planning the needs of the learning process with a systematic flow to achieve learning objectives, including evaluating and teaching activities. And the third is the evaluation of learning used as a benchmark for teachers to see how learners have developed and changed in the learning process. Furthermore, related to how teachers instill communicative character values through thematic learning in the second aspect of providing exemplary, priority scale and reflection, cultivating communicative characters through thematic learning including cooperative, communicating, and friendly attitudes. The teacher's ability to provide exemplary and habituation, provide moral messages both during the teaching and learning activities and outside the teaching and learning activities, namely through extracurricular activities.

Based on the interview results, to attract students' willingness to learn, one of them is by giving feedback to students, providing real examples so that students are enthusiastic about learning. Besides that, students are given directions because, in essence, a student's task is to learn. So, giving responsibility also to students, one of which provides explanations to students, is the main task as a student, namely learning. To create a learning atmosphere that is fun and not bored, the teacher uses learning methods such as the Jigsaw method alternately, which is adjusted to the learning material to be taught. In learning activities, the character of students is very different. The teacher explains that there are active and passive students to handle passive students. The teacher first approaches passive students if it is a difficult lesson for mothers to ask first or provide the opportunity to come forward and provide directions to students even though sometimes the answers are not as expected or not according to today's learning theme. So, students are not passive to have a little willingness to try and stimulate passive learners to be courageous and active in learning. Some students are passive in every subject in the learning process, and some students only like subjects that they only like.

The results of interviews with fourth-grade teachers explained that one way to increase cooperation between students was through discussion. Discussing students will feel challenged in

discussions such as: asking questions, refuting answers from friends etc. Usually, the teacher gives directions before discussing the first, giving rules or ways of discussing after the students understand that they organize and share the assignment who will advance, the percentage, who works on each number of questions that have been given. The teacher always collects the place of the group once a week so that students are not bored and the students' eyes are not fixed on one side only. Students' response is happy after the discussion, especially when discussing using media such as: pasting pictures on cardboard. Students are becoming increasingly knowledgeable because they often present to the future. It will cause students to think critically to encourage or involve students to think critically by providing a stimulus to students first. Students in learning do not feel afraid, are not ashamed, and are not afraid to ask questions. So, in discussing, students can respect each other's opinions while presenting to the class. In addition to discussing in class, the teacher holds discussions outside the classroom by observing and reporting on the discussion as in science learning. It will increase the cooperation between students getting closer and closer together. Besides, that learning will also be fun because of the different learning atmosphere. Thus it can be concluded based on interviews and observation activities related to how teachers cultivate communicative character in schools, especially in thematic learning.

This study indicates that communicative character value education is very important in the world of education, because from this communicative character fosters social interaction and communicates with others. Good character must be instilled from early childhood to grow accustomed to it in everyday life (Barus, 2015; Wuryandani et al., 2014). Communicative character value education is applied to subjects from the 2013 curriculum, and some are included in the lesson plan. Still, most of them are integrated into the daily lives of students. Teachers in teaching thematic learning carry out their functions as teachers and to carry out learning activities require preparations for learning to be successful, besides that it cannot be separated from the teacher's function, namely educating, teaching, guiding, directing, and so on (Rahayu, Christian, & Asri, 2019; Yefrina & Miaz, 2019).

Furthermore, the teacher's way of instilling a communicative character is by having personality competence and social competence. A teacher needs to provide a good example at school, get used to good habits, give advice/reprimands, and interact well with students and the school community. Communicate in the polite language (Cicilia & Nursalim, 2019; Maunah, 2015).

In the learning process, the teacher accustoms students to read the text first to get a lot of vocabulary. So, when the teacher reviews the student's reading, the student is active, and when asked, the student will answer together. Language is the main thing when we communicate because it will reflect the identity of these students in communicating or speaking words (Nani & Evinna, 2019; Puspitasari, 2018). Communicating means that we establish interaction with other people, giving rise to a communicative character. This character is very useful, especially in a school environment, if students use language communicatively in addition to language vocabulary, students become a lot of students who will also be able to distinguish which language is appropriate to be spoken and which is not suitable to be spoken (Lailiyah & Wulansari, 2017; Ruiyat, Yufiarti, & Karnadi, 2019). Teachers plan good and conducive learning and use varied models in the learning process so that students do not get bored (Carlucy, Suadnyana, & Negara, 2018; Wulandari, Sudatha, & Simamora, 2020)

The teacher understands and has four competencies that must be possessed, namely the pedagogical competencies needed in the planning process, managing learning up to the evaluation stage. Both teachers are expected to have the professional competence to keep up with the times in the form of science to easily relate teaching material to everyday life day (Utami & Hasanah, 2019; Zainuddin, 2019). To apply an example to students, the teacher must provide exemplary habituation and teach concrete good things so that students get used to good things so that examples are created for students (Sartika, Dahlan, & Waspada, 2018; Sutarto, 2017). Teachers can see students communicating through the behavior of students every day. The communicative character can be improved through a learning process both inside and outside the classroom in all subjects and extracurricular activities. At this point, character education requires a complete educational environment, teaching each other character. After giving good role models, good habituation, good advice, the teacher must be able to interact with students and the community in the school environment, giving good admonitions to students either spontaneously or planned.

Research conducted by Pramudjono (2015) also stated that teacher work motivation affects teacher commitment, which means that high work motivation will lead to high commitment. The teacher's motivation to instill good character in students will affect positive student behavior. Research conducted by Supraptiningrum & Agustini (2015) states that instilling character in students is done by habituation through various activities, such as routine and consistent activities at all times, exemplary is the teacher's attitude in giving examples through good actions so that they become role models for students and conditioning creates conditions that support the implementation of character education. Research



conducted by Dalimunthe (2015) also states that the integration of ethics and positive values instilled by teachers, such as giving examples and role models, creating an atmosphere of character in schools, can shape students' character.

The implication of cultivating this communicative character value can have several positive influences on students. The atmosphere in the classroom becomes more active, students can work together with one another, and students' communication skills are improved. This impact makes students' attitudes and actions encourage them to produce something useful for society and to recognize and respect the success of others. Students can interact with anyone, be polite to the teacher both in speaking and in attitude, easy to get along with peers and look happy when communicating with friends.

#### 4. Conclusion

Based on the results of research and discussion, it can be concluded that the strategies/methods of teachers in implementing communicative character values in the fourth grade of SDN Serang 16 are going well. The inculcation of communicative character values has a good impact on the communicative character of students.

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