

Teacher Instructional Communication on Biology Learning During a Pandemic at SMA Negeri 10 Depok

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Article Info

Volume 9, Issue 5

Page Number : 16-20

Publication Issue

September-October-2022

Article History

Accepted : 20 Aug 2022

Published : 05 Sep 2022

ABSTRACT

The purpose of this research is to find out the teachers' instructional communication in biology learning during the Covid-19 pandemic at SMA Negeri 10 Depok. This research uses qualitative approach with constructivist paradigm. The subjects of this research are 3 (three) Biology teachers, 1 (one) vice principal, and 3 (three) active students at SMA Negeri 10 Depok. Data collection techniques use interviews, observations, and document studies. The results shows that the implementation of learning at SMA Negeri 10 Depok is carried out in a face to face mode and online structured assignments by using the google suite for education platform. Instructional communication conducted by biology teachers during the pandemic at SMA Negeri 10 Depok was effective this is indicated by the evaluation results which show the achievement of student competencies above the minimum competencies determined by the school and has implemented the steps of instructional communication well including determining content and objectives specifications, measuring initial behavior, determining strategies, organizing instructional units, and feedback.

Keywords: Biology, Instructional Communication, Learning, Pandemic, Teacher.

I. INTRODUCTION

Effective communication is required to transmit messages to others. So that there is comprehension, enjoyment, effect on attitudes, harmonious relationships, and behavioral changes. The most important condition for effective communication is a strong character founded on a solid foundation of personal integrity. (Mufid, 2015) Individuals and

groups may comprehend one other via communication.

Communication is essential in many facets of life, including the field of education. Because communication works as a mechanism in the process of conveying information from a communicator to communicants, the educational process cannot be isolated from communication activities. (2018) Kurniawan

Educational communication is communication that aims to improve the quality of education and learning as well as to solve various educational and learning challenges.(Nofrion, 2019). Communication in education is a method used by educators to transmit topic knowledge to students during the learning process. Communication in the context of learning is instructive. Communication in the educational or learning sector. To ensure that instructional communication activities operate well, a communicator must be present as a teacher, communicant, and medium. Teachers, instructors, or instructors or trainers are the primary sources in providing lessons, techniques, explaining, and presenting content to students who function as communicants in instructional communication. (Amalia, 2019)

With these varied occurrences in mind, instructors creativity and expertise in planning and executing instructional communication patterns in learning are required to attain the desired learning results.

This study aims to add to knowledge by investigating the role of biology teacher instructional communication on learning during the pandemic at SMAN 10 Depok. This study attempts to investigate and present an overview of how instructional communication implementation is applied in learning during the pandemic, so that schools may assess and improve linked to instructional communication implementation utilized in communication in schools.

II. METHODS AND MATERIAL

A qualitative technique is used in this investigation. Qualitative research is study that tries to understand what events are experienced by research participants, particularly behavior, perceptions, motives, actions, and others, in general, and via descriptions in the form of words and language, in a unique and natural setting. using various scientific methodologies (Thadi, 2019)

A paradigm, according to Baker, is a collection of principles that establish or define limits and describe how something must be done within those parameters in order to be effective. Muslim (2018) The constructivist paradigm is used in this study because the researcher aims to gain the development of the application of understanding that assists the process of interpreting an event. Researchers seek to investigate how the process of instructional communication occurs between biology professors and students at SMA Negeri 10 Depok, in line with the school environment's structure.

This study was carried out at SMA Negeri 10 Depok, Curug Village, Bojongsari District, Depok City, West Java Province, Indonesia because the school was established in 2014 and is a developing school, and it would be interesting to see how the instructional communication efforts in this school are aligned with another school that was first established in Depok City, particularly during the pandemic.

Because not all samples fit the requirements for the phenomena under research, informants were chosen using a purposive sampling approach. Purposive sampling, according to Sugiyono, is a method of obtaining samples as a data source while taking specific aspects into account. 2014 (Asyiah Gabena Siregar & Primasari) Using this method, we hope to discover how teacher instructional communication affects the biology learning process at SMAN 10 Depok during the covid-19 epidemic. This study had seven informants and lasted from April 21, 2022 to June 21, 2022.

III.RESULTS AND DISCUSSION

This research is an effort to model the online instructional communication process in biology learning. Symbolic interactionism research advances how the interchange of symbols occurs in the interactions that occur between instructors as communicators and students as communicants during the educational process. The findings of this study are

to see how the process of instructional communication in biology learning at SMAN 10 Depok through direct observation and interviews with several research informants, so that the facts obtained in the field regarding instructional communication, considering that the learning model during the pandemic is somewhat different from the learning model in the past, can be applied. During regular times, teachers must be creative while dealing with pupils. As a result, instructional communication is required.

The instructional communication process in learning is the good or bad situation of the teacher's teaching approach, personality, curriculum, learning infrastructure, classrooms, and so on to enhance outcomes attainment. Some instructional procedures are often dependent on how the instructor creates learning communication programs so that the messages sent may be comprehended by students with a wide range of characteristics.

Instructional communication management is required for the deployment of instructional communication during the epidemic at SMAN 10 Depok to function well. Communication planning, communication organization, communication execution, and communication assessment are some of the primary activities of instructional communication management. Yusuf and Ridwan (2018)

A. Instructional Communication Planning

The management of information in planning is a critical feature in both organizations and education. We can optimize the utilization of natural resources, human resources, and other development financing sources with careful planning.

The learning implementation plan document includes communication planning in the context of learning in schools. The instructor and school design excellent learning plans. Planning is done in the curriculum part by dividing the duties of teaching teachers,

creating lesson plans, selecting learning apps, and learning modalities utilized in learning throughout the epidemic. Meanwhile, the teacher, including the biology teacher, prepares all of the lesson plan components, specifically a syllabus and lesson plan. Annual and semester programs are available. planning Academic refers to the educational calendar that is used every semester by modifying the effective date.

The preparation of the learning implementation plan during the pandemic that resulted in distance learning being carried out online is the same as the preparation of direct learning with a face-to-face pattern, the components and steps of learning activities are the same, the difference is in the learning strategy that was initially face-to-face directly to online.

Before implementing learning, the teacher also prepares the material to be delivered to students; in instructional communication, the material is the content of the message conveyed to students. The scope of material and competencies that must be achieved or mastered by students in a unit teaching at certain levels and types of education are built into standards content each subject.

The teacher's plans include educational objectives that must be met following learning activities, models and techniques for delivering learning materials, and guidelines for measuring the effectiveness of communication through learning achievement carried out with evaluation activities as the foundation for deciding feedback and actions. what is required of the teacher next. After learning activities, learning objectives must be met in order to demonstrate proficiency in accordance with the relevant curriculum.

Different biological learning strategies are employed during the epidemic, these types include direct learning, project-based learning, and inquiry-based learning. Although discussions, assignments, and games are occasionally employed by teachers, lectures still predominate the learning process. As of now, the models and techniques are thought to be the most suitable for usage in the current online environment.

Because the teacher considers the peculiarities of the subject matter, the characteristics of the participants, the allotment of time, and the learning media utilized during a session while choosing the learning model and technique, there are differences between them.

B. Implementation of Instructional Communication

Learning during the epidemic begins with the teacher entering the formed virtual class, greeting the students who are already present, and greeting the students again before learning ever begins. The teacher then gets the students ready to learn by recording the students who are already present. The teacher can also motivate students by using words of encouragement. To grab students' attention and get them excited and focused on participating in the lesson, the movie was shown at the start of the lesson along with questions about the prior subject. Additionally, the teacher communicates the goals and skills that students must master after engaging in learning.

Teachers use a variety of strategies during the pandemic's fundamental learning activities. Some employ direct learning, problem-based learning, or project learning. The lecture approach predominates, but the teacher also incorporates other methods like the discussion method and the game method. As for learning resources, teachers use textbooks from schools, powerpoint presentations, and the internet. The choice of models, methods, media, and learning resources used by biology teachers is adjusted to the characteristics of students and the characteristics of the material. Learning conditions during the pandemic are also done in accordance with the requirements of the curriculum. The core activities employ learning models, methods, media, and resources that are tailored to the characteristics of students and subjects.

The teacher concludes the learning outcomes with students, asks students for input on the learning process, provides reinforcement, conveys the next learning agenda, and then closes the lesson by saying

greetings and asking permission to leave the meeting room on the Google Suite foreducation, while the children remain in the meeting room because they must follow the next lesson.

C. Evaluation of Instructional Communication

Following communication planning and implementation, the teacher must conduct communication evaluation. The evaluation will inform the teacher about the effectiveness of the communication. Student learning outcomes in the form of knowledge, skills, and attitudes competencies indicate the success of teacher instructional communication. Students demonstrating competence indicate that the content of the message conveyed, as well as the models and methods used, are as expected.

Teachers evaluate competency achievement after learning one basic competency through daily assessments, assignments, and assessments at the end of the semester. The evaluation is intended to determine the level of student absorption in the material being taught, as well as to obtain evaluation scores, so that the level of student progress in each of the basic competencies taught can be seen, as well as the follow-up that the teacher must do after seeing the evaluation results. The Google Quiz feature, Quiziz, or a computer-based test application owned by SMAN 10 Depok are used for evaluation purposes.

It is critical to follow up on problems that arise during the implementation of instructional communication. The assessment results can be used by the teacher to improve learning later on. These efforts are a follow-up to the instructional communication process that was completed.

IV. CONCLUSION

Instructional communication was carried out in biology learning at SMA Negeri 10 Depok during the pandemic by following good instructional

communication steps such as determining content and objective specifications, measuring initial behavior, determining strategies, organizing instructional units, and providing feedback. The communication process that occurs in biology learning is effective, as evidenced by students' learning outcomes in accordance with the school's minimum completeness criteria, demonstrating that the message conveyed is well received by the students.

Suggestions for future research to conduct a broader study on how the process of instructional communication affects the learning process of other subjects. It is also possible to conduct research on the variables that influence the implementation of instructional communication in learning.

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Cite this article as :

Bheny Kisworo, Dr. Masodah Wibisono , "Teacher Instructional Communication on Biology Learning During a Pandemic at SMA Negeri 10 Depok ", International Journal of Scientific Research in Science and Technology (IJSRST), Online ISSN : 2395-602X, Print ISSN : 2395-6011, Volume 9 Issue 5, pp. 16-20, September-October 2022. Available at doi : <https://doi.org/10.32628/IJSRST2294113>
Journal URL : <https://ijsrst.com/IJSRST2294113>