

Teacher Communication Strategy in the Practice of Moral Values at SMK Telkom Medan

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Abstract

This study aims to analyze the teacher's communication strategy in the practice of moral values at SMK Telkom Medan and to analyze the supporting and inhibiting factors of the teacher's communication strategy as well as the stages of implementation in the practice of morals at SMK Telkom Medan. The methodology used in this research are; a qualitative approach of the type of field research (field research) which is descriptive. With primary and secondary data sources. As well as data collection techniques through interviews (interviews) with informants 10 teachers and several students, observation and documentation. The collected data is then analyzed by means of reduction, presentation and verification of data so that a conclusion can be drawn. The results showed that the communication strategies used by the teachers at SMK Telkom Medan were; by using interpersonal communication strategies in both verbal and nonverbal forms, strategies to identify communication targets, compiling messages, method determination strategies by means of Repetition/redundancy, Informative, Persuasive, educative, Caursive, selection of communication media used.

Keywords

communication strategy;
teacher; moral values



I. Introduction

The teacher is the dominant factor in the learning process so that it affects the cultivation of moral values in schools. As stated by Yuli Supriatno, that teachers have a great influence not only on children's educational achievement but also on children's attitudes at school and on study habits in general. On the other hand, teachers can also paralyze children's natural abilities, damage children's motivation, self-esteem, creativity, even very (very bad) teachers can influence children more strongly than their parents. Motivation comes from the Latin word *movere* which means drive or driving force. (Purba and Sudibjo, 2020).

Thus the importance and strategic role of the teacher in the future of students (students), so that the expectations (expectations) of the community towards professionalism and optimizing performance in schools are getting bigger. There are at least three main pillars that show that teachers have worked optimally and professionally in carrying out their educational tasks, namely: mastering the subject matter, being professional in delivering learning materials to students and, having a mature personality.

The three pillars in their duties are interrelated³ and support each other to improve learning performance. Learning performance determines the level of success and suitability of student learning outcomes with predetermined goals. Meanwhile, the level of success and suitability of student learning outcomes with objectives is influenced by the performance of the teacher, one of which is shown by the level of professionalism in delivering subject matter in class. In this case, one aspect that needs to be considered by a teacher is mastery of communication strategies.

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

Through the application of communication strategies, a teacher is expected to be able to build a productive and innovative learning atmosphere that is able to improve the quality of graduates who have noble moral values. Schools are national educational institutions that also play an active role in the implementation of realizing religious values which are full of moral values. Zakia Drajat explained that school is the second environment where children practice and develop their personality. Schools are not just pouring knowledge into the brains of students, but schools must also be able to educate and foster their personality. In addition to providing knowledge to him, because it is also the school's obligation to guide him in dealing with life and his life. Cultivating the behavior of faith and piety to Allah swt as well as having character is a characteristic of learning Islamic Religious Education (PAI).

Islamic religious learning is divided into religious activities that students must do in an effort to understand religious knowledge. But it doesn't stop with religious knowledge as the end result. This understanding must be actualized in real actions and daily attitudes that are in accordance with religious guidance, both in the form of ritual worship and in social worship.

In terms of ethics, children are trained from greeting, shaking hands, loving each other, and so on. Next is etiquette which is included in general rules such as greetings to teachers. Steps taken by schools in helping children instill moral values. The next step is that the children are always directed, and advised which ones are good and which are bad. Every directive or advice is always implemented and controlled by the teachers.

The application of etiquette that is included in general regulations such as greetings to teachers is one of the ways to instill moral values. This is inseparable from the name of the communication that is established between teachers and students. Because communication is very important in social life and daily interactions to achieve what is desired. The development of morals and education that has Islamic values for children has not been realized at SMK Telkom Medan, due to lack of communication. Therefore, everything that an educational institution wants to achieve in instilling good values cannot be separated from communication.

Communication is one of the main keys in achieving goals from all fields, especially in the field of education. With regard to communication, the teacher has an important role in increasing moral values to make students behave well, so based on the background explanation above, the reason for the author to conduct a thesis research with the title "Teacher Communication Strategies in Practicing Student Moral Values in Telkom Medan Vocational High School".

II. Research Method

This research is a descriptive analytical research with a qualitative approach, namely by conducting research that produces descriptive data with interactive direct observations and describes according to the data obtained. According to Bogdan and Taylor qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

The purpose of this method is a broad and deep understanding of a problem that is being studied or will be studied. The data collected is more letters, words and facts than numbers. According to Meleong, quoting the opinion of Bogdan and Taylor, qualitative research produces descriptions in the form of written or spoken words of the behavior of actors that can be observed in social situations. Kirk and Miller cited by Syukur Kholil in the book *Communication Research Methodology* explain that qualitative research is a certain tradition in social science which fundamentally depends on observing humans and their own area and dealing with these people in terms of their language and terminology. This qualitative research aims to obtain an in-depth description of the speech, writing, and behavior observed from an individual, group, community or organization in a particular setting that is studied from a comprehensive point of view.

The approach used in this research is a phenomenological approach. The author chooses this approach, because the phenomenological approach is an approach used to understand, explore, and interpret the meaning of events, phenomena and relationships with people in certain situations.

The location of this research was carried out at the Telecommunications Vocational High School (SMK Telkom) located at Jalan Jamin Ginting KM. 11.1 No. 9 C Medan (PT Telkom Tuntungan Complex).

Data is something that is very important to be used in research to explain whether or not a research is valid. In this case the authors use primary and secondary data.

III. Results and Discussion

3.1 Stages in the Practice of Moral Values for Students at SMK Telkom Medan

The practice of moral values is not an easy thing to remember in the midst of the development of an increasingly modern society today. The influence of social change is the rapid flow of information technology, as well as the development of knowledge and the development of modern industrial society, sometimes not in accordance with the values of the teachings in Islam. Therefore, moral development is very important, because moral development is an absolute necessity and a non-negotiable demand. So that morality is not a very easy thing in the midst of the development of an increasingly sweet society.

3.2 Teacher Communication Strategy in the Practice of Moral Values at SMK Telkom Medan

Communication strategy is management and planning to achieve goals in the communication process. Communication strategy is also a guide or benchmark for planning and managing communication to achieve the goals that have been set. Therefore, the communication strategy must be able to show how its operations are practically to be carried out, meaning that this approach can be different at any time depending on the situation and conditions encountered. In the field of education, the communication process of teachers has an important role in playing a role in determining the quality and quantity of teaching that will be carried out by teachers.

Therefore, success or failure in this case cannot be separated from the so-called communication strategy applied by the teacher in the practice of moral values in the SMK Telkom Medan environment. Because the teacher's communication strategy in the practice of moral values in the school environment is one way to shape students to have good character or good character as exemplified by the Prophet Muhammad.

The practice of moral values applied by teachers of SMK Telkom Medan is an example for students in accordance with what is taught in the Qur'an and the Hadith of the Prophet Muhammad SAW through coaching, education and instilling moral values is very important to shape students' personalities in mental development students to have good character.

3.3 Supporting and Inhibiting Factors of Teacher Communication Strategy in the Practice of Moral Values at SMK Telkom Medan

In the development of activities in the world of education, it requires various kinds of communication strategies. Where the communication strategy is directed to form synergy between the various components that already exist. However, it should be understood that the implementation of this strategy cannot be separated from various factors that can influence it. These factors exist as an obstacle and exist as a supporting factor in the implementation of the communication strategy.

Based on the results of research that researchers found in the field, there are several factors that influence the teacher's communication strategy in instilling these moral values, namely; unclear roles and duties, policy structures in determining strategies in learning, support from local and national leaders and the ability of the teachers themselves.

Maka dari itu, adapun faktor pendukung dan penghambat dalam strategi komunikasi guru dalam pengamalan nilai-nilai akhlak SMK Telkom Medan yaitu;

a. Supporting Factors

The supporting factors in instilling values in the communication strategy of teachers at SMK Medan are; the existence of support from superiors or leaders both from within local and national this is closely related to the provision of facilities and infrastructure in the implementation of the program. A leader should have to support the provision of suggestions and facilities in a learning given to students. The lack of facilities in school environment institutions can be found in the results of research that researchers find in the field. As researchers found, for example, school public rooms do not have full AC facilities, school health unit facilities do not function properly. Likewise, the maintenance and management of school facilities is not adequate, with such conditions it can cause teachers or students to be uncomfortable with this situation. So that teachers and students are somewhat constrained in the learning process. Where students are hot and sweaty when they are in the room. This situation resulted in a lack and lack of motivation or encouragement of students in the implementation of learning activities.

In anticipating this incident, according to the researcher's view, it is best if in the preparation of development plans, careful planning should be carried out. As well as creating various incentive communications with various parties. Thus the leaders and other parties will feel called to assist the development of activities in the world of education, especially in the field of inculcating moral values.

In addition, the importance of forming a school committee is very supportive of the teacher's strategy in inculcating moral values. In this way, the community or parents of students are invited to participate in the procurement and improvement of the scope within

the school environment. If this is applied, it will further motivate students in the field of learning at their school.

As for other factors that can be used as a support in the communication strategy in the practice of moral values carried out by teachers of SMK Telkom Medan, namely; factor of a teacher's own ability. Where in the learning process a teacher must establish a strategy or method in learning. In general, the ability of teachers to develop service programs in learning greatly determines the actions taken by students. In carrying out their activities, teachers are always based on experiences alone. Because the experience is sometimes no longer compatible with the development of science and technology in this era.

In general, the moral learning methods used by the teachers of SMK Telkom Medan sometimes seem monotonous. Because most teachers in the learning process and inculcate moral values use the lecture method only. This resulted in a lot of students being less focused on learning activities, entering the left ear and leaving the right ear and some students were not open at all. This situation, if allowed to develop, will further disrupt the learning activities carried out by teachers in schools. And in the end lead to things that are less expected in learning. Included in the practice of moral values.

To anticipate this, in the researcher's view, those who have the authority in this matter must communicate intensively and carry out continuous education and training in strengthening the position of a teacher and the role of students in helping to achieve maximum goals in the field of education. Thus school education must be directed to assist teachers in learning activities must use words that are easily understood and understood by students.

A teacher in learning activities must also avoid using words that have ambivalent or multiple meanings. Because the use of clear words or sentences will make it easier for the listeners or students to understand the message conveyed by the teacher. This can become a supporting factor in the practice of moral values at SMK Telkom Medan. In addition, teachers can also apply a system of smiles, greetings, courtesies and manners so that moral values will be formed which are inherent in students. To support the perfection of these moral values, students also recommend beauty, cleanliness, shade, togetherness, kinship, health, exemplary, faith, vigilance, and security. So, by implementing this, it will become a role model for students who can be used as a form of practicing moral values in the SMK Telkom Medan environment.

b. Inhibiting Factor

One of the inhibiting factors in the teacher's communication strategy in practicing the moral values of SMK Telkom Medan, namely; lack of clarity of duties and roles within the scope of the school. This results in confusion between roles and tasks that should be carried out according to their respective positions. So that it causes impacts that sometimes affect the implementation of tasks that partially overlap.

This reality shows that there are problems related to the duties and responsibilities of a teacher. This results in the low application of moral values in the school environment. Where sometimes the main task of a teacher is sacrificed because of other burdens that must be faced. This requires a solution from the parties involved in the agency. To anticipate this, according to the researcher's view, it is better to have an affirmation of the duties and roles of each teacher concerned. Then avoid concurrent tasks or roles. Thus, the clarity of each role and task carried out by a teacher will be able to help create more efficient and effective teacher activities and activities. Especially in the practice of moral values.

Strategy in communication is related to a policy made by a school agency, including in carrying out the curriculum and so on. Where in determining this strategy sometimes the determining party does not have a careful prior plan for the strategy to be designed. As a result, the structure of the implementation of the program strategy does not run according to the expected goals.

Problems like this sometimes hit teachers in carrying out their duties as teachers. Sometimes the ever-changing regulatory policies cause some teachers to be confused in carrying out their duties in instilling moral values. Therefore, according to the researcher's view, to overcome things like this, it is necessary to prepare a plan that develops both in the form of ideas and others. Then carry out an in-depth analysis of the capabilities, weaknesses, opportunities and obstacles that will be faced in a program that is raised. So that through this way the existing problems can be resolved.

Then in addition to the several factors above, there are also several factors that hinder the implementation of the moral values of the Telkom Medan Vocational School, such as the lack of time for lessons which causes teachers to be preoccupied with policy changes in the school environment, as well as the laziness of students or teachers. students to imitate the behavior or good morals that already exist. Therefore, the situation and circumstances at that time are very important to consider in the application of moral values in the school environment.

IV. Conclusion

Based on the results of the research on teacher strategies in the practice of moral values at SMK Telkom Medan, it can be concluded as follows:

- a. The stages in instilling the moral values of SMK Telkom Medan students are as follows; as for the stages of moral values that are applied in the Telkom Vocational School environment, namely, as follows; values of honesty, caring, hard work, responsibility, self-confidence, love of knowledge, compassion, and mutual respect. To carry out these stages, teachers at SMK Telkom Medan take the following steps, namely; discussion/dialogue, apply examples, practice habits, provide advice and approach.
- b. Teacher communication strategy in practicing moral values at SMK Telkom Medan. The communication strategies used by the teachers at SMK Telkom Medan are using interpersonal communication strategies in both verbal and nonverbal forms, strategies for recognizing communication targets, compiling messages, method determination strategies by means of repetition/redundancy, informative, persuasive, educative, caursive, selection communication media used. These strategies play an important role in fostering, shaping, and directing students to become moral and civilized students both within the school environment and outside of school.
- c. The supporting and inhibiting factors of the teacher's communication strategy in the practice of morals at SMK Telkom Medan consist of; there is an imbalance in the overlapping of teacher duties, policy structures in determining learning standards, environmental support, and the ability of teachers in their professional fields.
 1. The supporting factors of the teacher's communication strategy in the practice of morality are; human resources itself, infrastructure, planning and school management.
 2. The inhibiting factors of the teacher's communication strategy in the practice of morality are; different social status of students, the ability of students to understand the values of morality, association or the environment, concern in the family or parents who sometimes pay less attention to their children.

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