

Analysis of Teacher Communication Skills in the Learning Process at Public Elementary School 12 Padang Panjang Timur in 2025

Shena Lakarfa Mandy¹

¹ Administrasi Pendidikan, Universitas Negeri Padang, Padang, Indonesia

ARTICLE INFO

Article history:

Received December 14, 2025

Revised December 16, 2025

Accepted December 20, 2025

Available online Januari 29, 2026

Keywords:

Teacher Communication Skills, Learning Process, Elementary School, Descriptive Research, Teacher And Student Interaction.



This is an open access article under the [CC BY](#) license.

Copyright © 2026 by Author. Published by Yayasan Mitra Edukasi Teknologi Dan Inovasi Digital

ABSTRACT

This study aims to determine the level of teachers' communication skills in the learning process at SD Negeri 12 Padang Panjang Timur. The research employed a descriptive quantitative approach, involving six classroom teachers selected through purposive sampling. Data were collected using a Likert-scale questionnaire ranging from 1 to 4, consisting of ten statements related to aspects of teachers' communication skills. Data analysis was conducted descriptively by calculating the mean, median, mode, standard deviation, and the Respondent Achievement Level. The results indicated an average score of 38.33, with a Respondent Achievement Level of 95.83 percent, placing teachers' communication skills in the very high category. These findings suggest that teachers have effectively implemented instructional communication, supporting positive interactions and creating a conducive learning environment.

Corresponding Author:

Shena Lakarfa Mandy

Email: shenalakarfa07@gmail.com

1. INTRODUCTION

Teachers' communication skills are one of the key components in the success of the learning process, particularly at the elementary school level, which serves as the foundation for students' cognitive, social, and emotional development. Effective communication not only functions as a means of delivering instructional content but also serves as a bridge to build positive interpersonal relationships between teachers and students. Teachers who are able to communicate clearly, empathetically, and responsively tend to create a conducive learning atmosphere, encourage active participation, and enhance students' learning motivation. According to Hattie (2023), the quality of teachers' communication has a significant influence on students' learning engagement and academic achievement, especially at the elementary education level.

In the context of basic education, students are at a developmental stage that requires intensive guidance through warm, directed, and easily understood interactions. Therefore, teachers' ability to adjust both verbal and nonverbal communication styles is crucial to ensure that instructional messages are effectively received by students with diverse characteristics. Communicative teachers are able to provide systematic explanations, offer constructive feedback, and demonstrate supportive expressions and body language that facilitate the achievement of learning objectives. In line with Arifin (2022), effective instructional communication can enhance students' emotional engagement and strengthen meaningful conceptual understanding.

The development of curricula and the dynamics of modern learning also require teachers to apply adaptive, contextual, and learner-centered communication strategies. At SD Negeri 12 Padang Panjang Timur, teachers' communication skills play an essential role in creating enjoyable and meaningful learning

experiences. An analysis of communication practices implemented by teachers at this school is a strategic step to examine the effectiveness of classroom interactions and identify areas that need improvement to optimize the teaching and learning process. This aligns with Suherman's (2021) view that evaluating teachers' communication skills is part of continuous professional development in education. This, this study on teachers' communication skills in the learning process at SD Negeri 12 Padang Panjang Timur in 2025 is expected to provide a comprehensive overview of classroom interaction patterns. Furthermore, the findings are anticipated to contribute to improving instructional quality through strategic recommendations related to effective communication practices that can be implemented by teachers. Strengthening instructional communication ultimately has an impact on improving academic achievement and students' social-emotional development.

Article Type

The analysis in this study focuses on teachers' communication skills in the learning process at SD Negeri 12 Padang Panjang. This research was conducted to systematically and factually describe teachers' communication behaviors during classroom instruction. Data were collected through observation and the distribution of questionnaires containing ten statements using a Likert scale ranging from 1 to 4. All findings were analyzed descriptively by calculating the mean, median, mode, maximum score, minimum score, standard deviation, respondent achievement level, and descriptive category. Overall, the results indicate that teachers at SD Negeri 12 Padang Panjang have implemented relatively effective communication, as reflected in students' increasing active participation during the learning process.

Table 1. Research Instrument Blueprint

Variable	Sub-Variable	Indicator	Item Number	Scale
Teachers' Communication Skills	Clarity of Message Delivery	Language easily understood by students	1	Likert 1–4
	Dialogic Communication	Two-way communication between teacher and students	2 & 8	Likert 1–4
	Intonation and Language Use	Adjustment of voice intonation	3	Likert 1–4
	Feedback and Communicative Attitude	Polite responses to students' mistakes	4	Likert 1–4
	Language Ethics	Use of polite language	5	Likert 1–4
	Classroom Management through Communication	Directing students' focus	6	Likert 1–4
	Instructional Clarity	Instructions delivered systematically	9	Likert 1–4
	Teacher–Student Interpersonal Relations	Friendly and firm communication	10	Likert 1–4
	Material Clarity	Use of examples or illustrations	7	Likert 1–4

THEORETICAL REVIEW

1. Language Easily Understood by Students

Language that is easily understood reflects teachers' ability to adjust instructional messages to students' developmental levels, backgrounds, and cognitive abilities. Sanjaya (2021) states that the use of simple and communicative language is essential for ensuring that learning messages are effectively

received. Overly abstract or technical language may hinder understanding, making appropriate diction selection necessary.

2. Two-Way Communication Between Teachers and Students

Two-way communication is reflected in active interactions between teachers and students during the learning process. Mulyasa (2022) explains that effective learning requires educational dialogue, where teachers act not only as information providers but also as facilitators who encourage responses, questions, and opinions from students. This communication pattern promotes higher participation and engagement.

3. Adjustment of Voice Intonation

Voice intonation adjustment is a crucial aspect of oral communication. Djamarah (2020) notes that intonation variation serves to emphasize important information, maintain students' attention, and create a dynamic learning atmosphere. Monotonous intonation may reduce interest, whereas appropriate intonation enhances message clarity.

4. Polite Responses to Students' Mistakes

Polite responses to students' mistakes reflect teachers' pedagogical attitudes in valuing the learning process. Uno (2021) emphasizes that students' mistakes should be viewed as part of learning rather than failure. Therefore, feedback should be delivered politely and constructively to maintain students' motivation and psychological comfort.

5. Use of Polite Language

The use of polite language demonstrates teachers' communication ethics in interacting with students. Zamroni (2020) argues that linguistic politeness in education plays an important role in shaping a positive and character-based learning climate. Teachers not only convey material but also instill moral values and mutual respect.

6. Directing Students' Focus

Directing students' focus relates to teachers' ability to guide learners' attention toward instructional goals. Suyanto and Jihad (2021) explain that clear and directed communication helps students understand what needs to be learned and accomplished, minimizing distractions and increasing concentration.

7. Systematic Instruction Delivery

Systematically delivered instructions indicate teachers' skills in organizing learning messages coherently. Majid (2022) states that clear and sequential instructions enable students to follow learning activities without confusion, enhancing task and activity effectiveness.

8. Friendly and Firm Communication

Friendly and firm communication reflects the balance of teachers' interpersonal attitudes in classroom management. Sagala (2021) notes that friendliness builds emotional closeness, while firmness ensures rule enforcement and learning discipline. Together, they create a conducive and controlled classroom environment.

9. Use of Examples or Illustrations

The use of examples or illustrations demonstrates teachers' ability to connect learning material with students' real-life experiences. Hamalik (2020) explains that concrete examples help students understand abstract concepts more easily, strengthening comprehension and memory.

2. METHOD, DATA, ANALYSIS

This study employed a quantitative approach to describe teachers' communication skills during the learning process based on the research instrument blueprint. The population consisted of six teachers actively teaching in classrooms, selected through purposive sampling because they were directly involved in instructional interactions with students from Grade 1 to Grade 6. This technique allowed the researcher to obtain accurate and relevant information. The instrument used a Likert scale ranging from 1 to 4, representing never, sometimes, often, and always. Collected data were analyzed using descriptive statistics, including mean, median, mode, maximum score, minimum score, standard deviation, respondent achievement level, and descriptive categories. This analysis aimed to identify trends in teachers' communication skills across all indicators.

3. RESULT AND DISCUSSION

Result

The analysis focused on total scores, including measures of central tendency (mean, median, mode), dispersion (standard deviation), score range, and Respondent Achievement Level (RAL), calculated as the percentage of the mean score relative to the maximum possible score of 40.

Table 2. Descriptive Statistic

Statistic	Variable Teachers Communication Skills
Number of Respondents	6
Mean	38.33
Median	39.00
Mode	40
Standard Deviation	2.34
Minimum Score	40
Maximum Score	34
Respondent Achievement Level	95.83%
Descriptive Category	Very High

Based on the data above, the researcher can conclude that the overall response rate from the teachers was very high, as seen from the average score of 38.33, which is close to the maximum score of 40. Consequently, the respondent reach rate (TCR) reached 95.83%, which classifies the descriptive category as "Very High."

Discussion

The findings demonstrate that teachers' communication skills achieved a Respondent Achievement Level of 95.83 percent, placing them in the very high category. The mean score of 38.33, supported by a median of 39.00 and a mode of 40, indicates consistent and positive assessments. The relatively low standard deviation suggests homogeneity in respondents' perceptions. Substantively, these findings imply that teachers have effectively implemented communication strategies, including two-way interaction, appropriate intonation, and supportive classroom environments, which enhance student engagement and learning effectiveness.

4. CONCLUSION

It can be concluded that teachers' communication skills in the learning process at SD Negeri 12 Padang Panjang Timur fall within the very high category. This is evidenced by an average score close to the maximum, a Respondent Achievement Level of 95.83 percent, and low data dispersion. These findings indicate that teachers have effectively applied instructional communication, contributing to a conducive learning atmosphere, increased student engagement, and optimal achievement of learning objectives.

5. ACKNOWLEDGE

The author expresses gratitude to Allah SWT for health and guidance, to the lecturer of Management Psychology, Prof. Dr. Jasrial, M.Pd., for guidance and support, and to the six teachers at SD Negeri 12 Padang Panjang Timur for their participation. The author hopes this article will be beneficial to readers and future research.

6. REFERENCES

Andriani, D., & Rahayu, S. (2022). Komunikasi pedagogik guru dalam meningkatkan keaktifan belajar siswa

sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 7(2), 85–94.

Arifin, Z. (2022). Strategi komunikasi pembelajaran efektif di sekolah dasar. Jakarta: Kencana.

Djamarah, S. B. (2020). *Psikologi belajar*. Jakarta: Rineka Cipta.

Hamalik, O. (2020). *Proses belajar mengajar*. Bandung: Bumi Aksara.

Hattie, J. (2023). *Visible learning: Feedback and teacher communication in classrooms*. London: Routledge.

Hidayat, R., & Abdillah. (2023). Kompetensi komunikasi guru sebagai determinan efektivitas pembelajaran di sekolah dasar. *Jurnal Administrasi Pendidikan Indonesia*, 28(2), 101–112.

Kurniawan, D. (2023). Etika komunikasi guru dalam pembelajaran berbasis karakter di sekolah dasar. *Jurnal Pendidikan Karakter*, 13(2), 134–145.

Lestari, S., & Widodo, A. (2022). Strategi komunikasi guru dalam pengelolaan kelas sekolah dasar. *Jurnal Manajemen Pendidikan*, 14(1), 60–71.

Majid, A. (2022). *Perencanaan pembelajaran*. Bandung: Remaja Rosdakarya.

Mulyasa, E. (2022). *Menjadi guru profesional*. Bandung: Remaja Rosdakarya.

Pratiwi, A., & Kuswanto, H. (2021). Pengaruh keterampilan komunikasi guru terhadap motivasi belajar siswa sekolah dasar. *Jurnal Psikologi Pendidikan dan Konseling*, 7(1), 12–21.

Rahmawati, I. N. (2023). Peran komunikasi efektif guru dalam menciptakan iklim pembelajaran yang kondusif. *Jurnal Ilmu Pendidikan*, 24(1), 45–56.

Sagala, S. (2021). *Konsep dan makna pembelajaran*. Bandung: Alfabeta.

Sanjaya, W. (2021). *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta: Kencana.

Siregar, E., & Nara, H. (2022). *Teori belajar dan pembelajaran*. Jakarta: Ghilia Indonesia.

Suherman. (2021). *Pengembangan profesional guru melalui refleksi dan evaluasi pembelajaran*. Bandung: Alfabeta.

Suyanto, & Jihad, A. (2021). *Menjadi guru profesional*. Jakarta: Erlangga.

Uno, H. B. (2021). Model pembelajaran menciptakan proses belajar mengajar yang kreatif dan efektif. Jakarta: Bumi Aksara.

Yusuf, M., & Darmawan, I. P. A. (2021). *Psikologi pendidikan: Pendekatan komunikatif dalam pembelajaran*. Bandung: Alfabeta.

Zamroni. (2020). *Pendidikan karakter dalam perspektif budaya dan komunikasi*. Yogyakarta: Gadjah Mada University Press.