

IMPLEMENTATION OF VERBAL AND NON-VERBAL COMMUNICATION IN LEARNING MEDIA

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ABSTRACT

The development of digital media in Indonesia has also had an impact on education where learning media continues to transform and innovate, especially in going beyond the Pandemic period and after. Adaptive and innovative efforts continue to be made by the school in packaging interactive video-based learning media so that it makes it easier for students to understand learning material. In practice, teachers as communicators maximize their communication skills by packaging educational messages with interesting themes and adapting them to the basis of the Pancasila student profile. This research is an applied communication research using the descriptive qualitative method. The partners in this study were SDIT AlFirdaus Semarang with elementary school children as research subjects. This Study analyzes three learning videos, which are then analyzed with persuasive theory. The results of the study show that in the process of teaching and learning through digital media, teachers at SDIT Al Firdaus implement various forms of verbal and non-verbal communication to persuade students to focus and be interested in listening to the teaching material delivered. Verbal communication used is in speaking concisely and vocabulary that is easily understood by elementary school students, easy-to-understand speaking speed, and the inclusion of elements of humor. Non-verbal communication that the teacher emphasizes is maximizing facial kinesics (in the form of facial expressions and eye contact), gestural kinesics (movements of parts of the body), and choosing the right paralanguage.

Keywords: *Verbal Communication, Non-Verbal Communication, Communication, Learning Media*

1. INTRODUCTION

It cannot be denied that the situation of the Covid 19 2020 Pandemic has had many effects on all fronts, one that has had a big impact is the world of education, especially since the government has issued regulations for Imposing Restrictions on Community Activities (PPKM) since 11 January 2021 (Kurniawan, n.d.). Of course, this changes all face-to-face activities. In the pre-pandemic period, educational activities took place face-to-face in class, but with PPKM, education went online, this is in line with the Minister of Education and Culture who issued circular letter No. 4 of 2020 regarding the implementation of educational policies during the pandemic which explained that education in Indonesia continues to run by implementing a distance or online teaching and learning process.

Even with various obstacles, online learning continued during the Covid 19 Pandemic. After the situation got better where in February 2022 the number of positive confirmation cases of Covid 19 and the positivity rate in big, densely populated cities continued to experience management, especially supported by data that the level of occupancy of the Covid 19 Hospital in Java and outside Java is still under control (Rokom, 2022) slowly and

gradually the educational process is carried out in a hybrid way, namely a combination of face-to-face meetings and online meetings. this is by the Joint Decree (SKB Four Ministers) no 01/KB/2022 number 408 of 2022 Number HK.01.08/MENKES/1140/2022 that the implementation of PTM is carried out based on the PPKM level and also the vaccination achievements of educators and education staff. (Kementerian Pendidikan, Kebudayaan, Riset, 2022) , at this time, learning media is increasingly varied, making learning videos increasingly widespread, the use of ELS (e-learning system) is increasingly familiar in the world of education even though it has been varied with face-to-face meetings in class with limitations.

In the 2022/ -face meetings are enforced 100% with various 2023 school year, when the pandemic conditions have stabilized, the government through the Director of Elementary Schools of the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek), Dr. Muhammad Hasbi said that face-to conditions, including providing handwashing facilities with soap with running water, clean toilets, canteen operations according to the SKB 4 Ministerial recommendations (Adi Wikanto, 2022) this is, of course, good news too in the world of education, but the world of education has indeed changed with the times, digitization in the world of education will continue to be developed, one of which is with learning videos.

Video media itself has several functions, namely the attention function where video media can be used to attract attention and also make the audience's full concentration. An effective function where video media can cause emotional reactions in those who witness it. Cognitive functions can help the audience speed up understanding and remembering messages, as well as compensatory functions where videos make it easy for the audience to organize the information they get from the videos. Judging from these functions, the use of learning videos will certainly greatly help the world of education. Of course, to produce learning videos that are interesting and easy to understand, teacher competence in the use of verbal and non-verbal communication is important, this is by (Aini et al., 2018).

In the education sector, especially at the elementary school level, it still really needs variations in its learning media, especially if you want to always include the profile of Pancasila students. The Pancasila Student Profile is several character traits and competencies that are expected to be achieved by students, which are based on the noble values of Pancasila (Kementerian Pendidikan, Kebudayaan, Riset, 2023). A profile like this must be

repeated, especially in elementary schools because this profile of Pancasila students must be built from an early age. SDIT AlFirdaus is the focus of this research because SDIT AlFirdaus was chosen as a driving school (Kementerian Pendidikan, Kebudayaan, Riset, 2021), the existence of a driving school is important because the driving school program is one of the ways to realize the vision of education in this country, With this background, SDIT Al Firdaus was chosen as the research location, where the ultimate goal is to see how the implementation of verbal and non-verbal communication is carried out by SDIT Al Firdaus Semarang teachers in the learning videos they are doing.

2. LITERATURE REVIEW

2.1 Educational Communication

Educational communication is a relationship or interaction between educators and students when the teaching and learning process takes place actively. Activating the reciprocal relationship or interaction between the teacher and students is the main requirement for the teaching and learning process to take place. Interaction in teaching and learning events has a broader meaning, not just the relationship between teachers and students, but in the form of interactive educative so that learning objectives are achieved (Taufik, 2020).

In the educational process, teachers must be able to stimulate the potential of all students. In educational studies, this is known as a taxonomy. Taxonomy is a classification or grouping of objects according to certain characteristics. In the field of taxonomy, education is classified into three general classifications, namely: 1) cognitive domain, 2) affective domain, and 3) psychomotor domain. The cognitive domain is related to learning objectives that are oriented toward students' thinking abilities. The affective domain relates to feelings, emotions, value systems, and attitudes. And the Psychomotor Domain is oriented toward the motor skills or behavior of students. There are various taxonomic names according to the name of the discoverer. One that is quite popular is Bloom's taxonomy (Magdalena et al., 2020).

In the discipline of communication, the notion of communication, according to Weaver in Widjaya, is the entire procedure through which one's thoughts can affect the minds of others. (Widjaya, 2000). Through communication is an act of carrying out contact between the sender and the recipient, there is a message conveyed; sender and receiver have some shared experiences that give meaning to the messages and symbols sent by the sender, and received and interpreted by the recipient (Suranto, 2005).

2.2 Verbal and Non-Verbal Communication

The Communication itself in practice is widely used in everyday life, either orally or in writing. The process of verbal and written communication is known as verbal communication. There are also several codes, signs, symbols, facial expressions, voice intonation, and body language when speaking in communication implies a certain meaning to be conveyed by the communicator. This is known as non-verbal communication. According to Paul Ekman & Wallace Friesen, there are 5 relationships between

verbal and nonverbal communication, namely: showing 1) repetition, when verbal and nonverbal communication are consistent; 2) substitution, when nonverbal communication replaces verbal communication; 3) complementation, when verbal and nonverbal forms add to each other to create more complete meanings; 4) contradiction, when verbal and nonverbal messages contradict each other; and 5) emphasis, when the nonverbal underlines the verbal message.

Meanwhile, according to Burqoon, there are seven types of nonverbal activity: they are 1). kinesics (body activity); 2). vocal or paralinguistic (voice); 3). Kphysical appearance; 4). haptics (touch); 5). Proxemics (space); 6). Chronological (time); and 7). Artifacts (things). Burqoon conveys the difference between verbal and nonverbal: nonverbal codes tend to be analog rather than digital; the nonverbal code is authenticity or likeness; nonverbal codes allow simultaneous transmission of several codes; non-verbal signals are often spontaneous expressions rather than intentional; nonverbal signals exist at the moment

3. METHOD

This research uses a descriptive qualitative research method. The data source was obtained from learning videos produced by several class teachers from research partners, namely SDIT Al Firdaus Semarang. This Study analyzes three learning videos, which are then analyzed with persuasive theory. This Elementary School was chosen because it is one of the Mobilizing Elementary schools in the city of Semarang which is trying to provide education that is linked to the current curriculum. The curriculum applied is an independent curriculum with outputs in the form of students with a Pancasila student profile character.

4. RESULTS & DISCUSSION

Verbal and non-verbal messages conveyed by the communicator have an important role in conveying a message properly. This also applies to elementary school teachers who have a variety of teaching materials, which need to be packaged attractively with storytelling techniques where the focus is on verbal and non-verbal presentations. Advances in technology along with the development of the curriculum in Indonesia are now also a new job for teachers in presenting messages through adaptive and innovative web-based digital media as well as social media. Teachers can continue to develop their skills in the fields of technology and communication as part of an adaptive process to curriculum changes and very rapid technological advances. When a teacher has problems presenting communication messages, then this becomes a fundamental problem in the process of transferring knowledge to their students (Ayu, 2020).

The results of the current applied research where SDIT Al Firdaus Semarang is a partner because it is a Driving Elementary School show that in delivering teaching materials through digital media, the teacher prioritizes verbal and non-verbal communication in conveying messages. According to Richmond, verbal communication delivered by the teacher has an impact on how successful cognitive meaning is conveyed properly to students. Non-verbal communication plays a larger role as much as 93% which strengthens how the stimulation of feelings from the teacher to students is conveyed and can change students' attitudes in the ongoing teaching and learning process (Maisarah, 2013).

The results of research conducted by (Ambarawati, 2021) stated that in facing the era of society 5.0, teachers' abilities and skills need to be continuously improved because it will have an impact on the success of the teaching and learning process. The teacher's communication skills, especially in the components of verbal and non-verbal communication, are an attraction for students to remain focused on receiving the teaching material delivered to improve the quality of student learning outcomes.

Learning video media can be carried out through three stages, namely the preparation stage, implementation of the learning process, and evaluation analysis after the learning video is used. The planning stage is the stage where the teacher as the communicator prepares appropriate learning strategies in terms of material to infrastructure in the production of learning videos through identification processes and discussions with the production technical team. After the identification process is complete, the school selects the media to be used, the duration of time required and the video display to be displayed. After the video has been produced, the evaluation process is also important for further discussion from the school's side (Syafi'i et al. 2020)

According to Anderson, in the use of instructional video media, there are three goals expected by the communicator, namely the goals in the cognitive, affective, and psychomotor domains. The intended cognitive ability refers to the ability to understand the concept of the material presented and provide feedback in various forms related to interactions. The communicant's affective ability refers to the emotional impact that is felt and influences the attitude shown. Students' psychomotor abilities are the impact obtained in the form of increasing skills in the form of actions as a result of learning experiences (Norma, 2021)

4.1 Analysis of Verbal and Non-Verbal Communication Messages in Learning Videos at SDIT Al Firdaus

In the learning video production process, there are three teachers involved. In practice, the four teachers carried out a storytelling approach when they first greeted students through the camera. Mr. A, conveyed the greeting at the beginning with a verbal sentence "Hello.. younger siblings, what are we going to learn today?". At the beginning of the opening of his class, Mr. A strengthened non-verbal messages that showed friendliness to children, namely with smiles and friendly facial expressions. Mr. A in delivering the verbal sentence "Hello.." at the beginning of class, strengthened his message by waving his hand to the camera, positioning an open body gesture and a voice intonation that is comfortable for children to listen to. The question sentence "What are we going to learn today...? Is a trigger sentence that aims to arouse curiosity from the communicant as the listener.



Figure 1. Video of Mr. A presenting teaching material in the learning video

In the next sentence, Mr. A said that "wow.. that's right kids, today we are going to learn about living things. When we meet living creatures, we have to love them, children..." The explanation in this sentence shows that there is an effort made by the communicator to build closeness with the communicant by appearing as if the interaction and the person he is talking to are on camera. In the first teacher learning video, the non-verbal communication messages used are kinesics, physical appearance, and paralanguage. The kinesics that is emphasized is facial expressions, eye gaze, body gestures, and physical appearance, or it can be called facial and gestural kinesics. The paralanguage emphasized in this learning video is volume, pitch changes, and pronunciation.

Verbal communication plays an important role for teachers in conveying teaching material, where the clarity of articulation will have an impact on shared understanding in the teaching and learning process. Misconceptions can be minimized when the teacher's communication skills are good. The communicant who receives the message also needs to get attention and the language selection needs to be adjusted to the age range of the listener or audience (Hamidah, I., & Luzyawati, 2022).

The second teacher, namely Mr. B, started the class in the learning video with the greeting "hello, my dear children.. Wow, see you again, Mr. B.." At the start of the class opening, Mr. B reinforced non-verbal messages that showed friendliness to children. namely with a smile, open hand gestures, voice intonation, and friendly facial expressions. Mr. B in conveying the verbal sentence "Hello my dear children.." at the beginning of class, strengthened his message by waving his hand to the camera, positioning an open body gesture and intonation of voice that is comfortable for children to listen to. The question sentence "we are going to have fun discussing the difference, does anyone know what the difference is?" is a trigger sentence that aims to arouse curiosity from the communicant as the listener.



Figure 2. Video of Mr. B presenting teaching material in the learning video

In the next sentence Mr. B said that "When we talk about differences, we can see the direction of the wind, the shape of a person's body, then what else?" The explanation of the sentence shows that there are efforts made by the communicator in building closeness with the communicant with the appearance as if the interaction and the interlocutor are in the camera. In the next sentence, Mr. B said that "Wow... you're smart, you're all younger siblings... curly hair and straight hair are also different, aren't they?" The sentence was conveyed in the intonation of the voice as if he was talking to the children while in class. In the second teacher learning video, the non-verbal communication messages used are in the form of kinesics, physical appearance, and paralanguage. The kinesics emphasized are facial expressions, eye gaze, body gestures, and physical appearance which can be called facial and gestural kinesics. The paralanguage emphasized in this learning video is volume, pitch changes, and pronunciation.

Voice variations in the implementation of non-verbal communication conveyed by the teacher affect the attention given to students as communicants. The various forms of voice variations include voice intonation, volume, voice speed, and voice emphasis. The use of appropriate voice intonation can be conveyed in accelerating the expected communication goals, such as the goal of showing assertiveness, the goal of attracting attention, and even the goal of emphasizing the meaning of a topic of discussion (Fitriani, 2016).

In the third learning media delivered by Mrs. C. Teacher C opened the class by telling a story about the Pillars of Islam, with an initial discussion of the five daily prayers. In the opening sentence, Mrs. C greets the children with the verbal sentence "hello, all my children at home.." Next, Mrs. C gives a sentence that triggers the



Figure 3. Video of Ms. C presenting teaching material in the learning video

Mrs. C in conveying the three five sentences reinforced her message with non-verbal communication in the form of hand movements, gestures, friendly voice intonation, and attractive physical appearance. In the next presentation, Mrs. C told about Fasting and Hajj through storytelling about the city of Mecca and Ramadan "Does anyone know anything about Mecca? Or is there anyone who wants to go to Mecca? Tour the Kaaba? Wow, surely everyone wants it, friends.." Then in the next sentence, Mrs. C told about Ramadan "Who is it that always fasts during Ramadan? You must be smart enough to fast." Then the presentation was concluded with the following verbal statement from Mrs. C, "If earlier there was a discussion about prayer, fasting, pilgrimage, what do we learn, friends? Wow, the answer is correct... the pillars of Islam, friends." In the third teacher learning video, the non-verbal communication messages used are kinesic, physical appearance, and paralanguage. The kinesics emphasized are facial expressions, eye gaze, body gestures, and physical appearance which can be called facial and gestural kinesics. The paralanguage emphasized in this learning video is volume, pitch changes, and pronunciation.

The form of non-verbal communication in the form of kinesic is a non-verbal message which is divided into three forms, namely: (1) Kinesic facial (in the form of facial expressions that indicate certain meanings of communication). In this form of non-verbal communication, communicating how someone shows a feeling of liking or disliking something, controlling the environment, and paying attention to something. (2) Gestural Kinesics, in the form of body movements such as eye gaze, and hand movements that emphasize a message's meaning. (3) Postural kinesics related to body posture movements that influence certain messages. This

type of kinesics can indicate which position is higher than other people, affecting emotional reactions to the environment and responses aimed at the environment (Diniati, A., & Pratiwi, 2018).

5. CONCLUSION

After reviewing the learning videos made by SDIT Al Firdaus Semarang teachers, the verbal communication used was a concise and clear speaking, with vocabulary that was easily understood by elementary school students, easy-to-understand speaking speed, and the inclusion of elements of humor. Non-verbal communication that the teacher emphasizes is maximizing facial kinesics (in the form of facial expressions and eye contact), gestural kinesics (movements of parts of the body), and choosing the right paralanguage.

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