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**THE ANALYSIS OF THE TEACHERS' AND STUDENTS' NEEDS OF THE LEARNING  
MODEL TO IMPROVE THE FOURTH-GRADE STUDENTS' ABILITY OF  
INTERPERSONAL COMMUNICATION AT PRIMARY SCHOOLS  
IN NGRAMPAL SRAGEN**

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**Abstract**

This research aims to describe the teachers' and students' needs of learning model to improve the fourth-grade students' ability of interpersonal communication at primary schools in Ngrampal Sragen. The research method of this research is descriptive qualitative. Data collection techniques were interview, observation and document analysis. Interactive analysis model from Miles and Huberman was used as the analysis technique. The results of this research indicate that the need to improve the students' ability of interpersonal communication is a practical learning model that is in line with the students' characteristics, allows learners to conduct group discussions, learn actively, practice directly, ask and answer questions, and do peer tutoring.

**Keywords:** learning model, interpersonal communication.

**INTRODUCTION**

Rusman (2017: 1) defines learning as a process of interaction toward all situations existing around individual students. The process of students' interaction, especially at primary school is strongly influenced by aspects of the inside and the surrounding environment. Both of these cannot be separated as the learning process occurs in the context of the students' self-interaction with their environment (Rusman, 2017: 354). One of the activities as the implementation of the interaction is interpersonal communication (Suranto, 2011: 52).

Interpersonal communication is the interaction between two persons or in small groups (Ningsih, Umara, Ernawati, and Ismiyah, 2010: 21). Meanwhile, Singh and Lairopuii (2014: 36) define interpersonal communication as a process of transmitting shared information and understanding from one person to another, which is critical to the success of an organization. Based on several descriptions of the understanding of interpersonal communication, the researchers can describe the understanding of interpersonal communication as a process of face-to-face communication between two or more persons that is useful to influence each other and to solve the conflict.

The indicators of someone having interpersonal communication ability can be seen from the seven qualities or skills considered to create effective interpersonal communication (Devito, 2001: 138-

149) including openness, empathy, positiveness, immediacy, interaction management, expressiveness, and other-orientation.

While, the benefits of a person having interpersonal communication ability according to Singh and Lairopuii (2014: 37) are the ability to report and work with various people, handle conflict, negotiate differences, make objective requests effectively and efficiently, open to the ideas of others and be willing to express their views on important matters in the problem-solving process. In addition, communication with others makes a person able to fulfill the basic need to survive and feel secure (Wood, 2013: 38).

Based on the description, it is known that interpersonal communication ability has many benefits of ease in social relationships, both in the school, community and work environments. Therefore, it can be concluded that interpersonal communication ability is one of the important factors for students to interact with their environment. When the students' interpersonal communication ability is low, it will inhibit the interaction process and ultimately, it will inhibit the achievement of the learning objective i.e., the change in the behavior of students to a better direction.

Nevertheless, many students, especially primary school students still have a low ability of interpersonal communication as the facts encountered by researchers at State Primary School

District Ngrampal, Sragen. Based on the results of observations by researchers on May 2, 2017 in grade 4 at State Primary School Ngarum 2, it showed that 24% of students were unable to communicate well when studying in groups, 17% of students communicated with language that is not good or even used the tone of inappropriate voice, 34% of female students lacked confidence to express opinions in front of the class, 17% of students dominated the group communication, while 8% of students were less able to express their opinions.

Several problems were motivated by the students' low ability of interpersonal communication, lack of teachers' understanding about learning models that could optimize the students' ability of interpersonal communication, the one-way learning presentation (when the teacher explained, students listened without any reciprocity), and the monotonous and less varied learning model as well as less supportive learning media. The low level of interpersonal communication is disappointing to see since the role of interpersonal communication in learning is important.

Based on the description of the students' low ability of interpersonal communication and the importance of interpersonal communication, a solution to improve the ability of interpersonal communication by means of, among others, learning model is needed. The reason is that the learning model has a role as a means of achieving the desired competence (the ability of interpersonal communication) as Lefudin's opinion (2017: 171) about the learning model as a conception to teach a material to achieve the objectives.

The idea of understanding the learning model is similar to that of Darmadi (2017: 42) about the learning model as conceptual framework describing the systematic procedure in organizing the learning experience to achieve certain learning objectives and serving as a guide for learning designers and teachers in designing and executing the process of teaching and learning.

Based on the previous description, the researchers can interpret the learning model as a conceptual design that provides a teacher direction in implementing learning in line with the learning objectives. The function of learning model according to Indrawati (2011: 9) is to help teachers: (1) create changes in the students' behavior, (2) create an appropriate learning environment, (3) create interaction between teachers and students, (4) construct curriculum, syllabus, or learning content, (5) choose instructional materials, (6) design learning activities, (7) provide material procedures for developing materials and learning resources,

(8) stimulate the development of educational innovation, (9) communicate information about teaching theories, and (10) build the relationship between learning and teaching empirically. Based on the above opinion, researchers can infer that the use of learning models will facilitate teachers in the planning, implementation and assessment of learning so that learning objectives can be more easily achieved.

Joyce and Weil in Andayani (2014: 50-53) suggest that each learning model must have five elements of characteristics, namely (1) syntax, constituting standard operational learning steps, (2) social system, which is learning process to recognize, analyze and consider the existence and behavior of students and teachers as social institutions, (3) principles of reaction, which are principles describing the students' reaction to learning activities; (4) support systems, which are the components supporting the application of a learning model; and (5) instructional and companion impacts.

Instructional impact is the behavior of learning outcomes that are expected to occur, owned, or controlled by students after attending certain learning activities. Companion impact is the impact of companion after achieving the learning objectives. Thus, it can be concluded that a learning model must have the five elements as the differentiator with other learning models. Due to the great role of learning model toward the achievement of learning objectives, then teachers should be able to sort out the learning models in line with the competence to be achieved, one of which is a model of learning to improve the students' ability of interpersonal communication.

Based on the above description, the researchers took the title of research, namely the analysis of the teachers' and students' needs of the learning model to improve the fourth-grade students' ability of interpersonal communication at primary schools in Ngrampal Sragen.

## RESEARCH METHOD

This research is a qualitative descriptive study. Determination of this research sample is by using purposive sampling technique, which is sampling technique with consideration or certain purpose. The purposive sampling technique was chosen because of the non-homogeneous population (not all state primary schools implement the 2013 curriculum). This research was carried out at 5 state primary schools in Ngrampal Sragen sub-district i.e., State Primary School Ngarum 1 and Ngarum 2, and State Primary School Pilangsari 1, 2, and 3. This research was conducted from June to September 2017. The sample used in this research included 5 teachers and 129 fourth-grade students.

Data collection techniques used were interview, observation and document analysis. The research instrument was used to reveal and measure data about the teachers' and students' needs of the learning model to improve the students' ability of interpersonal communication.

The research instrument in this research was interview sheet and observation guide. Data analysis used was interactive data model analysis from Miles and Huberman (1994: 10-14) covering data reduction, data display and conclusion drawing/verification.

## RESULT AND DISCUSSION

The results of interviews with 5 fourth-grade primary school teachers are described in the following table.

Table 1. Interview Results with Fourth-Grade Teachers

Question	Answer
How is the fourth-grade students' ability of interpersonal communication at primary schools nowadays?	80% or four teachers state that students are mostly timid, nervous, not serious (loud chattering) when conducting a discussion, communication is dominated by smart students whereas others are just silent or even just disturbing other friends, the language used is not yet communicative and effective, many students are unable to develop their opinions and motivations to perform the low interpersonal communication.  The rest of 20% or one teacher states that almost half of the students are able to express their opinions well, using positive and effective language. Meanwhile, students who are unable to discuss and express their opinions are a few.
How is the need of the learning model to improve the fourth-grade students' ability of interpersonal communication nowadays?	20% or one teacher states that the need of learning model to improve students' ability of interpersonal communication is a practical learning model.  20% or one teacher reveals that the learning model should be appropriate to the characteristics of the students.

60% or three teachers argue that the learning model to improve the students' ability of interpersonal communication should allow students to learn actively, practice directly, ask and answer questions, and do peer tutoring.

The results of interviews conducted with 129 fourth-grade students are described in the following table.

Table 2. Interview Results with Fourth-Grade Students

Question	Answer
Is the learning presented by fourth-grade teachers so far able to encourage students to have good communication ability with others?	53.49% or 69 students answer that it is able.  46.51% or 60 students answer that the learning presented by their fourth-grade teacher is unable to encourage them to have good communication ability with others.
How should the learning given by a teacher be so that the fourth-grade students have good communication ability with others?	60.47% or 78 students answer that it should be the learning that allows group discussion.  17.83% or 23 students answer that it should be the learning by means of role playing.  15.5% or 20 students answer that it should be the learning that allows them to tell the story.  6.2% or 8 students answer that it should be the learning by dialogues.

Based on the interview results, it is found that most of the students' interpersonal communication abilities at the five schools in Ngrampal Sragen Sub-district are still low. This fact is disappointing, given the important role of interpersonal communication to the effectiveness of learning. The statement of the important role of interpersonal communication ability on the effectiveness of learning is supported by the results of Munawaroh's (2015: 145) research that communication and interpersonal communication variables are positively significant to the effectiveness of teaching in Indonesia to improve

students' learning outcomes in the subject of Islamic Religion.

The low ability of interpersonal communication can also inhibit the interaction of students with their social environment. Inhibition of interaction due to the low ability of interpersonal communication is also supported by the opinion of Liliweri (2015: 106) that two or more people can interact and build an interpersonal relationship but if there is no interpersonal communication between them, the interpersonal interaction and relationship will disappear on their own.

Inhibition of interaction will also inhibit the achievement of learning objectives as the process of interaction is part of the students' learning process. The statement is also supported by the opinion of Rusman (2017: 354) that the aspects of the inside and the surrounding environment cannot be separated since the learning process occurs in the context of the students' self-interaction with their environment.

Other facts obtained from the interviews are the teachers' needs to the learning model that can improve the students' ability of interpersonal communication by using a practical learning model that is in line with the students' characteristics, allows students to conduct group discussions, learn actively, practice directly, ask and answer questions, and do peer tutoring. Meanwhile, the students' needs on learning models that can improve ability of interpersonal communication include learning models that allow them to discuss in groups as well as do role playing, storytelling and dialogues.

Based on the interview results, it can be summarized that there is a common need for learning models between teachers and students, which is a student-centered learning model that allows students to provide more feedback, learn actively and enable direct interaction with friends, either in pairs or in groups.

The need for the model is in line with the education concept of 2013 curriculum expressed by Rusman (2017: 11) that learning should be related to opportunities given to students to construct knowledge in their cognitive processes. The statement of the education concept is also reinforced by the opinion of Suyanto and Jihad (2013: 182) that the demands of learning in the 21<sup>st</sup> century that make students as a more collaborative figure with other students in learning.

The observation results obtain the fact that the students' abilities of interpersonal communication at the five primary schools are still low, proven when the teacher asks the students' opinions, many students choose to keep silent and only smart students dare to give opinions. The average silent students look

hesitant and timid to express their opinions, and are less able to contribute as a whole in communication as the interpersonal communication is dominated by certain students only.

Out of the five primary schools, only one school which is State Primary School Ngarum 1 has implemented a two-way or interactive learning model and the teacher has conditioned the students in learning groups, while the other 4 schools tend to use the direct learning model.

Based on these observations, it can be seen that the learning model that is often used so far is a one-way learning model. In other words, the learning model used by teachers is not appropriate for the achievement of competence in the form of the students' interpersonal communication ability as the learning model does not provide widespread opportunities for students' interactions with the environment, and teachers take complete control of the entire learning process. The statement about the learning model is reinforced by the opinion of Suyanto and Jihad (2013: 137) that one of the characteristics of a good learning model is to allow students to interact and react with their learning environment.

The results of document analysis about the supporting factors of learning are that RPP and the fifth syllabus of primary school are still written collectively in one semester, and their contents are the same with the ones in the previous year. The RPP still needs to develop especially on the resources, materials, methods and learning models. RPP and syllabus are not designed by teachers themselves, but one teacher downloads them from the internet and four other teachers copy them from other schools. Based on the results of the document analysis, it can be concluded that the learning model used by teachers is very monotonous from year to year, seen from the RPP and syllabus that have no changes in the learning model.

## CONCLUSION AND SUGGESTION

Based on the results of research and data analysis above, it can be concluded that the needs of teachers and students on the model of learning that can improve the students' ability of interpersonal communication are very high. The needs of the learning model include a two-way learning model and provide more opportunities for students to convey the information, ideas and emotions that they feel to teachers and other students in learning.

Meanwhile, the recommendation that the researchers propose is that the teacher should be more creative and innovative in presenting the learning through the selection of learning model in

line with the purpose of learning, the availability of learning support facilities, the students' character and the ability, the allocation of time and width of the materials.

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