

The Relationship Between Teacher Attitude Communication and Character Education of Tangerang City Junior High School Students

Kirana Lesmi

Universitas Insan Cendekia Mandiri, Indonesia

kiranalesmi77@gmail.com

Wahyu Triono

Universitas Muhammadiyah Cirebon, Indonesia

wahyutriono966@gmail.com

Abstract

The purpose of the study was to obtain data related to 5 characteristics of teacher attitude communication in character education which include; (1) openness, (2) empathy, (3) Tangerang support, (4) positive Tangerang, and (5) equality. This study used descriptive quantitative method with survey technique with questionnaire instrument. The population of this study involved teachers from 3 public junior high schools in Tangerang City, totaling 137 people. Through the Slovin formula with an error of 0.5%, a sample of 102.00 was obtained, rounded up to 100 teachers who were taken randomly and proportionally. The results of the study are as follows; (1) teachers' openness in communicating with students is 51.50% which is included in the moderate category; (2) teachers' empathy in communicating with students is 49.00% which is included in the moderate category which tends to be less good; (3) teachers' supportive Tangerang in communicating with students is 51.50% which is included in the moderate category; (4) teachers' positive Tangerang in communicating with students is 50.00% which is included in the moderate category which tends to be less good; and (5) teachers' equality in communicating with students is 51.00% which is included in the moderate category. Then the accumulation of each aspect or indicator mentioned above obtained data showing that the teacher's communication ethics in student character education in public junior high schools in Tangerang City is 50.50%, including the moderate category.

Keywords: Relation Teacher, Communication, Character Education

1. Introduction

Education has an important role in the progress of the nation and improving the quality of human resources. Renewal in education continues to be carried out in order to compete and adapt to the development of increasingly modern times and improve the quality of national education. Law Number 20 Year 2003 article 1 paragraph 1 National Education System

Communication is always used and has an important role in all aspects of human life. Communication is a contact relationship between humans, both individuals and groups. Every human being thinks, acts and learns using communication. Communication activities are carried out in a variety of situations, namely intra-personal, inter-personal, group and mass. This can be interpreted that communication in everyday life, consciously or unconsciously, is part of human life itself.

Interpersonal communication is the most powerful communication in persuading others to change the attitudes, opinions, behavior of communicants and if done face-to-face it will be more intensive because there is personal contact, namely between the communicator and the communicant's person (Kurniawati, 2014: 16). Interpersonal communication is one of the most effective ways to develop the ability to speak, think creatively and imaginatively. Interpersonal communication as a method of creative thinking, it has been proven that active students can develop better perceptions in the ability to think and behave well. Interpersonal communication is the most effective information exchange process and the process can be done in a simple way.

Interpersonal communication is said to be effective and successful if in the interaction the message to be conveyed can be received appropriately by the communicant or in other words, if the needs or goals of the individual have been achieved. The most important factor in the success of interpersonal communication is how both parties involved in communication have a view or can interpret the message conveyed by the opposite communication.

Interpersonal communication not only occurs in daily life in the community, but also occurs in an educational organization. This interpersonal communication is an important element in the continuity of relationships that exist within each educational organization (Ritongga, Effiati, 2016: 189). Interpersonal communication in educational organizations can be successful if there is effective interpersonal communication in the organization.

Students who are not active and creative in participating in the learning process must have a cause, either factors from the students themselves or external factors. Students have different family backgrounds, making each student's interest in learning different. Therefore, seeing conditions like this, schools are required to solve the problem of student passivity in participating in learning. The key to this problem is the teacher himself. Communicative teachers who can establish good communication with students can build a pleasant learning atmosphere.

2. Research Method

This research uses a descriptive quantitative method. In this context, it will describe the current symptoms or phenomena related to communication of teachers' attitudes in character education at school, based on the perceptions of students.

2.1. Research Population

The population in this study is the overall characteristics of subjects related to the relationship between communication, attitude, teachers in character education in schools. All public junior high school teachers in Tangerang City.

2.2. Research Sample,

Namely the number of teachers from the affordable population in this study, namely as follows,

- a. State Junior High School 3 Tangerang = 46 people
- b. State Junior High School 5 Tangerang = 43 people
- c. State Junior High School 8 Tangerang = 48 people Total population = 137 people

To calculate the sample size, it can be done by using the Slovin formula, which is as follows:

$$n = \frac{N}{1 + Ne^2}$$

3. Results and Discussion

The research data from distributing questionnaires to respondents as many as 100 public junior high school teachers in Tangerang City are presented as follows:

3.1. Data about teacher openness in the communication process with students.

To find out the teacher as an open person and does not want to pretend or keep too much image in communication with students, the data can be seen in the following table.

Table 1. Open Teachers Closed Teachers and Guarded Teachers Image with Students

No	Alternative Answer	f	%
1.	Strongly agree	8	8
2.	Agree	18	18
3.	Undecided	14	14
4.	Disagree	35	35
5.	Strongly disagree	25	25
Total		100	100

Source: Data processed

The data in the table above shows that 35% of respondents stated that they disagreed and 25% stated that they strongly disagreed, meaning that there were 60% who showed a negative trend. Then 20% of respondents stated that they agreed and 10% stated that they strongly agreed, this means that only 25% showed a positive trend, while the remaining 15% stated that Tangerang was undecided. The data shows that more than half (60%) of the teachers have not become open personalities and are still pretending or too guarded in their communication with students.

Table 2: Teachers Give Sincere and Spontaneous Praise to Students

No	Alternative Answer	f	%
1.	Strongly agree	12	12
2.	Agree	14	14
3.	Undecided	18	18
4.	Disagree	36	36
5.	Strongly disagree	20	20
Total		100	100

Source: Data processed

The data in the table above shows that 35% of respondents disagreed and 20% strongly disagreed, meaning that 55% showed a negative trend. Then 15% of respondents stated that they agreed and 10% stated that they strongly agreed, this means that only 25% showed a positive trend, while the remaining 20% stated that Tangerang was undecided. The data shows that more than half (55%) of the teachers are not used to giving praise sincerely and spontaneously to students if they deserve it.

Table 3. Teachers greet students with friendliness or pleasantries

No	Alternative Answer	f	%
----	--------------------	---	---

1.	Strongly agree	13	13
2.	Agree	16	16
3.	Undecided	19	19
4.	Disagree	36	36
5.	Strongly disagree	16	16
Total		100	100

Source: Data processed

The data in the table above shows that 36% of respondents disagreed and 16% strongly disagreed, meaning that there were 50% who showed a negative trend. Then 15% of respondents stated that they agreed and 15% stated that they strongly agreed, this means that only 30% showed a positive trend, while the remaining 20% stated that Tangerang was undecided. The data shows that more than half (50%) of the teachers are not accustomed to greeting students with friendly speech and pleasantries to make students feel happy.

3.2. Data on Teacher Empathy in the Communication Process with Students

To find out the teacher as a person who is sensitive or concerned about student problems and tries to help solve them, the data can be seen in the following table.

Table 4. Teachers Care about Student Problems

No	Alternative Answer	f	%
1.	Strongly agree	9	9
2.	Agree	14	14
3.	Undecided	16	16
4.	Disagree	37	37
5.	Strongly disagree	24	24
Total		100	100

Source: Data processed

The data in the table above shows that 35% of respondents disagreed and 25% strongly disagreed, meaning that 60% showed a negative trend. Then 14% of respondents stated that they agreed and 9% stated that they strongly agreed, this means that only 23% showed a positive trend, while the remaining 16% stated that Tangerang was undecided. The data shows that more than half (60%) of the teachers have not become personalities who are sensitive or concerned about students' problems and try to help overcome them.

Table 5. Teachers understand students' problems or blame them

No	Alternative Answer	f	%
1.	Strongly agree	9	9
2.	Agree	15	15
3.	Undecided	13	13
4.	Disagree	40	40
5.	Strongly disagree	23	23
Total		100	100

Source: Data processed

The data in the table above shows that 40% of respondents disagreed and 23% strongly disagreed, meaning that 63% showed a negative trend. Then 15% of respondents stated that they agreed and 9% stated that they strongly agreed, this means that only 25% showed a positive trend, while the remaining 15% stated that Tangerang was undecided. The data shows that more than half (65%) of the teachers are not accustomed to understanding students' problems from the students' point of view rather than cornering and blaming them.

3.3. Data About Tangerang Supporting Teachers in the Communication Process with Students

To find out whether teachers prefer to communicate with students to encourage them rather than criticize them, the data can be seen in the following table.

Table 6: Teachers like to communicate with students

No	Alternative Answer	f	%
1.	Strongly agree	10	10
2.	Agree	20	20
3.	Undecided	20	20
4.	Disagree	28	28
5.	Strongly disagree	22	22
Total		100	100

Source: Data processed

The data in the table above shows that 28% of respondents disagreed and 22% strongly disagreed, meaning that there were 50% who showed a negative trend. Then 20% of respondents stated that they agreed and 10% stated that they strongly agreed, this means that only 30% showed a positive trend, while the remaining 20% stated that Tangerang was undecided. The data shows that half (50%) of the teachers are not used to or do not like to communicate with students to encourage them and tend to prefer to criticize them which can weaken them.

Table 7. Teachers not to criticize students

No	Alternative Answer	f	%
1.	Strongly agree	9	9
2.	Agree	14	14
3.	Undecided	16	16
4.	Disagree	37	37
5.	Strongly disagree	24	24
Total		100	100

Source: Data processed

The data in the table above shows that 37% of respondents disagreed and 25% strongly disagreed, meaning that 60% showed a negative trend. Then 15% of respondents stated that they agreed and 9% stated that they strongly agreed, this means that only 25% showed a positive trend, while the remaining 15% stated that Tangerang was undecided. The data shows that more than half (61%) of teachers have not tried not to criticize students that could weaken their spirit of creativity, if it is not too important.

3.4. Data on teachers' positive Tangerang in the communication process with students.

To find out that teachers always look at students whatever happens from a positive side and try not to quickly judge negatively, the data can be seen in the following table.

Table 8 Teachers Look Positively at Students

No	Alternative Answer	f	%
1.	Sangat setuju	9	9
2.	Strongly agree	14	14
3.	Agree	16	16
4.	Undecided	37	37
5.	Disagree Strongly disagree	24	24
Total		100	100

Source: Data processed

The data in the table above shows that 37% of respondents disagreed and 24% strongly disagreed, meaning that 61% showed a negative trend. Then 14% of respondents stated that they agreed and 9% stated that they strongly agreed, this means that only 23% showed a positive trend, while the remaining 16% stated that Tangerang was undecided. This data shows that more than half (61%) of the teachers are not accustomed to looking at students whatever happens from a positive side and try not to be quick to judge negatively.

Table 9 Teachers Think of Students' Shortcomings to Develop

No	Alternative Answer	f	%
1.	Strongly agree	11	11
2.	Agree	14	14
3.	Undecided	18	18
4.	Disagree	35	35
5.	Strongly disagree	22	22
Total		100	100

Source: Data processed

The data in the table above shows that 35% of respondents disagreed and 22% strongly disagreed, meaning that 55% showed a negative trend. Then 15% of respondents stated that they agreed and 10% stated that they strongly agreed, this means that only 25% showed a positive trend, while the remaining 20% stated that Tangerang was undecided. The data shows that more than half (57%) of teachers do not think that behind the shortcomings of students, they still have various good potentials that must be developed.

3.5. Data on Teachers' Equality in the Communication Process with Students

To find out that teachers do not view students as inferior in communicating so that it takes place comfortably, the data can be seen in the following table.

Table 10. Teachers do not view students as inferior

No	Alternative Answer	f	%
1.	Strongly agree	11	11
2.	Agree	13	13
3.	Undecided	16	16
4.	Disagree	36	36
5.	Strongly disagree	24	24
Total		100	100

Source: Data processed

The data in the table above shows that 36% of respondents disagreed and 24% strongly disagreed, meaning that 60% showed a negative trend. Then 13% of respondents stated that they agreed and 11% stated that they strongly agreed, this means that only 24% showed a positive trend, while the remaining 16% stated that Tangerang was undecided. This data shows that more than half (60%) of teachers still view students as inferior in order to communicate comfortably.

Table 11. Teachers Treat Every Student as a Friend

No	Alternative Answer	f	%
1.	Strongly agree	10	10
2.	Agree	14	14
3.	Undecided	20	20
4.	Disagree	34	34
5.	Strongly disagree	22	22
Total		100	100

Source: Data processed

The data in the table above shows that 34% of respondents disagreed and 22% strongly disagreed, meaning that 56% showed a negative trend. Then 14% of respondents stated that they agreed and 10% stated that they strongly agreed, this means that only 24% showed a positive trend, while the remaining 20% stated that Tangerang was undecided. The data shows that more than half (56%) of teachers in communicating with students have not treated each student as a pleasant friend.

3.6. Research Data Based on Sub-indicators and Indicators.

The data above were then accumulated to determine the score for each sub-indicator. (The results of the score calculation can be seen in appendix 2) Based on the results of the calculation of the score for each sub-indicator, then the sub-indicator scores on each indicator are accumulated, the results of which are as follows.

Table 21 Conditions of Teacher Attitude Communication with Students

No	Indicators	Number of Respondents	Total Value	Average Value	%
1.	Teacher openness in the communication process with students	400	1029	2,60	51,50
2.	Teacher empathy in the communication process with students	400	982	2,50	49,00

3.	Tangerang supportive teacher in communication process with students	400	1026	2,60	51,00
4.	Teacher's positive Tangerang in the communication process with students	400	985	2,50	49,00
5.	Teacher equality in the communication process with students	400	1025	2,50	51,00

Source: Data processed

The data in the table above shows that the communication conditions of teachers' attitudes in student character education at school are on average in the moderate category, even for indicators of empathy and positive Tangerang the conditions are below moderate or tend to be less good. In the indicator of teacher openness in communicating with students, the condition is 51.50% or in the moderate category. On the indicator of teacher empathy in communicating with students, the condition is 49.00% or moderate which tends to be unfavorable. In the Tangerang indicator, the teacher's support in communicating with students is 51.50% or in the medium category. On the indicator of positive Tangerang teachers in communicating with students the condition is 49.00% or moderate which tends to be not good. And on the indicator of teacher equality in communicating with students, the condition is 51.25% or in the medium category.

$$\text{Percentage of achievement} = x 100\% \frac{5047}{1000} = 50.50\%$$

The results of the above calculations show that the communication attitude of teachers in student character education in public junior high schools in Tangerang City only reaches 50.47% or is in the moderate category. This achievement has not shown excellent or good conditions to support the implementation of student character education in quality schools.

Based on the theoretical study, the above attitudes and realities must be addressed wisely by communicators, including educators or teachers, especially those related to character education in conveying moral messages to students. Indeed, the purpose of education is essentially to change various aspects of student behavior in the expected direction, but to achieve this goal there are intermediate or strategic goals that must be realized, namely arousing the feelings or souls of students so that they feel an atmosphere of fun, comfort, safety, and amazement. In this regard, attitude communication is very important for teachers in student character education at school. Because teachers are required to be the truth that runs real, not just convey the truth of the concept.

4. CONCLUSION AND SUGGESTION

4.1. Conclusion

Character education in schools cannot be separated from the attitude communication process played by the teacher as the main figure. Attitude communication is the main key or as a strategic goal that allows the achievement of educational goals, especially in efforts to build student character. Attitude communication played by teachers can create an atmosphere conducive to teacher-student relationships, as well as the establishment of respectful and pleasant interactions, and this is a prerequisite for the implementation of effective education and learning.

The role of teachers in character education, teachers are required to be able to carry out attitudinal communication which is characterized by five Tangerang and behavior, namely; openness, empathy, Tangerang support, positive Tangerang, and equality. If the elements in attitude communication are not fulfilled or not carried out, then the character education process will fail, because no matter how good the content of the character education program is, it will not be able to change students' behavior, without exemplary and habituation from the teacher through attitude communication. And this is very important, especially related to efforts to internalize moral values to students. The findings of teachers' attitudinal communication in students' character education in public junior high schools in Tangerang City, which only reached 50.50% or in the moderate category, is a bad precedent in the implementation of character education in schools. What is more concerning is that the empathy and positive aspects of teachers in communicating with students are below average or tend to be unfavorable, namely 49.00% and 49.00% respectively. This condition certainly requires improvement or coaching efforts, especially from the authorities.

4.2. Suggestions

Based on the discussion and conclusions above, several suggestions can be given, namely as follows:

- a. For policy makers: (1). There needs to be an increase in the quality of communication Attitude of teachers through interpersonal communication training and coaching other aspects of personality. (2). There needs to be sanctions for teachers who commit verbal and non-verbal (physical) violence against students. (3). There needs to be a teacher recruitment selection system that not only selects academic abilities (hard skills), but also selects the soft skills of prospective teachers.
- b. For teachers (1). There needs to be an effort to improve effective communication skills and attitudes to support learning activities and character education. (2). There needs to be an effort to improve social and personality competencies through various training activities and coaching on hard skills and soft skills.

Reference

- Ahmad Taufik Al Afkari Siahaan, (2018) Communication Skills of Professional Teachers in Schools, IJTIMAIYAH Vol.2 No.1 January-June 2018, ISSN 2541-660X
- Al fikri, Muhammad, (2016). Ethics in Organizational Communication. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 21, Issue 10, Ver. 2 (October) PP 51-56 e-ISSN: 2279-0837, p-ISSN: 2279-0845. DOI: 10.9790/0837-2110025156
- A.W. Suranto, (2016). Interpersonal Communication. Yogyakarta: Graha Ilmu. Mandelbaum, Aaron, (2020). The Basic Principles Of Ethical Communication. <https://www.smbadvisors.com/capabilities/knowledge-management/insights/ethical-communication-the-basic-principles>
- Agung, I. (2017). The Role of Teacher Facilitator in Strengthening Character Education (PPK). Perspective of Education Science, 31(2), 106-119.
- Ajmain, & Marzuki. (2019). The role of teachers and headmaster in character education of students of SMA 3 Yogyakarta. Journal of Social Sciences, 16(1), 110-111.

- Cahyani, L. I., & Department. (2018). Character Education, Discipline, Principal. 2(1),1-7.
- Fawaid, M.M. (2017). Implementation of school rules in improving student discipline character. 2, 9-19.
- Hadiyanto, H. (2018). Involving School Management and Stakeholders in Strengthening Character Education in the Global Era.
- Hartati, D, U. and Nugraha, R, A. (2020). Policy Implementation of Presidential Regulation of the Republic of Indonesia Number 87 of 2017 on Strengthening Character Education.
- Hasiba, C., & Nurul, F. (n.d.). The Role of Classroom Teachers in Cultivating the Character Value of Tolerance of Grade IV Students in Public Elementary Schools.
- Hasanah, A. (2018). inculcating independent character in students at mi ma'arif nu jipang sub-district karanglewas banyumas district.
- Hurmanto, & Febrian, V. (2022). strategies for cultivating independent and disciplined characters through methods. 10, 412-426.
- Meolong, J. Lexy: (2015). Qualitative Research Methodology. (Bandung: Remaja Rosdakarya, p. 44)
- Mohammed, Ibrahim, (2017) "Instructional Communication in Nigeria Secondary Schools: A Curriculum Hangover?" International Journal Of Innovative Research & Development DOI No. :10.24940/ijird/2017/v6/i12/DEC17069
- Sanjaya, D. B., Wirabrata, D. G. F., & Handayani, D. A. P. (2021). menakar merdeka belajar kampus merdeka: xxi century learning discourse in the perspective of character education. Journal of undiksha civic education, 9(3), 990-974.
- Setyaningrum, Y., Rais, R., & Setianingsih, E. S. (2020). The Role of Classroom Teachers in Discipline Character Building in Students. 3(September), 542-548.
- Sholikhah, R. A. M. A. (2021). Character Education Values in the Book of Mr. Ar and His Traces of Wisdom by Haidar Musyafa (Doctoral dissertation, Thesis, Universitas Muhammadiyah Magelang).
- Sugiono (2015). Combination research methods. (Mix Methods). Bandung. Alfabeta, p. 15
- Suhifatullah, M. I., (2019). Realizing the Quality of Public Services Through Attitudinal Communication of State Civil Apparatus. PERSPECTIF: Journal of Administrative Sciences. Vol 1, No 2 (2019). E-ISSN: 2685-2527
- Sutarman, Yuyun, Yuniarsih, Maria, G. Herlina, (2019). Community Empowerment of Sunda Strait Tsunami Victims of Labuan Bay Fishermen Village Banten. LOYALTY ISSN: 2621-4679 (print) Journal of Community Service ISSN: 2621-4687 (online) Volume II Number 2 November