THE DEVELOPMENT OF COMMUNICATION BETWEEN TEACHER AND STUDENT IN TEACHING AND LEARNING PROCESS

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Abstract

The teaching and learning process are the process of communication because there is a process to convey message through transmitter or medium to receiver. The message, information source, transmitter or medium, and receiver are the component of communication. The teaching sources who be explained by teacher is message of communication. The curriculum is one of important as source of message. Information source is usually a teacher. Receiver, book writer, medium procedure, education transmitter medium, messages receiver are student or one to the other. This research answer about the teaching and learning process between student and teacher. The research uses the qualitative method through descriptive method, observation, deep interview, and library study. The outcome of research showed the process of communication in School of Natural Bandung is having good collaboration between theory of education with adventure, and exploration in the nature. School of Natural Bandung has been lying at north of Bandung city. Having beautiful view, rice cultivation, and range of hills. It is also near Curug Dago forest and Cikapundung River.

Keywords: *Process of communication, teacher and student, learning process*

Introduction

Teaching and learning process is essentially a process of communication, namely the process of delivering a message from the message source through the channel / media specific to the recipient. Channels/media and the recipient are the components of the communication process. Messages to be communicated is the content of existing courses or training in the curriculum, the source of the message can be teachers, students, others or the author of books and media procedures; channels of media education and the message recipient is a student or teacher as well.

The message of the content of teaching and education in the curriculum set forth by the teacher or other source into symbols of communication both verbal symbols (words spoken or written) or non-verbal or visual symbols. The process of casting a message into symbols of communication is called encoding. Furthermore, recipients of the message (to students, trainees or teacher and coach himself) to interpret the symbols of communication in order to obtain the message. Process of interpreting the symbols of communication that contains the messages is called decoding.

Judging from the process, education is communication, this means that the process involved two components consisting of men, the student teacher as a communicator and as a communicant. Educational objectives will be achieved if the communicative process, which means the process of delivering a message by the communicator to the communicant, or in the context of education means the process of delivering a lesson by the teacher to the students, should be communicative.

In general education is planned to take place in the classroom in person (face to face). Because the group is relatively small, so even if the communication between teachers and students in the class, including group communication (group communication), the teacher at times can turn it into a communication between the charm, which occurred two-way communication or dialogue. The occurrence of this two-way communication is when students are responsive, for example, explores opinions or answer questions given by the teacher.

Methodology

This study used a qualitative approach. Reasons for using this method are to be able to describe the properties of individuals, groups, and at the School of Natural Bandung. This study is a case study. There are three ways or techniques that researchers use in collecting field data, namely interviews, observation, documen-

tation study. Koentjaraningrat (1994:130) says "data collection is done through observation and interviews".

In-depth Interviews

The first method that researchers use to collect data in the field is to in-depth interviews. DeVito (1997: 28 1) says that the interview is a special form of interpersonal communication. Surakhmad (1994: 162) mentions that the interview is "direct communication techniques, the researchers collected data by communicating directly with the subject of research both in the real situation and in an artificial situation". With a simple concept, Singarimbun and Effendi (1995: 192) reveal "an interview. A process of interaction and communication".

Observation of Non-Participatory

After conducting in-depth interview which is the primary method of data collection, researchers will conduct observations. In simple observation can be interpreted as a process of looking at the situation of research, in this study is the situation of teaching and learning in the classroom, as it is said Sevila, et.al (1993: 198) "is very appropriate observation methods used in research that involves observation of the condition or the interaction of teaching and learning, the behavior of children's play and group interaction." Observation is a data collection technique in which is a researcher makes observations on the society that became the object (Sadewo, in Bungin, 2003 (b): 178).

Documentation Studies

After the interviews and observations, researchers also will use the documentation study in this research as a complement to the above two methods (in-depth interviews and observation). As proposed by Alwasilah (2003: 157) "that the document serves as a complement source and enrich for information obtained through interviews or observation". Ridjal (in Bungin. 2003 (a): 97) mentions that "the documents recording the events that are closer to the conversation, regarding personal matters, and require interpretation corresponds very closely to the context of the event record"

Literature Review

Literature review in this study of the results of previous studies and theories that are considered relevant to the research to be

conducted. Researchers looked at from the results of research, there is research that examines how the results of instructional communication, but the specifics have not been any similar research plan that will do research, but can be used as a reference for researchers in conducting this research. The results of previous studies that researchers consider relevant to the research to be conducted are:

Research conducted by Triwardani (2002) entitled, "Assessment Method Persuasive Communication Creativity Child Development Teachers in Nursery Schools (A Case Study in Kindergarten Mother of Pearl)". The study was conducted with qualitative methods as for the identification of problems in the study was: 1) how can I persuade teachers with a message that uses that phrase to understand the child? 2) How do teachers build empathy for children in conveying the message? 3) How can teachers provide guidance to children in applying the message it conveys? 4) What are the forms of praise and encouragement given to teachers to support the success of the message delivered? 5) How do teachers in conveying the message that will encourage independence in children in giving his response? The results of this study indicate that 1) the teacher gives the child freedom to be creative; children are encouraged to create unique works. 2) Teachers receive a variety of answers of children to a particular question, the child learns and elaborative divergent thinking. 3) The teacher gives children the opportunity to talk with the aim that children can express what in Think. 4) Teacher mentoring privately to children. 5) Teachers serving children questions.

Research conducted by Soemantri in 2002 under the title, "The Effect of Communication Education Success against Executing Dharma Education at the ITB". The study was conducted with Quantitative methods. The identification problem of this research is: 1) the extent to which the influence of communicator credibility of education in promoting the successful implementation of the dharma of Education at ITB? 2) The extent to which the appeal content of educational messages may further increase the successful implementation of education at ITB dharma? 3) The extent to which the influence of media or tools can extend the range of educational content of the message of dharma in enhancing the successful implementation of education at ITB? Results of research

conducted by Soemantri showed that: dharma educational success is highly dependent on the credibility of the communicator and the message is quite affecting, while the factors aids small effect when compared with the credibility of the communicator and message content.

Research conducted by Abdul Muktadir in the year in 2001 with the title, "Family Communication Patterns in Children to Socialize Folklore Bengkulu city." This research was conducted with qualitative methods. In this research, Abdul Muktadir provide identification problem, namely: 1) how does family communication patterns in the dissemination of folklore to children? 2) How does the impact of folklore dissemination through the family communication patterns to children?

Research conducted by Darmawati (2003) entitled "The Effect of Instructional Communication Teacher Attitudes against Students Regarding Mathematics Teaching and Learning". The results of this study states that: 1). Characteristics of instructional communicators do not have a positive influence on the attitudes of primary school students about teaching and learning mathematics. 2). The appeal of instructional communication message has a positive effect on students' attitudes about teaching and learning mathematics. This indicates that the message is appealing to have high power stimuli, where the quality of the stimuli is determined by the clarity and ease of message to be understood, or understood by students.

Research Triani Nani (2003), entitled, "Relationship Style Parenting Mothers with Preschool Children's School Readiness". His background is a phenomenon that not all children declared ready for school when the child has completed kindergarten program (with a study period of one year for children aged five years and two years for children aged four years). For it is deemed necessary to reveal why this happens? Whether caused by a given mother's parenting style at home is different or there are other factors that cause it. Thus expected to get an idea of how the parenting styles of mothers who can promote or inhibit school readiness of preschool children. This study focuses on maternal parenting style relationship with the school readiness of preschool children. Theoretical review are used in this study is the concept of parenting behavior of Baumrind (1978) and school readiness of Monks, Rost & Coffie

(1978). The study was conducted in kindergarten Istiqamah Bandung; with a subject of research students in kindergarten school year 2001/2002 as many as 31 people who meet the criteria of the characteristics of research subjects. Study sample is determined by using sampling techniques aiming (purposive sampling). Data obtained using a structured questionnaire with a rating scale technique to obtain information about parenting styles and NST (Nijmeegse School-bekwaamheids Test) for the school readiness of preschool children. The data obtained and analyzed using multiple correlation analysis. Variables measured consisted of variable authoritative parenting styles, authoritarian, indulgent and indifferent and variable school readiness of preschool children. The results of data processing and hypothesis testing are as follows: 1) There is a positive relationship between authoritative parenting styles with the school readiness of preschool children 2) There is a negative relationship between authoritarian parenting styles.

Symbolic interactions is a theory that the introduction as a study of the behavior of individuals or small groups of people through a series of observations and descriptions. This method is based on observation of what is expressed in persons include his appearance, his movements, and symbolic languages that appear in social situations. This theory is suitable to study at the School of Natural Bandung.

Herbert Blumer presents three models of the underlying premise of symbolic interaction. First, human beings act on the basis of individual meaning given to the social environment (the symbol of verbal and non verbal symbols and the physical environment). Second, the meaning is directly related to social interaction by individuals with their social environment. Third, meaning is created, maintained and changed through the process of interpretation by individuals in dealing with the social environment (Mulyana, 2000: 160).

In symbolic interaction will always provide interpretation of the meaning of verbal messages and non-verbal as an objective reality and symbolic. In giving the interpretation, the self (self) always take into account the meaningful interpretation of others (other) in a process of interaction with each other, and vice versa. Meaning of the word symbol of Mead's definition of "gesture" or movement of either hand, the head

containing the signal, which is not just the first element of the whole movement but it is a sign/symbol of the whole movement. As Mead says, "the movement is done with such an obvious symbol, because it has the same meaning for all members of the individuals that make it so that they evoke all the individuals who provide a response to those who accept it".

Symbolic Interaction is done by using the language, as one of the most important symbols and cues. But the symbol is not a factor that has happened; the symbol is a continuous process is a process of delivering meaning. In the process of delivering meaning and symbol that is the subject matter of symbolic interaction.

There are several assumptions in the theory of symbolic interaction which in principle is closely connected with the research that studied in the School of Natural Bandung, among others:

1. The first assumption, that man lives in a symbolic environment, as well as physical environments and can be stimuli to act as a symbol of the physical environment. Knowledge and understanding of the numerous symbols are the result of lessons in the association of human society, not the result of physical stimulation. The man is the privilege lies in the ability to convey symbols verbally and none verbally. Traffic to interact, learn and to understand and give meaning to various symbols is the human knowledge that distinguishes it from other beings (animals). Human ability that is the subject of attention from the analysis of symbolic interaction theory. A symbol is defined as stimuli to learn the meaning and value and the human response to a symbol into the understanding of symbol and value compared to stimuli, physical stimuli from the instrument the organ recipient.

2. The second assumption, namely the symbol/emblem humans have the capacity to stimulate others in ways other than stimulate the self (Mead-Role Talking).

According to Mead there is a difference, although Mead suggested that the internal aspects are also reviewed to understand social behavior, but it is not a particular interest. Instead he was more interested in the interaction, in which the relationship between gesture (gesture) and a specific meaning, influencing thought

parties are interacting. In the terminology of Mead, gesture whose meaning is given jointly by all parties involved in the interaction is the one form of symbol that has significance. (A significant symbol). Words and other voice, physical movements, body language (body language), clothes, status, all of which are significant symbols.

Mead interested in reviewing the social interaction, in which two or more individuals could potentially remove a significant symbol. Person's behavior is influenced by the symbol issued to others, as well as the behavior of others. Through the signaling form of symbols, we express feelings, thoughts, intentions, and vice versa by way of reading the symbols are displayed to others, we catch the thoughts, the feelings of others.

Interactions among multiple parties will continue to run smoothly without any interruption when the symbols are issued by each party in interprets together so that all parties can interpret it properly. This may occur because the individuals involved in such interactions originate from the same culture, or have previously managed to solve the differences of meaning between them. But interaction is not always smooth sailing. There are certain parties who use symbols that are not significant. Symbols that is not meaningful to others. As a result, these people must continually match the meaning and plan how their actions.

Many qualities of human behavior are uncertain and constantly evolving: the people make maps, testing, planning, delay, and improve their actions, in an effort to respond to the actions of others. In accordance with this view, individuals negotiate their behavior to match the behavior of others.

Communications Group

Group communication is usually used to exchange information, increase knowledge; change attitudes or behaviors strengthen, develop and raise awareness of mental health. According to (Efendi, 2000: 71) mentions that in the social sciences, whether it be psychology or sociology, the so-called group or a group rather than a number of people in groups or berkurumun together in one place, for example, some people in the square which collectively same was listening to a speech or mothers in the market which is jointly being swarmed a greengrocer. It's

being there they are equally fortuitous because it attracted attention by something. They do not know each other even if there is interaction or inter-communication this happens only a moment.

As with the situation of group situation. In group situations there is a psychological connection, people who are bound by the psychological relationship is not always to be together somewhere. They could have split up but the psychological relationship causes them to gather together again and again. The group is also necessary awareness on its members to a common bond that unites them. The group has a goal and the organization (not necessarily formal) and involves the interaction among its members. In addition, the group has two psychological signs: first, group members feel bound by the group (there is a sense of belonging) that are not owned by people who are not members, secondly, the fate of the group members are interdependent so that the results of any person related in some way with the results of others (Baron and Byrne, 1979) in (Rahmad, 2005: 142).

Results and Discussion

Communication in education is a vital ingredient, even a very large role in determining the success of education itself. The process of communication here is primarily instructional communication that is the core of teaching and learning activities. Instructional term comes from the word "instruction" (UK), which means tea-ching, learning, learning or command. Mea-ningful teaching of teaching or teaching conducted by teachers on students, while the lesson focuses on teaching materials or subject matter presented by the teacher.

Instructional communication in which learning is covered, in principle, is a learning process that occurs due to the actions teachers in performing its function is the function of looking at the students as the subject being proceeds toward his goal to achieve something that cool them. Instructional process is a communication event especially designed special educative communication for behavior change goals on the target. Communication can also be referred to the instructional communication field as two other plots examined in instructional communication. Educational activity is jointly preceded towards the optimization of the development achievement of each child's tuition (the target) according to the abilities, interests and others who espoused (Mortensen and Schmuller. 1968: in Yusup: 1990:17).

In the context of formal education, in school teaching and learning is a function of principal and strategic effort to achieve institutional goals carried by the agency. In the framework of institutional functions and tasks that the teacher puts the position as a central figure. Success or failure lies in the various components of education. One is a component of the curriculum, therefore, must be prepared on the basis of competence within which includes learning methods. Where teachers are able to perform the duties and responsibilities and are required to be creative.

Teachers are professional positions that require a variety of special expertise. As a profession, it must meet professional criteria as follows:

A. Physical.
   - Physically and mentally healthy.
   - Not have a disability that can lead to ridicule/ scorn or pity from the protégé.

B. Mental/personality.
   - Personality.
   - Able to appreciate the Guidelines of State Policy.
   - To love the nation and humanity and com-passion to the students.
   - Virtuous noble character.
   - Creatively-inclined, could utilize the exis-ting sense of education to the fullest.
   - Able to cultivate democratic attitude and considerate.
   - Able to develop creativity and respon-sibility of his duty.
   - Able to develop high intelligence.
   - Characteristically open, sensitive, and inno-vative.
   - Demonstrate a sense of love for his profes-sion.
   - Adherence to the discipline.
   - Have a sense of humor.

C. scientific / knowledge.
   - Understanding the science that can underlie personal formation.
   - Understanding the science education and teacher training and able to apply them in the task as educators.
   - Understand, control, and love of science to be taught.

- Have sufficient knowledge about other fields.
- Nice to read scientific books.
- Ability to solve problems systematically, especially those related to field of study.
- Understand the principles of teaching and learning activities.

D. Skills.
- Able to act as organizers of the teaching-learning process.
- Able to develop teaching materials on the basis of the structural approach, disciplinary, functional, behavioral, and technology.
- Able to solve and implement the techniques of good teaching in achieving educational goals.

- Able to plan and carry out educational evaluations.
- Understand and be able to carry out the activities and scholastic education.

Communication process that occurs in the School of Natural Bandung is an unbelievably good collaboration between theoretical classroom learning with adventure and exploration in the wild. School of Natural Bandung has a natural school environment in the North of Bandung, with the beautiful scenery of rice fields and hills, and adjacent to the forest waterfall and river Cikapundung Dago.
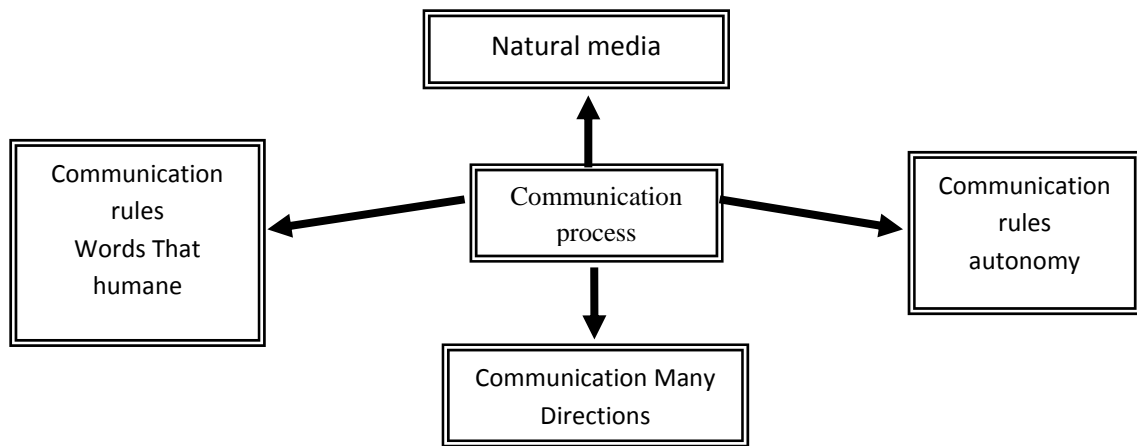

Figure 1
Analysis of Communication Processes of Teachers and Students in Learning and Teaching

Visits to a class of kindergarten children show watching the growth of bean and saw the bee's body shape by using a magnifying glass. While in other classes, elementary school children were playing designing ship-calluses. In another corner of the class they will be, some children were having a discussion about how loved animals. On the field were also seen children who have completed all subjects, were playing ball, fishing in ponds or cool to read books in the library.

"Communication is communication done a lot of direction. So our communication styles, teachers are not the only source of learning. They may be smarter than his teacher. We offer a close with them, and the distance is very close. " Conditions studied at the School of Natural Bandung reflect the unique learning styles and different from the school in general. Bandung

Nature School Educators have a unique perspective on Nature School students Bandung, that every child is unique. Every child has unique properties that cannot be equated between one child with other children.

Stimulate curiosity

Nature school is a school-based education with concepts of the universe. Ideally, the basic concept departs from the values of the Qur'an and Sunnah, which claimed that the essence of human creation is to be a leader, the Caliph on earth. That way, the Originator School of Natural Bandung believes that the essence of the purpose of education is to help students grow into human character. Being human is not only able to utilize what is available in nature, but also able to love and nurture the natural environment.

All the learning process must take place in an atmosphere of fun or it can be said to be fun learning.

Fun Learning

Learning in nature, will instinctively raises fun atmosphere, without pressure and away from boredom. Thus it would be a growing awareness in children that learning is fun, and the school became synonymous with excitement. Fun atmosphere, which took place in the School of Natural Bandung, is playing, learning and adventure. Playing here is, children learn while playing, so the atmosphere which caused more fun. For example, water play, mud play, catch a duck, playing ball in the water. Lessons learned from there is more children to know nature. Learning is defined; more children learn to explore nature. For example, a field study of mathematics, children were asked to measure the length and width by using a rope *saung.* Adventure that is, many activities are carried out directly in nature. For example: outbound, traveling, looking for tracks, tracking mutual

cooperation. Lessons learned from this activity, children are taught to be able to be responsible, independent, courageous, and teach leadership. Then, in order to place a supportive atmosphere, teaching methods also using a web spider.

Web Spider

Spider web learning system, an integrated theme in all subjects. Thus the students' understanding of instructional material is integrative, comprehensive, and applicable, as well as, more grounded. Basic skills who wish to grown children in the School of Nature are the ability to build a spirit of curiosity, to observe, make hypotheses, and the ability to think scientifically. With the methods spider web they learn not only by hearing the teacher's explanations, but also to see, touch, feel, and follow the whole process of learning each.

Here the children are also directed to understand the potential of its own. Every child is valued strengths, and understands its shortcomings. Thus, in the School of Nature, disagreed with the teacher is not a taboo.
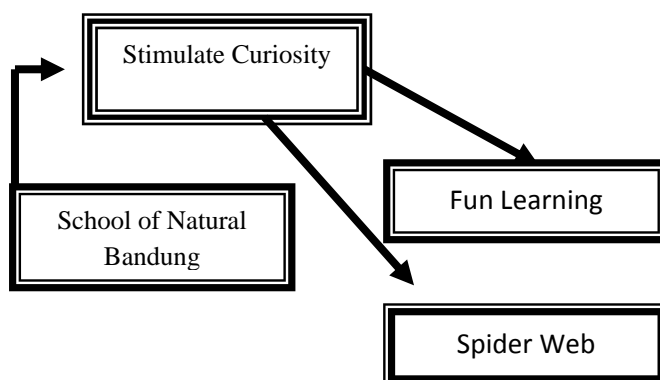

Figure 2
Analysis of Learning in the School of Natural Bandung

The process of Communication Teachers and Students

The process of communication that occurs between teachers and students in the School of Natural Bandung using direct communication if it happens in the classroom. In the discussion the teacher using a loudspeaker, when conducting outbound toe teachers use as a medium of communication. Because of the conditions studied in nature and class position rather far

apart then the teachers here took the initiative to provide a mobile phone to every class president.

In providing rules to students at the School of Natural Bandung, the school uses of communication media such as pamphlets as regulations that have been agreed between the school teachers and students. The most effective and cherished children is due to direct communication with this direct communication, children can reveal all the problems from both schools, private and home. "Here, we try to

streamline the communication between teachers and students. Usually communication, often stymied. We are using hp in class to effectiveness communication. "

Communication Process Master and Teacher

Media communication that occurs between teachers and the teacher's one of them is a regular meeting every month to evaluate it during the good activities of the curriculum to discuss co-workers. This forum should not be known by anyone except the teachers themselves, because in this forum all teachers are entitled to their opinions and steam as long as he teaches as well as evaluating the performance of individuals and partners working in the classroom.

"The forum is very touching; in a situation the teacher can reveal steam and feelings". The forum is an invaluable forum for teachers because after the meeting is expected an improvement in the future both in terms of performance and familiarity rather than the teacher. Indeed there is a drawback of this forum, due to the existence of teachers who are not used in ways like this.

Communication Process Teachers and Parents

Bandung Nature School liaison in addition to using books, as a medium of communication between teachers and parents. Mobile is also a very effective means, where parents can directly ask the condition of their children every day through mobile teachers. Every month, there was a meeting between teachers and parents to discuss child development. For parents who could not attend the event each month, the teacher can send an email to parents how their child's development. "Communication teachers and parents in addition to using connectors, we also used mobile phones and email for the development of children."

Conclution

The process of communication requires a source of messages delivered through media channels are delivered to the recipient. Inside there is a component of teacher and student, what would become if the communication process is not running well, of which there is a miss communication that is not cool. Which acts as a communicator is a teacher while students are here to act as a communicant.

Teachers convey symbols of communication in the form of words and non-verbal or visual symbols, symbols of the next message are received by students in the form interpretation of the message. Conclusions can be drawn from this research is the communication process that occurs in the School of Natural Bandung is a very good collaboration between theoretical classroom learning with adventure and exploration in the wild.

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