

Description of Student Communication and Attention Patterns In Islamic Religious Education Learning

Rismawan¹, Aliyu Ibrahim Musaddad³

¹Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, Indonesia

²Lecture Departement of Islamic Studies, University Keffi, Nigeria

Article Info

Article history:

Received Aug 11, 2023

Revised Sep 21, 2023

Accepted Sep 27, 2023

Keywords:

Attention
Communication
Islamic Religious Education
Learning process

ABSTRACT

Purpose of the study: The purpose of this research is to describe the pattern of communication and the attention of students in learning Islamic religious education.

Methodology: The type of research used is quantitative research, the population in this study is students of Senior High School, the sample to be used in this study is determined by purposive sampling method, the instrument used is questionnaire and the data analysis technique is using statistic descriptive

Main Findings: The results of this study are that student communication is more dominant, good and also the attention of students is also very good in the process of learning the Islamic religion

Novelty/Originality of this study: The novelty of this research is to describe the communication skills and attention of students in the learning process of Islamic religion. Suggestions for further research are to find a link between communication skills and students' attention in the learning process so that it becomes even better.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license



Corresponding Author:

Rismawan

Sekolah Tinggi Agama Islam (STAIN) Parepare, Indonesia.

Email: rismawan99@gmail.com

1. INTRODUCTION

As social beings, humans always want to relate to other humans. They want to know the environment around them, even want to know what's going on inside them. This curiosity forces humans to communicate [1]. People who never communicate with other people will undoubtedly be isolated from society. Therefore, communication is a part of human life just like breathing as long as humans want to live they need to communicate [2].

In line with the development of science and technology, communication technology has progressed very rapidly and henceforth has influenced the pattern of communication in society, the creation of communication technology instruments such as satellites, television, radio, video-tape and computers has given its own meaning to the process of communication between humans [3]. As with technology in general, communication technology knows no regional boundaries, ideology, religion and ethnicity. Technology has drastically reduced distances in time and space.

The increasing demands of society on education and the advancement of science and technology have made it impossible for education to be managed only through traditional patterns, besides this method is no longer in line with the needs and demands of society [4]. Revolutions in science and technology, changes in society, understanding how children learn, advances in communication media and so on give their own meaning

to educational activities and it is these demands that make policies to utilize technological media and technological approaches in managing education.

Education as part of culture is a means of transmitting values and ideas, so that everyone is able to participate in the transformation of values for the betterment of the nation and state [5]. This means that education is a vessel for transferring science and technology for the benefit of human life. The development of science and technology is increasingly encouraging renewal efforts in the use of technological results in learning [6]. Teachers are required to be able to use the tools that can be provided by the school, and it is possible that these tools are in accordance with the developments and demands of the times.

Teachers and students are two components that can be analogous to the theory of mutualism symbiosis, namely roles that are mutually beneficial to one another [7]. If only one component is active, of course it will not produce the maximum impact. In return for good communication skills from teachers, students should also have good communication skills with teachers. Communicative like this will bring comfort to students in learning and teachers in teaching so that it has a positive impact, one of which is to increase the willingness of students to actively participate in teaching and learning activities at school [8]. An effective teacher not only knows the subject matter of students, but can also communicate the knowledge they have to their students.

Achieving effective learning requires clear communication between teachers and students. So that two activities are integrated that are efficient in achieving learning and educational goals where students can be successful in their learning tasks, as well as teachers can succeed in teaching and educating according to the goals to be achieved. Teachers usually establish good communication relationships with students if they can build a pleasant learning atmosphere [9]. A pleasant learning atmosphere has an impact on the psychological condition of students. Learners are more able to concentrate and be active in learning in class when psychologically they feel comfortable and happy [10]. This means that a teacher must have the ability to communicate well and in this case communication skills need to be owned by a teacher because it is a factor that has an impact on the attention of students in participating in learning.

This research is in line with research conducted by Maulida and Prawira which discusses teacher and student communication patterns continuous communication pattern formed during school age until adulthood [11]. The process is reflected in how students interact with the teacher, complete problems at school, building relationships friendship, discussing or joking with friend. Thus, pattern Communication represents the characteristics possessed someone who is reflected in actions communication is based on socialization experience with the environment. A sense of comfort and openness makes students' communication patterns with each other friends are more open than teachers which tends to be closed because there are fear, hesitation and lack of trust.

2. RESEARCH METHOD

The type of research is generally divided into quantitative research. Quantitative research is a research approach that focuses on collecting and analyzing numerical data that can be measured objectively [12]. The main purpose of quantitative research is to test hypotheses, identify relationships, or make generalizations about the wider population. Researchers seek to understand the relationships that may exist among these variables and how those variables may contribute to the phenomenon under study. In this study, there are 2 variables that will be studied, namely student communication and student attention. The independent variable (X) in this study is the student communication, while the dependent variable (Y) in this study is student attention.

The research sample is a small portion of the population selected to be represented in the study. The sample is selected with the aim of representing the characteristics present in the population as a whole. By using purposive sampling, research subjects are selected based on certain criteria relevant to the research objectives. By using purposive sampling the research subject can be selected by the researcher where the subject will have certain expertise, knowledge, experience, or characteristics that are appropriate to the research question. So that the samples taken in this study were 25 students at Senior High School.

Data collection instruments and techniques are important components of research. Research instruments are methods or tools for data collection in a study. Research instruments are designed to collect relevant information based on research questions and variables to be studied. This study used instruments in the form of questionnaires for students. Data collection techniques are strategies or methods used to collect all information or data needed in a study.

The data that has been obtained will be processed using the SPSS application. From the results of the instrument. The statistical test description aims to provide an overview of the observed data. The main purpose is to present and describe the data concisely through centering measures and spread sizes. From the statistical test description, results will be obtained in the form of mean, median, mode, minimum, maximum, percentage, and student categories. Mean is used in research to calculate the average value of a variable or measurement in a research sample. The median is used to determine the middle value in the data distribution. Mode is used in research to identify the values that most often appear in the distribution of data. In research, minimum and

maximum values are used to report the range or range of data. Percentages are used in research to present the proportion or percentage of a group or characteristic in a sample. In research, student categories are used to group students based on certain characteristics relevant to the research.

3. RESULTS AND DISCUSSION

Below is a descriptive statistical result for the independent variable (X), namely the student communication. In this study, data collection was carried out through questionnaire sheets at Senior High School. The description of the independent variable (X) is shown in the following table.

Table 1. Description of the student communication in Islamic Religious Education Learning

School	Variable	Interval	Frequency	Percentage (%)	Category	Result
Senior High School	Student Communication	5 – 8	2	8	Bad	Mean 15.42
		9 – 12	8	32	Enough	Median 14.00
		13 – 16	12	48	Good	Modus 14.00
		17 – 20	3	12	Very Good	Minimal 6.00

Based on the results obtained from the distribution of the student communication questionnaire, in the very good category there are 3 students 12%, in the good category there are 12 students 48%, in the sufficient category there are 8 students 32%, and for the bad category there are 2 students with a percentage of 8%. With an average score of 15.42, a median of 14.00, a mode of 14.00, a minimum score of 6.00 and a maximum value of 20.00. From these results, it can be seen that the student communication is more dominant to good. Below is a descriptive statistical result for the independent variable (X), which is the character of student attention. The description of the independent variable (Y) is shown in the following table.

Table 2. Description of the student attention in Islamic Religious Education Learning

School	Variable	Interval	Frequency	Percentage (%)	Category	Result
Senior High School	Student Attention	5 – 8	1	4	Bad	Mean 13.38
		9 – 12	10	40	Enough	Median 13.00
		13 – 16	11	44	Good	Modus 13.00
		17 – 20	3	12	Very Good	Minimal 7.00

Based on the results obtained from the distribution of the student attention, in the very good category there are 3 students 12%, in the good category there are 11 students 44%, in the sufficient category there are 10 students 40%, and for the bad category there is 1 student with a percentage of 4%. With an average score of 13.38, a median of 13.00, mode 13.00, a minimum score of 7.00 and a maximum value of 20.00. From these results, it can be seen that the student attention is more dominant to good.

Before explaining the results of the research, the researcher first describes that the pattern of communication is the process of conveying thoughts or one's feelings for another person. Submission of the intended thought here is where the teacher and students develop a pattern of communication that is effective in learning. There are three parts to this communication pattern used in learning, namely one-way communication or action communication, two-way communication or interactive communication as well as multi-way communication or transaction communication. While the attention of students has a close relationship with observation. A teacher must be able to attract the attention of his students in learning, because with the attention of students will arise the desire focused on a certain thing. The effectiveness of a study will be many determined by the level of individual attention to stimuli.

In this communication pattern, the teacher acts as a giver of action and students as the recipient of the action, for example the teacher explains the lesson by using lecture method, while students listen to information from the teacher. This communication pattern teachers and students can play the same role, namely giver of action and receiver of action so that both can give and to each other accept. For example, after the teacher gives an explanation of the lesson to the participants students, then the teacher gives questions to students and participants learn to answer the question [13]. It is very important that nutmeg educators know the laws of psychology so that it is easier to understand their students better. As we know, psychology questions human activity, whether observable or not, a narrow example of student attention.

The teacher must be able to attract the attention of students in learning, because with the attention of students a desire will arise that is focused on a certain thing, attention has a close relationship with observation. effectiveness of a observations will be largely determined by the level of individual attention to stimuli, in general, attention can be interpreted as a mental increase in a particular stimulus. The attention of the students

referred to here is how the students are able to concentrate or focus their knowledge through effective learning exist in schools so that the learning process is available on paths, levels, and certain types of education grow and develop both physically, psychologically, socially, and religious. The results of this study are that student communication is more dominant, good and also the attention of students is also very good in the process of learning the Islamic religion.

The implication of this research is that by knowing students' communication patterns, they can make a very significant contribution in providing explanations and understanding of the learning material provided. Even the interactions built into the learning process will be more dynamic by involving all individuals involved in it [14]. In the context of learning communication, teachers are placed in a position as communicators because the duties and roles of teachers as learning leaders position them as communicators, while students are placed as communicants or students. Effective communication occurs if the message conveyed by the communicator can be received well or equally by the communicant, so that there are no misperceptions. Communicating effectively means that the communicator and the communicant both have the same understanding of a message. Suggestions for further research are to compare several schools so that the results obtained are more accurate and precise.

4. CONCLUSION

From this study it can be concluded that Islamic religious education teachers can make good communication patterns with students. Where, the teacher applies a one-way communication pattern (action), two-way (interaction), and multi-way (transaction). So that can be interesting students' attention. It can be concluded that the description of the communication and attention of students at Senior High School to the process of learning the Islamic religion is very good.

ACKNOWLEDGEMENTS

The researchers' gratitude to the schools that have participated in this research and to those who have provided support to this research.

REFERENCES

- [1] F. I. Putri, F. Masda, M. Maison, and D. A. Kurniawan, "Analisis Hubungan Karakter Rasa Ingin Tahu Siswa Terhadap Minat Belajar Fisika di SMAN 11 Kota Jambi," *J. Phi J. Pendidik. Fis. dan Fis. Terap.*, vol. 3, no. 2, p. 19, 2022, doi: 10.22373/p-jpft.v3i2.13226.
- [2] I. Onyeator and N. Okpara, "Human Communication in a Digital Age: Perspectives on Interpersonal Communication in the Family," *New Media Mass Commun.*, vol. 78, no. 1, pp. 35–45, 2019, doi: 10.7176/nmmc/78-06.
- [3] D. Darmaji, A. Astalini, D. A. Kurniawan, F. I. Putri, R. Perdana, and F. Fuldiaratman, "Student's need analysis in using ordinary differential equation e-module of Mathematical Physics II," *Momentum Phys. Educ. J.*, vol. 7, no. 1, pp. 107–115, 2023, doi: 10.21067/mpej.v7i1.7092.
- [4] A. F. Aziz, F. I. Putri, and M. Yudis, "Perbandingan Minat Belajar IPA Fisika Siswa pada Dua Kelas di Pondok Pesantren," *Didakt. J. Kependidikan*, vol. 15, no. 1, pp. 26–37, 2021.
- [5] I. R. Gafurov, M. R. Safiullin, E. M. Akhmetshin, A. R. Gapsalamov, and V. L. Vasilev, "Change of the higher education paradigm in the context of digital transformation: From resource management to access control," *Int. J. High. Educ.*, vol. 9, no. 3, pp. 71–85, 2020, doi: 10.5430/ijhe.v9n3p71.
- [6] C. Z. Li *et al.*, "Research trend of the application of information technologies in construction and demolition waste management," *J. Clean. Prod.*, vol. 263, 2020, doi: 10.1016/j.jclepro.2020.121458.
- [7] F. I. Putri, "Perbandingan Hasil Belajar Siswi Kelas VII C Dan VII D terhadap Mata Pelajaran IPA Fisika," *Qalam J. Ilmu Kependidikan*, vol. 10, no. 1, pp. 38–47, 2021, doi: 10.33506/jq.v.
- [8] E. Goh and M. Sigala, "Integrating Information & Communication Technologies (ICT) into classroom instruction: teaching tips for hospitality educators from a diffusion of innovation approach," *J. Teach. Travel Tour.*, vol. 20, no. 2, pp. 156–165, 2020, doi: 10.1080/15313220.2020.1740636.
- [9] Y. Sudargini and A. Purwanto, "the Effect of Teachers Pedagogic Competency on the Learning Outcomes of Students," *J. Ind. Eng. Manag. Res. (Jiemar)*, vol. 1, no. 4, pp. 2722–8878, 2020, doi: 10.7777/jiemar.
- [10] J. C. Richards, "Exploring Emotions in Language Teaching," *RELC J.*, vol. 53, no. 1, pp. 225–239, 2022, doi: 10.1177/0033688220927531.
- [11] H. Maulida and R. Y. Prawira, "Pola Komunikasi Siswa di Lingkungan Sekolah Ramah Anak," *Media Bina Ilm.*, vol. 14, no. 12, pp. 3717–3728, 2020, [Online]. Available: <http://jurnal.umt.ac.id/index.php/nyimak>.
- [12] H. Mohajan, *Munich Personal RePEc Archive Quantitative Research: A Successful Investigation in Natural and Social Sciences*, vol. 9, no. 4, 2020.
- [13] Y. Ramalisa, S. E. Septi, and F. I. Putri, "Comparison of Two Learning Models on Students' Process Skills in Elementary School," vol. 6, no. 3, pp. 446–457, 2022.
- [14] M. Mulyati, F. I. Putri, and D. Deswalman, "Efforts to Improve Student Activities and Outcomes in Physics Learning Using the Two Stay Two Stray Technical Cooperative Learning Model at Senior High School," *Integr. Sci. Educ. J.*, vol. 4, no. 1, pp. 30–35, 2023, doi: 10.37251/isej.v4i1.294.