

## Develop of Effective Communications for Formal and Moral Learning

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**Abstract:** Rumah Langit Community is a community that provides non-formal education for children with middle to lower economic backgrounds. The coaches who become teaching staff in the community are volunteers who have different educational backgrounds. Of course, effective communication is needed so that the same understanding and understanding are created. The research method used a qualitative approach. The interviewees were the coaches and children who joined this community. Data collection carried out in this study is through in-depth interviews, observation and literature study. The results of the study explained that the communication created between the coaches and the children was quite effective because the information related to the lessons conveyed both formally and morally had been absorbed and understood by the children. This can be seen from their increased knowledge or changes in their behavior. The children also feel comfortable being able to communicate with the coaches.

**Keywords:** *effective communications, community, formal and moral*

### Introduction

Communication is important for conveying ideas or suggestions to our interlocutors. Of course, this takes into account the aspects and purpose of the message so that it can be understood by others. Communicating is an important element in the process of delivering messages from one person to another so as to reduce misunderstandings. It is necessary to create effective communication to increase understanding for the recipient of the message so as to create good relationships and personal bonds. In addition, effective communication is important in influencing the formation of morals and personality.

The components in a communication explain Who? What did you say? By what channel? To whom? What's the effect? (Who? Says What? In Which Channel? To Whom? With what effect?) (Mulyana, 2012). For this reason, effective communication is communication that is right on target, successful in fulfilling the communication function, namely conveying information (to inform), entertaining (to entertain), or to persuade (to persuade) (Effendy, 2015).

The process of delivering the message communicated by the source to the communicant is in the form of a set of verbal or nonverbal symbols that represent the feelings, values, ideas or intentions that the source conveys (Mulyana, 2005). Messages have three components, namely meaning, symbols used to convey meaning and form or organization of the message. The most important symbols are language and words that can represent objects, ideas, feelings, both speech and writing. Words make it possible to share thoughts with others. Likewise with the communication carried out in the Rumah Langit community which can be referred to as a halfway house and is located in East Jakarta and is engaged in non-formal education, where there is a process of interaction between coaches and children who have economic limitations and are members of the community. This study aims to determine the

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communication process that occurs between the coach and the children in the formal and moral learning process.

### **Literature Review**

Rumah Langit Community in its allocation is almost the same as a halfway house which is defined as a place prepared for facilities for children with parties who will help as well as an informal process that provides an atmosphere of resocialization for children against the system of values and norms prevailing in society.(Yudistira, 2018).

In this situation, interpersonal communication is created which is expected to run effectively because sometimes the communication does not go as expected. In building effective communication, mutual respect is needed, and, of course, there needs to be binding rules, so that harmony is created. However, the most important thing is how to make a message conveyed by the communicator have a certain impact or effect on the communicant.

The challenges faced by the coaches in building communication are certainly not easy, especially in a dialogical and humanistic approach, so that efforts are needed to foster children's trust in order to express problems personally or during the learning process. Effective communication will certainly create a comfortable and conducive learning atmosphere because it fosters mutual understanding.

The coaches who teach in the Rumah Langit Community are volunteers who provide time to teach children, and on average there are students from various universities. Besides, teaching is the activities of the coaches are caring for and cleaning the room and listening to the stories of the children of Rumah Langit.

The communication process between the coaches and the children is certainly expected to be right on target and the communication to be effective. Communicating effectively means that communicators and communicants have the same understanding of a message. According to Tubbs and Moss, effective communication is characterized by an understanding that can lead to pleasure, influence attitudes, increase good social relations and ultimately lead to action.(Rakhmat, 1993)

Other than that, there is also a need for interpersonal communication guidance for children who study in the Rumah Langit Community. Interpersonal communication is communication made by two or more individuals in the context of the interests of each individual. Interpersonal communication between the coaches and the children certainly has interests and needs, where children really need knowledge while the coaches fulfil their needs in sharing this knowledge. (Sari, 2014)

Of course, in this learning educational and moral values are developed for children, thus avoiding concerning behavior such as fights and beatings. In general, children with different backgrounds have habits that carry over from their environment, including using words that are inappropriate for their age, impolite or disobedient. This requires moral education so that later it can change behavior and attitudes in communicating with others. This statement was stated by Purwadarminto (Sufa, 2018) that morals are teachings about the good and bad of an act and behavior, morals, obligations, and so on.

As stated by (Triwardhani et al., 2020) moral learning, of course, is necessary to improve skills in the field of education with the aim that children's ability to develop creativity increases. Of course, education needs to be built from the start so that it can provide benefits in the form of values that are oriented towards the creation of new things and the formation of basic characters that foster positive values that can become provisions for increasing competitiveness as adults, because of children's success in learning certainly influenced by learning and the environment.

According to Mager (1962) in (Uno, 2006), it provides an understanding of learning objectives as behaviors that are to be achieved, or that can be done by students at certain conditions and levels of competence. The coach brother tries to teach the children/students in

terms of behavior and attitudes to others by providing knowledge and knowledge through learning methods that suit their needs and the Rumah Langit community has a learning method that refers to the suitability of children's needs in order to create a comfortable atmosphere so as to produce effective communication regardless of race, social and economic.

According to Djumhur and Surya in the Electronic Journal (Yudistira, 2018) tutoring is a type of guidance that provides assistance to individuals in solving difficulties related to learning problems, both at school and outside of school. The children will be given guidance by the coach's brother in overcoming problems or problems both related to learning and personal problems. Of course, this needs to be motivated to be more active during learning activities.

According to Sadulloh, et al (Uyoh Sadulloh, 2010) stated that active means active, either physically active or active in the inner or spiritual sense. Active means that in the learning process, the teacher must create a learning atmosphere as attractive as possible so that students actively ask, question, and express ideas. With this, it is expected that effective communication will be created so that the interaction between the coaches and the children becomes closer and closer and the message conveyed can be received as expected.

## **Methodology**

This study uses a qualitative approach which is a step to search, formulate, collect data, analyze, discuss and conclude problems in research (Musfiqon, 2012). The use of this method was chosen because it tries to explain and interpret the form of effective communication that occurs between the coaches and the children.

Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2009). In addition, in qualitative research the researcher is the main research tool because the researcher has more advantages than the list of common questions in quantitative research (questionnaire) (Sulistyo, 2006).

This research uses case study research where this research focuses intensively on one particular object, the data obtained is collected from various sources (Nawawi & Martini, 2003). Case studies focus more on or attempt to answer the questions "how (how) and why (why) and at a certain level also answer the question" what "(what/what) in research activities (Bungin, 2005).

According to Setyosari, qualitative research is research that uses the method of interviewing, observation, content analysis and other data collection methods to present the responses and subject behavior (Widoyoko, 2012), which includes interpersonal relationships carried out by the coaches and their children in an effort to inform, educate and provide entertainment in the form of games. In addition, according to Indrawati, qualitative methods involve analyzing data in the form of descriptions, and the data cannot be directly quantified (Indrawati, 2018).

In-depth interviews were carried out by researchers to informants using interview guidelines and were carried out on 3 coaches and 3 children who joined at Rumah Langit. The data collection techniques used were in-depth interviews, observation, and documentation study.

The data analysis technique in this study used qualitative descriptive research where data was collected and analyzed based on research instruments in the form of interview guidelines which were then analyzed based on facts in the field to be able to find out the process of the coach's approach in building effective communication with children studying at Rumah Langit.

To test the validity of the data that has been collected, data triangulation techniques are used. According to Patton, data triangulation is an effort to compare and cross-check the

degree of confidence of information obtained through different tools and times with qualitative methods (Moleong, 2009).

## **Findings & Discussion**

### **Findings**

Based on the results of interviews with 6 informants, it shows that the communication that occurs in the Rumah Langit Community is effective because there has been a change in the knowledge, attitudes and behavior of the children who are members of the community. This effective communication will be described in more detail below.

### **Effective Communication in the Formal Learning Process**

The first informant was Fatimah Jahro (Fatimah) who stated that during the learning process, even though the material provided had been determined by the management of Rumah Langit, the delivery and learning methods would adjust to the conditions of the children (Fatimah Jahro, Coach, Interview: September 29, 2020).

The same thing was also expressed by the second informant, Ahmad Taufik (Taufik) regarding the learning material at Rumah Langit. Taufik explained that there was already a kind of syllabus that was used as a reference, but during the process, the teacher was given the freedom about what material to be given that day (Ahmad Taufik, Coach, Interview: September 29, 2020).

Furthermore, related to the difficulty in communicating in the teaching process, Fatimah emphasized that at first it experienced difficulties because of the children's family background and environment which caused them to be more disobedient, but as time went on, Fatimah better understood the situation and condition of the child and found a solution. When talking to them it must be one by one, then take a personal approach with a sharing session, games, briefings before learning (Fatimah Jahro, Coach, Interview: September 29, 2020). At first, Taufik also felt the difficulty in communicating with the children, but after making an approach and knowing the interests of the children of Rumah Langit, these difficulties were resolved (Ahmad Taufik, Coach, Interview: September 29, 2020).

According to Fatimah, the children of Rumah Langit, in the learning process is fairly active, especially the material that was being given was the material they liked. And related to children's understanding, Rumah Langit will carry out a review of each lesson and the results of the review are in accordance with what is expected that the children understand the material provided by the Coaches (Fatimah Jahro, Coach, Interview: September 29, 2020). The same thing was also expressed by Taufik regarding the activeness of the children of Rumah Langit, where they will actively ask questions and understand the material presented if what is given is preferred material (Ahmad Taufik, Coach, Interview: September 29, 2020).

The coaches when carrying out the learning process using various methods, for Taufik himself when delivering the material, will come to the children one by one, so that the difficulties faced by the children can be known. (Ahmad Taufik, Coach, Interview: September 29, 2020). Meanwhile, Fatimah, before giving the material, will ask the children about their moods or make "jargon" that can make children happy and focus on receiving the material. (Fatimah Jahro, Coach, Interview: September 29, 2020).

Based on interviews with the children of Rumah Langit who were informants in this study, when the coaches provided material they could understand, if there were those who were not understood, they would ask questions until they understood. This is as expressed by Tiya Ivana, Ika Indriyani and Winda. (Interview: October 18, 2020).

From the opinions of several informants regarding the formal learning process at Rumah Langit, it can be seen that the communication made by the Coaches to children is effective communication, because there has been a change in the children's knowledge at Rumah Langit.

Previous research conducted by Diniaty, also obtained results where as an educator it is necessary to develop effective communication skills in learning ranging from opening skills, presenting material, providing reinforcement, asking skills, answering questions skills, listening skills, using nonverbal language, and closing learning skills.(Diniaty, 2016).

Other previous studies also reveal that communication plays a role in giving a good effect on verbal and nonverbal communication between teachers and students. It is proven that students have good motivation in learning, there is a sense of openness between the guardian teacher and students in the learning process as well as educating students to get changes for the better.(Hatibie, 2015)

### **Effective Communication in the Moral Learning Process**

In the process of moral learning, the coaches at rumah Langit has a way of conveying it. One of them is Fatimah, when conveying matters related to moral improvement and attitude she tries to use and explain in sentences that are easy to understand by the children in Rumah Langit. And over time, there were changes in the children's good attitudes and behavior. (Fatimah Jahro, Coach, Interview: September 29, 2020).

Taufik has another way of providing moral learning to children at Rumah Langit, namely by exemplifying good attitudes and behavior. (Ahmad Taufik, Coach, Interview: September 29, 2020). Meanwhile, Umam tried to make an approach by discussing bad behavior and attitudes with the children concerned, sometimes many times. Until finally a rule was made about punishment for children who spoke and behaved badly (Chairul Umam, Coach, Interview: September 29, 2020).

Winda also disclosed information about changes in attitudes and behavior of children at Rumah Langit, where Winda learned about good morals and about patience (Winda, Children, Interview: October 18, 2020). Ika also revealed that if there was a change in behavior for the better because of imitating what had been exemplified by the Coaches at Rumah Langit (Ika Indriyani, Children, Interview: October 18, 2020).

Based on the opinions of several informants regarding the moral learning process at Rumah Langit, it can be seen that the communication made by the Coaches to children is effective communication, because there has been a change in attitude, behavior and morals of the children at Rumah Langit.

Changes in attitudes and behavior as a result of effective communication between educators and students have been revealed in previous research conducted by Febriati, where from the research it was found that the effectiveness of interpersonal communication between teachers and students can prevent student delinquency in counseling guidance despite experiencing obstacles but has been running. effectively and has achieved the expected goal of creating a school environment free from naughty behavior. And it can be concluded that effective interpersonal communication can improve the relationship between counseling guidance teachers and students. (Febriati, 2014)

### **Discussion**

Communication is a process of delivering messages or thoughts or ideas or intentions both orally and in writing. Verbal communication will produce understanding and understanding compared to writing. Based on interviewing Coach Fatimah in delivering learning materials to children using various methods or materials that have been determined with the aim of increasing their creative abilities.

In addition, coaches also need to understand the characteristics of these children in order to be able to provide education either formally or morally because it will affect the knowledge or behavior of each child. The existence of a positive attitude shown by the coaches will certainly provide a sense of comfort in the learning process.

To create an effective communication process, the coaches need to understand the basic concepts of communication in educating children and are expected to have the same understanding. In the learning process, things that need special attention are the method of delivery because it will affect the process of absorbing the material or information. It is necessary to build children's enthusiasm in learning or pay attention to the direction and guidance of the coaches so that discipline and a sense of empathy are created in the children.

In communicating with children, coaches need to have a good approach with children, namely through (Wisman, 2017):

1. Interpersonal communication, namely by studying the person who will be the target of communication so as to foster emotional closeness
2. The selection of communication media to be used. The communication media chosen and used are audio communication media (radio and telephone), visual communication media (magazines, posters or banners) and audio-visual communication media (video, film).

Coaches have empathy for children because they have the ability to feel children's feelings such as feelings of anger, disappointment, sadness, pain, and others. This is evidenced from the results of interviews and observations that the coaches take a personal approach, namely by asking about their emotional state, and then it is symbolized figuratively, for example, a child in a sad condition, then the picture is with the term "cloudy".

Backrack (1976) in (Devito, 2011) defines empathy as "a person's ability to know what another person is experiencing at a given moment, from the other person's point of view, through the other person's perspective." Empathy is feeling something like the person experiencing it, being able to understand other people's motivations and experiences. Meanwhile, Goleman (Goleman, 2007) states that empathy is the ability to feel the emotions of others both physiologically and mentally which is awakened in various other people's inner states.

The approaches are taken by the coaches in various ways, foster emotional closeness with the children, so that they are more open in telling all the complaints or problems they are facing. This is as conveyed in an interview with a resource person, Coach Taufik, who stated that personal introduction to children begins with knowing their interests and desires.

The quality of openness refers to at least three aspects of interpersonal communication. First, effective interpersonal communicators must be open to the people they interact with. Second, it refers to the communicator's willingness to react honestly to the stimulus that comes. Third, related to the "ownership" of feelings and thoughts, openness in the sense of acknowledging that the feelings and thoughts that exist belong to that person (Devito, 2011).

Building effective communication can affect the formation of a person's character to behave or behave. Education is also one of the factors that can support changes in perceptions or points of view. This is in accordance with the theoretical understanding conveyed in Effendi's book, namely conveying information (to inform) in the form of subject matter, entertaining (to entertain) through interactive learning methods and using props, or persuading (to persuade) by inviting children to be more well behaved and polite.

Learning is a business process carried out by someone to increase their knowledge and experience of something new. As stated by Muhibbin (Syah, 2010), learning is defined as a stage of change in all relatively sedentary individual behavior as a result of experience and interaction with the environment that involves cognitive processes, which means that the process can change behavior or increase the knowledge of children who attend Rumah Langit. Methods in learning are not only related to the addition of knowledge, but also in the form of skills, understanding, attitudes, interests, character, self-adjustment and self-esteem.

Changes in attitude or behavior are certainly expected after obtaining learning related to moral matters. According to Purwadarminto (Sufa, 2018) moral is teaching about the good and bad of an act and behavior, morals, obligations, and so on. Moral regulates all actions that are deemed good and need to be done, as well as actions that are considered bad and need to be avoided. Moral relates to a person's ability to distinguish between right and wrong actions and underlies and controls a person in attitude and behavior. Children who study at Rumah Langit are given lessons about morals, especially in attitude or speech. If there is a violation, a penalty will be given in the form of a fine previously mutually agreed upon by the supervisor and the children.

According to Azwar (2011) there are several factors that influence attitude formation, namely: 1) Personal experience, which consists of emotional involvement, appreciation, strong impressions, motives; 2) Culture, which consists of norms, adopted values, reinforcement, rewards; 3) Other people who are considered important, namely people who have important meaning, social status, economic status, social interactions); 4) Mass media; 5) Institutions or educational institutions, which teach morals and religious teachings; as well as emotional factors in individuals. (Kholisoh, 2018)

Formal learning has been carried out at Rumah Langit using the syllabus compiled by Coach Fatimah as a curriculum reference and has been adjusted to the age of the children who are involved in the learning process and based on lessons at formal schools. As for the teaching method and subject scheduling, it was left to the coaches as the teacher at Rumah Langit.

The materials taught are adjusted to the age of the children so that the coaches can determine the delivery method. With this process, a common perception can be created between the coaches and the children so that the communication that occurs is more effective. Based on data from interviewing Coach Taufik, when communicating with children, he tries to adapt to the needs of the children's age.

Activeness in learning is an important element of success in the learning process. Rohani and Ahmadi (Ahmad., 1991) stated "teaching is a combination of two activities, namely: teaching and learning activities. Teaching of activities involves the role of a teacher in the context of seeking harmonious communication between teaching and learning. This can be interpreted that this teaching and learning activity brings changes towards the good. For that, a teacher, in this case the coaches, is required to carry out various effective learning activities. Because the quality of learning is influenced by the effectiveness of the communication that occurs in it.

Effective communication in learning is the process of delivering messages in the form of knowledge or moral advice from the coaches, as communicators to children in the community as communicants, where children are able to understand the meaning of messages in accordance with planned goals so as to cause changes in behavior, insight and better knowledge.

Based on the above explanation that effective communication is needed in all activities and learning processes in order to create any kind of perception and mean between communicators and communicants, of course, efforts are needed to foster intimacy so as to form mutual understanding.

During the learning process, effective communication has been created where children in the Rumah Langit Community understand what the coaches teach. This can be seen from the increase in knowledge, problem-solving abilities, and changes in behavior and attitudes towards fellow friends or to the coaches.

Although sometimes obstacles are encountered during the learning process, such as the children's lack of enthusiasm in learning, their ignorant behavior, do not enter when it is time to learn or are not interested in learning. However, this did not dampen the spirit of the coaches in educating children formally or morally. Interpersonal communication is always

applied to children during the learning process, either to approach, eliminate boredom, or persuade children to focus more on the lessons given in the Rumah Langit Community.

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