

# Effective Communication in Indonesian High School: The Ombuds Office Criteria

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**Abstract**—This study aims to determine the relationship and strength of the relationship between factors that influence effective communication. The research method in this study is an explanatory survey with data collection techniques using a questionnaire from The Ombuds Office of the University of Louisville using a Likert scale. Data were processed with SPSS 23 and analyzed using SEM multiple regression CFA factor analysis approach. The results showed that 65% and 78.1% understanding and expression factors had a very strong influence on the effective communication skills of high school students.

**Index Terms**—Effective communication, skill, high school students.

## I. INTRODUCTION

Communication has been widely defined by experts, one of which is the information transfer system between people and the unity of smiling, flashing, asking questions and telling past experiences [1]. Effective communication depends on the wealth of ideas [2]. The activity of delivering information through the exchange of ideas, feelings, intentions, hopes, perceptions or commands through speech, writing, gestures, and other means between two or more participants is the definition of communication [3]. Based on the terms of the origin of the word, some researchers revealed that communication has been derived from the Latin word "communes" meaning general and therefore communication is sharing common experiences with people [4]. The broad definition of communication is the art and process of creating shared ideas, information, feelings, intentions, hopes, perceptions or commands through speech, writing, gestures and in other ways commonly done together to create understanding and build relationships between two or more participants.

Several previous studies are used for comparison and further study of effective communication investigated by the author. The results of several studies found that effective communication is an important competency for teachers. The first research found that communication skills for teachers are as important as the knowledge being taught. Teachers must be aware of the need for communication skills in teaching [5]. Subsequent research on the importance of communication in increasing self- efficacy beliefs, found that preschool

teachers' self-efficacy beliefs were positively and strongly correlated with their communication skills.

Preschool teacher's *self-efficacy* beliefs are also a significant predictor of their teacher-student communication skills, while years of experience and types of institutions do not contribute significantly to preschool-teacher communication skills. The findings also revealed that the communication skills of preschool teachers did not change with respect to their educational level [6]. In addition to communication skills between teachers and children in Turkey, a comparison of general teacher qualifications in the UK, Ireland, Australia and Canada has also been conducted before. From the research it was found that the general standards for teachers set by these countries are the same, namely expertise communication [7]. The importance of the role of communication is also revealed in research that effective communication skills have an important role in the academic achievement of case study students at 14 universities in Pakistan [8].

The above description has explained the various definitions and expert findings regarding effective communication and the phenomena that are *trending topics* at this time, then the following objectives are formulated as expected in this research: 1) through this research it is expected to find the types of methods and learning models that are effectively used, 2) use good communication in establishing good emotional relations between teachers and students, 3) to improve the quality of understanding of learning material that students receive, 4) to increase the quantity of material taught and accepted by students, 5) to improve the ability especially cognitive students so that achievement academic improvement, and 6) to equip students effective communication skills when mingling with the community.

## II. INFLUENCING FACTORS

Communication is said to be effective then there must be a two- way flow of information between the communicator and the communicant and the information is equally responded to in accordance with the expectations of the two communicators. Ozdipciner, Ceytan and Soydas explain the factors, that influence effective communication, namely positive communication, understanding and expression, negative communication, communication errors, and increased communication. Variables used in research are positive

communication, understanding and expression, negative communication, communication errors, and increased communication [9].

### III. RESEARCH METHODS

The study method used in this research is descriptive method with data collection techniques using questionnaires to class X students of Indonesian Senior High School. Data collected from respondents through questionnaires were further analyzed by scoring and analyzed by SEM (*Structural Equation Model*) multiple regression analysis with the CFA (*Confirmatory Factor Analysis*) approach to the objective is to determine the relationship and strength of the relationships between variables and their magnitude. Statistical data is processed using the SPSS version 2.3 application. Scoring conducted on the results of the data is used to see the criteria or type of communication of class X students of Indonesian Senior High School according to the type of communication determined by The Ombuds Office of the University of Louisville. These factors are summarized in a questionnaire with two types of measurement, the first to measure personal communication skills is called type 1 and to measure effective communication with the speaker or called type 2.

The population in this study were all students of class X Indonesian Senior High School in the 2018/2019 school year covering classes X-1 to X-12 with a total of 360 students. Determination of the sample using simple random sampling technique with calculations using the Slovin formula the number of samples taken was 120 students, which means taken from 4 classes out of 12 classes. Table I is the type of communication criteria determined by The Ombuds Office of the University of Louisville.

TABLE I. THE TYPE OF COMMUNICATION CRITERIA

Type 1 (Personal Communication Skill)		Type 2 (Interpersonal Communication)	
Score	Type	Score	Type
1 – 2.5	Effective communication skills	1 – 2.5	Very bad communication
2.6 – 3.5	Need improvement	2.6 – 3.8	Satisfy
3.6 – 5	Bad communication habits	3.9 – 5	Effective communication

Research conducted on the sample shows data that students of class X at Indonesian Senior High School in the 2018/2019 school year consisted of 64.7% female students and 35.3% male students. The average age of respondents who sit in class X. ranges from 14 to 15 years. In one class there are around 8 to 12 male students and the rest are female students. Respondents studied amounted to 120 students selected in 4 classes, namely the science specialization class X-2 and X-3 class and social studies class X-10 and X-11 class.

### IV. RESULTS AND DISCUSSION

The results of the study generally showed that type 1 communication, namely personal communication skills, was 6.7% with effective communication skills, then recorded 81.6% with communication skills that needed to be improved and the remaining composition by 11% were students with poor communication skills. Type 2 communication namely interpersonal communication, research data shows that for students who are able to communicate effectively as much as 34.2%, students with communication skills are sufficiently understood or satisfying as much as 65.8%, whereas for poor interpersonal communication skills are not found in research sample. The results are shown in Fig. 1 and Fig. 2.

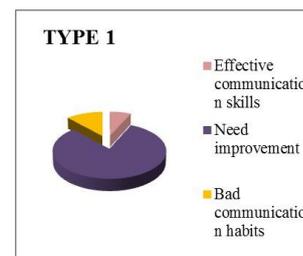


Figure 1. Respondent Type 1

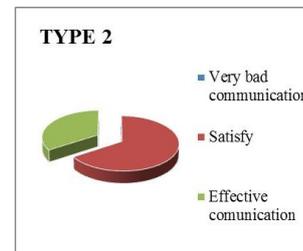


Figure 2. Respondent Type 2

Based on the total data in each class studied has a detailed composition of each type. In class X-2 with a total of 31 students, for type 1 there were 23 students who had communication skills that needed to be improved, as many as 2 students had effective communication and the remaining 6 students had poor communication methods. Students in this type 2 communication class have 28 students with sufficient communication skills to satisfy their interlocutors, and students who have effective communication as many as 6 students, while in this class there are absolutely no students who have poor communication with the interlocutors.

Class X-3 with a class of 28 students, in type 1 communication, this class has 22 students with communication skills that need to be improved and 5 students have poor ways of communication while only 1 student is able to communicate effectively. Students in type 2 communication are the same as class X-2, this class does not have students with very poor communication with their interlocutors, for satisfying communication types there are 13 students and the remaining 15 students are able to communicate effectively with their interlocutors.

Previous explanation has been explained about the composition of the types of communication in the two classes with a specialization in science, and then will be explained about the class with a specialization in social studies. Class X-10 with a total of 35 students, in type 1 communication 2 students have not communicated well, while for students who have effective communication skills as many as 3 students is the highest number compared to other classes, while in this class the average as many as 30 students communication skills need to be improved. Students in type 2 communication have students with satisfying and effective communication, namely 19 students and 16 students. This class does not have students with poor communication and it is good in this class to have the highest number of students (16 students) with good interpersonal communication.

Class X-11 with the fewest students is 26 students. In type 1 personal communication, most 22 class members need to improve their communication skills, further 5 students have very poor communication skills and only 1 decent student is considered to have effective communication skills in this class. Students in type 2 interpersonal communication, as well as in other research classes, did not have any students communicating poorly with their interlocutors. This class has 15 students having communication with the interlocutors and the remaining 13 students are considered quite satisfactory.

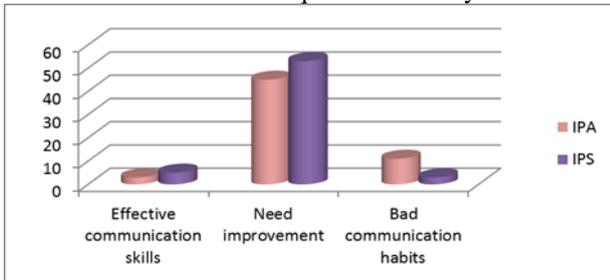


Figure 3. Type 1 respondents based on specialization classes

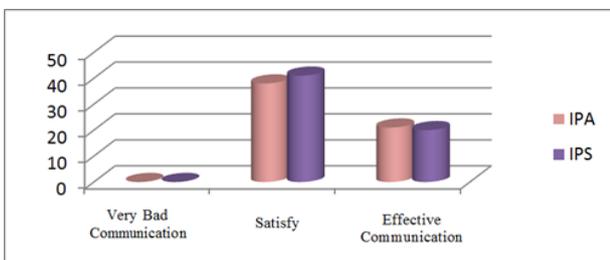


Figure 4. Type 2 respondents based on specialization classes

Fig. 3 illustrates the personal communication skills of class X students and the result is that in general students of social science (IPS) specialization have better effective communication than students of specialization in science (IPA). In addition to excelling in effective communication, there are also more students in social studies with poor communication skills, which is 4.9% less than those in science. However, for students who need to improve their communication skills the specialization of social studies is 86.9% (53 students) not superior to science. Based on the information shown in Fig. 4 for the type of communication 2, students in the

natural Science (IPA) are able to communicate effectively with others when compared with students in the social studies (IPS) degree. Satisfactory in communication of type 2 dominates the students ability.

The questionnaire used in the study was from *The Ombuds Office* which included factors in the Buabeng-Andoh study [10] namely positive communication, understanding and expression, negative communication, communication errors, and increased communication. The questionnaire distributed for the data collection of respondents consisted of 50 statements, each indicator consisting of 10 statements. Descriptive data assessment is also carried out a confirmation factor formation (CFA) test which is a stage of SEM. This CFA test aims to identify the relationship between variables by conducting a correlation test. CFA test there is a factor matrix that shows the factors related to the reacted variables. Fig. 5 shows the factors that influence effective communication type 1.

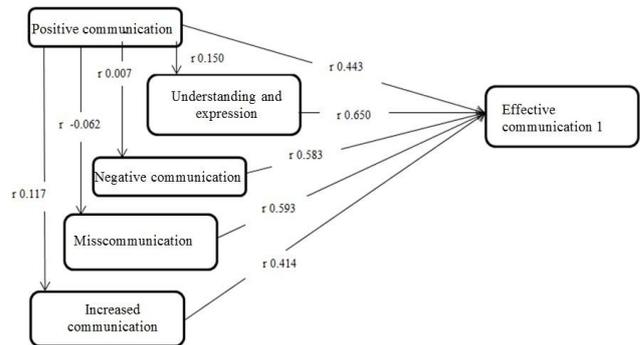


Figure 5. Effective communication correlation matrix diagram of type 1

Fig. 5 illustrates effective type 1 communication that is influenced by positive communication by 44.3%, understanding and expression 65%, negative communication 58.3%, communication error 59.3%, and increased communication 41.4%. Among these factors, understanding and expression have the most influence on effective communication, so understanding the expression captured by the recipient of the message is very important, it is necessary to display expressions in accordance with the message so that the message is conveyed clearly and can be understood [11].

Fig. 6 illustrates effective type 1 communication that is influenced by positive communication by 44.3%, understanding and expression 65%, negative communication 58.3%, communication error 59.3%, and increased communication 41.4%. Among these factors, understanding and expression have the most influence on effective communication, so understanding the expression captured by the recipient of the message is very important, it is necessary to display expressions in accordance with the message so that the message is conveyed clearly and can be understood [11]. Communication errors have the second largest effect on effective communication. In the questionnaire filled out by respondents, these communication errors are conveyed in statements related to the assumption that the other person is the opposite, causing debate. To reduce communication errors, it is necessary to understand that

in communicating there is a process of understanding messages to be conveyed properly and effectively supported by the results of Dainty research [12].

The third biggest influence is caused by negative communication. This negative communication encourages the creation of an unpleasant atmosphere so that there is a feeling to end the communication immediately so that the communication becomes ineffective. Anger, annoyance and disappointment are some of the effects of negative communication that cause communication to be ineffective [13]. The fourth factor is positive communication influences the continuity of effective communication. When communication is delivered positively in a good and pleasant way it will certainly make others happy and interested in listening to the message conveyed. Not debating and taking turns is one positive communication that encourages effective communication [14].

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The fifth factor that has the smallest influence that is equal to 41.4% is an increase in communication. Improved communication that is intended so that the recipient of the message understands the message conveyed in a good way, listened carefully, and can represent the message to be conveyed well supports the research Quirke [15].

Next presented Figure 8 is a diagram that shows the strength of the factors that affect effective type 2 communication skills in students. The understanding and expression factors in effective type 2 communication have the greatest effect which is 78.1% when compared to other factors. This is the same as effective communication on type 1, which is also most influenced by understanding and expression factors. These results indicate that both personal and interpersonal communication is indeed strongly influenced by the understanding and expression of the messenger so that the recipient of the message understands the purpose of the message delivered [16]. In type two effective communication, the questionnaire used is a statement that shows understanding when clarifying messages and is able to restate the message that has been conveyed.

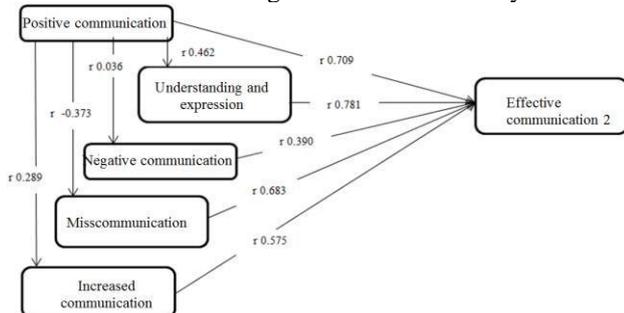


Figure 6. Effective communication correlation matrix diagram of type 2

Positive communication influences type 2 effective communication with the second largest effect of 70.9%. This is different from the first type of communication that puts communication errors in the second position. In the type 2 questionnaire the statement shows an interest in the messenger, namely inviting discussion and listening fully and understanding it so that the message is well received and the communication that occurs effectively agrees with the writings of Watzlawick [17].

The third factor that influences students' effective communication is communication errors, which is 68.3%. Students make mistakes in communicating with their interlocutors, in a questionnaire statement about listening to messages conveyed by interlocutors and consider someone's opinion in the past when solving problems [18]. The statement is a communication error because it makes communication less effective and long-winded.

The influence of an increase in student communication by 57.5% is strong enough to affect effective communication that occurs between students. The statement presented is about discussing messages from specific to general and explaining the message clearly so that the message is more easily captured clearly by the other person. Type 2 effective communication students are able to continue to improve communication skills so that the message to be conveyed easily, quickly and effectively understood so as not to cause differences in perception and cause failure in understanding messages [19].

The weakest factor affecting effective type 2 communication is negative communication (39%). The results of questionnaires that have been filled out by students, use statements that show selfishness in communication and doubts in clarifying messages so that there is a failure in understanding messages and messages not delivered clearly. The results showed

## V. CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion of the factors that influence effective communication, it can be concluded that the communication skills of class X students in SMA Negeri 1 Kedungwaru are in the type of communication that needs to be improved (type 1) and in the type of communication that is quite satisfying in interpersonal communication based on criteria established by *The Ombuds Office*. The most powerful factor influencing students' effective communication both type 1 and type 2 is the understanding and expression factors with the influence of 65% and 78.1% respectively. Based on the conclusions above, the following are the recommendations of researchers, using learning methods that are able to improve students' personal or interpersonal communication skills such as debates, presentation of results, *cooperative scripts*, *jigsaw*, *talking sticks*, and others. Learn the criteria for effective communication and be able to implement them. Maximum practice in communicating both privately and with the speaker and always increase self-confidence and practice to express themselves in communication.

### CONFLICT OF INTEREST

The authors declare no conflict of interest.

### AUTHOR CONTRIBUTIONS

The first author conducted research, data analysis and paper writing. The co-author provided guidance in the preparation of the paper. Then, all authors had approved the final version.

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