POLA KOMUNIKASI GURU DALAM PROSES BELAJAR MENGAJAR DI TPQ ROUDLOTUL QUR'AN SEDAH JENANGAN PONOROGO

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Abstract : Communication patterns are part of the communication process, where this communication process is a series of activities that convey messages until reciprocity is obtained. Through good communication patterns, it can provide a very positive response to the development of students and the teaching and learning process so as to create an effective communication for communicators and communicants. This study aims to explain: (1) What is the form of teacher communication in the teaching and learning process at TPQ Roudlotul Qur'an with their students. (2) How are the communication patterns of teachers in the teaching and learning process at TPQ Roudlotul Qur'an with their students. The research method used is a qualitative descriptive approach. Data collection techniques used are observation, documentation and interviews. The data analysis used is data reduction, data presentation, and conclusion or verification. The results obtained from this study are 1. Forms of communication patterns carried out by teachers in the teaching and learning process at TPQ Roudlotul Qur'an with their students, namely group communication. However, there are some teachers who occasionally use interpersonal communication to establish closeness with students. The teacher's communication patterns carried out in the teaching and learning process at TPQ Roudlotul Qur'an are one-way, two-way and multi-way communication.
patterns. But of the three communication patterns, the one-way communication pattern dominates. This is because there are still teachers who are monotonous and do not innovate so that students feel bored and do not provide feedback when the teacher communicates.

**Keywords:** Patterns of Communication, Teachers, Teaching and Learning.

1. **INTRODUCTION**

Humans are social beings who live with other humans and both need each other. The relationship between the two will be created through communication. To maintain survival, humans make communication a necessity of life, how could it not be, without communicating with other humans a person will not be able to carry out his activities or life properly and normally. In addition, without communicating, humans will not be able to carry out their functions to carry God's mandate on earth (ikhlas).

Communication is a contact relationship directly or indirectly between humans, either individually or in groups. In everyday life, whether we realize it or not, communication is a part of life itself, because humans communicate in their relationships and lives. One of the most common functions of communication is to give messages or information to others.

Judging from the process, education is communication in the sense of the word that in the process two human components are involved, namely the teacher as a communicator and students as communicants. Communication factors greatly influence the development of the teaching and learning process. With good and effective communication, positive things arise. Good communication between teachers and their students will create an effective teaching and learning process. All the words and behavior of a teacher have a very important role in the teaching and learning process.

In learning communication patterns, sometimes the teacher or what is commonly called the communicator cannot convey the message properly because the students or the communicator cannot understand or even have difficulty understanding the messages conveyed by the teacher. The difficulty of students in understanding the messages conveyed by the teacher is caused by several things that occur in communication, and one of them is the situational context. This can be solved if a communicator is sensitive to the communicant's reactions expressed through his body language. Educational success has something to do with the teacher's skills in managing learning.

The communication pattern is identical with the communication process. Where the communication process is a series of activities that convey messages to obtain reciprocity. The communication process will create communication patterns that can be used to develop interactions between teachers and their students such as one-way communication, two-way communication, and multi-way communication. Through good communication patterns, it can provide a very positive response to the development of students and the teaching and learning process so as to create an effective communication for both. Thus, the concept of communication patterns between teachers and students is needed in order to create an effective teaching and learning process.

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1 Anto Susanto, “Pola Komunikasi Guru Dalam Pembinaan Akhlak Siswa SMK Al-Fajar Kasui Way Kanan” (Lampung, UIN Raden Intan Lampung, 2018), 8.


This study aims to determine the forms of communication that teachers do at TPQ Roudlotul Qur'an with their students and to find out what communication patterns are used by teachers in the teaching and learning process at TPQ Roudlotul Qur'an with their students.

2. THEORETICAL STUDY
Communication Patterns

In a communication there are certain patterns that are known for the manifestation of human behavior in communication. Communication patterns can be interpreted as a relationship between two or more people in the process of sending and receiving messages in the right way, so that the message intended by the communicator can be understood by the communicant properly. Meanwhile, according to Effendy, the pattern of communication is a process designed to represent the reality of the interconnection of the elements covered and their sustainability, in order to facilitate systematic and logical thinking.

From the understanding of communication patterns that have been explained above, we can understand that the notion of communication patterns is the form and model of communication that emphasizes reciprocity between the communicant and communicator so that the same understanding is obtained, so that the intended message can be conveyed properly. There are 3 types of communication patterns, namely:

1. The one-way communication pattern is the process of conveying messages from the communicator to the communicant using either media or without media, without any feedback from the communicant, in this case the communicant acts as a listener only.
2. The pattern of two-way or reciprocal communication (Two way traffic communication) is that the communicator and communicant exchange functions with each other in carrying out their functions, the communicator in the first stage becomes a communicant and in the next stage they alternate functions.
3. The pattern of multi-directional communication is that the communication process occurs in one more group where the communicator and communicant will exchange ideas dialogically.

Forms of Communication

Basically communication has several forms, among these forms namely intrapersonal communication or so-called self-communication, interpersonal communication (interpersonal communication), group communication, and mass communication.

1. Intrapersonal

Communication Intrapersonal communication is communication that exists within oneself. This communication states that when humans are faced with a message to make a decision to accept or reject, they will first communicate with themselves (thinking processes).

2. Interpersonal

Communication This communication is also commonly referred to as interpersonal communication, which is sending messages from someone who is received by another person with direct effects and feedback. In general, this communication can be interpreted as a process of exchanging information between the communicator and the communicant.

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6 Nuradin, *System Komunikasi Indonesia*, (Jakarta: PT Raja Grafindo Persada, 2010), 16.
3. Group Communication Group communication is communication that is carried out between a communicator and a number of communicants who gather in the form of groups.12

Teachers

Described in the Law of the Republic of Indonesia concerning the National education system No. 20 of 2003, that educators (teachers) are professionals who have a role in planning and implementing learning and training processes, as well as conducting research and community service, especially for educators in tertiary institutions.13

According to Djamarah, what is meant by a teacher is a person who imparts knowledge to students. Whereas teachers in the view of society are people who carry out education in several places, not necessarily in formal education, but they can carry out education (teaching and learning activities) in mosques, prayer rooms, homes and so on.14

Meanwhile, according to Syaefullah, the teacher is the most important figure in guiding children at school and developing students to reach maturity. Therefore, what the teacher must do first in order to attract students' learning interest is to become an impressive and authoritative person.15 Thus, we can conclude that the teacher is a human figure who has the position of holding an important role in the field of education who has important responsibilities in terms of guiding and fostering students in achieving the goals of teaching and

Learning

Viewed from the process, education is communication, in other words that in The process involves components in the form of humans, namely teachers as communicators and students as communicants. In general, this education takes place in a planned face-to-face class. Because the group is relatively small, even though the communication process between students and teachers is in a group nature, the teacher can at any time change it to interpersonal communication, then two-way communication occurs where the teacher can become a communicant or communicator, and vice versa.16

Education has a specific purpose, which is to increase a person's knowledge of something, until he masters it. Educational goals will be achieved if the process is communicative. If the educational process is not communicative, it is impossible to achieve the educational goals.17

3. METHODS

In this study, researchers used a descriptive research approach with qualitative research methods. namely research that aims to systematically describe the facts found in the field that are verbal, sentence, and not in the form of numbers. This type of research is field research, which means that researchers conduct research in the field to obtain data and information directly by visiting the locations taken.

12 Onong Uchjana Effendy, Dinamika Komunikasi, 5.
13 Sisdiknas, Undang-Undang Republik Indonesia No.20 tahun 2003 (Bandung: Citraumbara, 2003), 13.
15 Syaefullah, Psikologi Perkembangan Pendidikan (Bandung: Setia, 2012), 152.
17 Onong Uchjana Effendy, 102.
4. RESULT AND DISCUSSION

4.1 Analysis of Teacher Communication Forms in the Teaching and Learning Process at TPQ Roudlotul Qur'an with Their Students

Teachers are professionals who have duties in terms of planning and implementing the learning process. The teacher here is also a human figure who has an important position in the world of education, he has an important responsibility in terms of guiding and coaching students to achieve their learning goals. To become a decent professional teacher, of course, you must first recognize the character of the students that differ from one another. When the teacher wants to know the character of a student, the teacher must know the student first, because by knowing the student, the teacher will know the character of the student and will make it easier for the teacher to provide guidance and direction so that learning activities can run as desired.

Based on the results of the interviews that were conducted with Mrs. CN.

Not only class students, but I also know almost all TPQ Roudlotul Qur'an students. In my opinion, we as educators who will help students to achieve educational success, we must first know the characteristics of students. Because after knowing the characteristics of these students it will be easier for us to determine what actions are suitable for dealing with these students.

The results of the interview above show that Mrs. CN already knows all the students in her class. Not only does he know the students in his class, but he also knows almost all the students at TPQ Roudlotul Qur'an. According to him, it is important for an educator to know students to know their characteristics in order to make it easier to determine what actions are suitable for these students. Here it shows, in the process of getting to know students, Mrs. CN did not find it difficult at all. While the results of interviews with Mrs. SN, teacher Volume 3 of TPQ Roudlotul Qur'an. "Until now, getting to know students in my class has not been difficult, sis."

The results of the interview indicated that Mrs. SN had no difficulty getting to know her students. In contrast to Mrs CN and Mrs SN who stated that they had no difficulty getting to know students in class, Mrs AA, the Pre-Volume TPQ Roudlotul Qur'an teacher, felt that there was little difficulty getting to know her class students at the beginning.

At first it was a bit difficult to enter, considering that the number of students in my class was the largest compared to the others. But as time goes by now I have memorized and know them one by one. It might also be fatal if I don’t know and understand them one by one, I might be misguided when communicating with them.

Based on the results of the interview above, Ms. AA had a little difficulty getting to know the students in her class because there were quite a number of them, but as time went on she now memorized and knew students in class one by one. He also explained that if he couldn’t get to know them one by one, he might misunderstand when communicating. Communication itself is the transfer of information from one person to another. This communication is also a way of conveying something in the form of ideas, facts, thoughts, or values to others. Communication can be said to be good if there is a relationship of understanding between one party and another, so that something communicated will be easy to understand, think about and then implement.

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18 Sisdiknas, Undang-Undang Republik Indonesia No.20 tahun 2003, 13.
19 Chusnun Niamah, Hasil Wawancara, 27 September 2022.
As for the results of the interviews conducted with Mrs. SN as the teacher of group 4 volume 3 of TPQ Roudlotul Qur'an.

the communication that I do with students in class is to provide explanations regarding the material that will be studied that day through visual aids, then read the material one by one and followed by students, then give them the opportunity one by one to read the pages according to their achievements, then I divide them into several groups to read or discuss together, and at the end of class I will ask questions related to the material presented earlier.\(^{21}\)

The results of the interview above show the pattern of communication between Mrs. SN, the teacher in group 4 volume 3 of TPQ Roudlotul Qur'an during the learning process in class. At first, she explained the material using volume props. whether students understand and can accept the material presented, the teacher gives them the opportunity to read the material one by one and communicate feedback at the end of class to ensure whether they really understand the material. Then he will divide them into several groups to read or discuss together.

As explained in the previous discussion, there are various methods to build communication with student teachers at TPQ Roudlotul Qur'an.

1. Group Communication

   Basically the form of communication in the field of education is group communication which has several characteristics. That is, the communication process is conveyed to a large audience face-to-face, then this communication is continuous and can be distinguished between the communicator and the communicant, and the message conveyed is not spontaneous.\(^{22}\) This is in accordance with the results of interviews that have been conducted with Mrs. CN. "The form of communication that I use in this teaching and learning process is group communication because of its continuity."

   The results of the interview indicated that the communication process carried out by Mrs. CN was group communication in which the communication was continuous and could be distinguished between the communicator and the communicant. This is in accordance with the results of interviews conducted with Agam.

   When the teacher is in class, she will explain the lesson using a visual aid in front of the class, then we take turns being appointed to re-read what the teacher has explained and read. Then we are told to read one by one if it goes smoothly we will be allowed to continue on the next page tomorrow.\(^{23}\)

   From the results of the interviews conducted with Agam above, the word "in front of the class" indicates that there is a difference between the communicator and the communicant. Where the communicator is in front of the class and the communicant is behind it.

   Meanwhile, the form of communication that RM uses in class, he only uses group communication. "For the form of communication that I do in class, it's usually group communication, because the child is still small, so usually the teacher just conveys it, then invites the dialogue and the child gives feedback and that's it." The reason for RM's mother to do group communication here is because her child is still small, so usually RM's mother only delivers material, then invites students to have a dialogue and give their children feedback.

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\(^{21}\) Siti Nur Kholifah, hasil wawancara, 25 Oktober 2022.

\(^{22}\) Onong Uchjana Effendi, “Dimensi-Dimensi komunikasi” (Bandung: Alumni, 1976), 5.

\(^{23}\) Agam, Hasil Wawancara, 26 Oktober 2022.
Then the results of the interviews conducted with Mrs. SH: "The communication that I do with students in class is small group communication where the message that I convey is not spontaneous while in class, but I have prepared beforehand. To convey to students in class. From the results of these interviews, it was clear that the communication that Mrs SH did with her students in class was group communication, which in the communication she conveyed contained messages or subject matter that had been prepared beforehand and was not spontaneous when in class.

2. Interpersonal Communication

Not only does TPQ Roudlotul Qur'an teachers do group communication with their students in class, there are also teachers who use interpersonal communication with specific goals. According to the results of interviews conducted with Mrs. AA.

For the form of communication that I use here, group communication, but occasionally I also do interpersonal communication to establish my closeness with students and also to make it easier for me to understand the characteristics of children.24

From the results of the interview, the form of communication that was carried out by Mrs. AA in the learning process was group communication, where this communication was carried out between a communicator and a number of communicants who gathered in groups.25 But occasionally he also performs interpersonal communication. This communication is also commonly referred to as interpersonal communication, which is the sending of messages from someone who is received by other people with direct effects and feedback.26 The purpose of Mrs. AA doing this communication is to establish closeness with students and also make it easier to understand the characteristics of children. This is in accordance with the results of interviews that have been conducted with Faisal. "The teacher, when outside the classroom, often asks me questions, asks what I like and so on."

From the results of the interview, it can be seen that Mrs. AA tries to approach and recognize the characteristics of students by asking questions outside of class. This proves that apart from using group communication, AA also uses intrapersonal communication to make it easier to understand student characteristics. Then the results of the interview conducted with Mrs. SN "For the form of communication that I use myself is group communication, but to make it easier for me to change attitudes, and the behavior of students who are not good sometimes I use interpersonal communication."

Judging from the results of the interview, Mrs. SN used the form group communication, but to make it easier for him to change the attitudes and behavior of students who are not good enough sometimes he also uses interpersonal communication. Where In general, this communication can be interpreted as a process of exchanging information between the communicator and the communicant. Where this communication is the type of communication that is considered the most effective for changing a person's attitude, opinion, or behavior because of its nature in the form of conversation. the impact of this communication can be directly felt at that time by the parties involved.27

In the learning process, special communication is needed to determine the personality of a student. As for the results of the interview that was conducted with Mrs. CN as the TPQ Roudlotul Qur'an teacher:

24 Atik Ashfihani, hasil wawancara.
26 Alo Liliweri, Komunikasi Antar Pribadi, 12.
The special communication that I did, maybe if there was another violation that was just committed. When there are students who commit violations I will first ask them what really happened, then after listening to their explanation I will give advice so that the same mistakes do not happen again.²⁸

Based on the results of the interview above, Mrs. CN makes special communication only when there is a violation. When a student commits a violation the teacher will first ask the student what really happened, then the teacher will give advice to students not to make the same mistake again. While the results of interviews conducted with Mrs. SN.

Yes, in this form of communication I do special communication to some students to increase their confidence because there are still some students who like to be shy. In this process I always try to approach students so that they can also open up to me.²⁹

The results of the interview above show that Mrs. SN also makes special communication to increase student confidence. In this process, Mrs. SN tries to approach students so that they too can open up with Mrs. SN. Then the results of the interviews conducted with Mrs. AA were: "There is no special communication that I use in the learning process in class, I will focus on the material that I bring and will interact according to the conditions."

Based on the results of the interview above, AA does not use special communication with her students. During the learning process he would only focus on the material he was bringing and he stated that he would interact according to the conditions. Apart from Mrs. AA, Mrs. RM also has no special communication with her students. "For special communication, there isn't any, for the communication that I do, it's just like that without special communication."

According to the researcher's own analysis, according to the presentation of the data in the previous chapter, the form of communication carried out by the teacher in the teaching and learning process at TPQ Roudlotul Qur'an with their students dominates only in group communication. However, there are some teachers who use interpersonal communication to make it easier to understand the characteristics of children and to make it easier to change the attitudes or behavior of students who are not good.

4.2 Analysis of Teacher Communication Patterns in the Teaching and Learning Process at TPQ Roudlotul Qur'an with Their Students

According to the findings of the data in the field, researchers found that the communication patterns used by teachers at TPQ Roudlotul Qur'an varied quite a lot. There are teachers who apply only one-way and two-way communication patterns, and there are also teachers who apply all three communication patterns at once, namely one-way communication patterns, two-way communication patterns, and multi-way communication patterns.

1. One Way Communication Pattern

This one-way communication pattern is a communication pattern that is always carried out by all TPQ Roudlotul Qur'an teachers at the beginning of their learning process. In which the teacher will carry out one-way communication by explaining lessons in front of the class without feedback from students, here students act as listeners only.

Apart from being used at the beginning of learning, one-way communication in TPQ Roudlotul Qur'an also occurs due to several factors such as what happened in Group 1 Pre-

²⁸ Chusnun Niamah, Hasil Wawancara.
²⁹ Siti Nur Kholifah, hasil wawancara.
Volume, where students did not respond or give feedback when the teacher conveyed messages or asked questions to their students.

For the application of my communication patterns, I will act according to conditions. If the child is not allowed to just quietly listen and pay attention to me, I will start direct learning with two-way communication, I explain but while giving questions at the beginning that provoke them to pay attention to me, for example "does anyone know what this is?" then I will give appreciation to the answerer. Actually, in doing this I have my own intention so that they are interested in responding to me. However, it's also a business, sis, what I'm doing is still not effective enough to get their attention to have good reciprocal communication. I still have trouble getting my students to interact or answer my questions. If they don't stay silent, they will just play with themselves.\(^\text{30}\)

From this information, the application of the communication patterns carried out by Mrs. AA as the TPQ Roudlotul Qur'an teacher in the learning process is considered to be still ineffective, the teacher feels difficult to get a response to what is conveyed. When given a question the teacher hopes that students can respond and answer the questions posed by the teacher, but in reality they do not respond to what the teacher has said. This is in accordance with the results of an interview that was conducted with Faisal, a student of Group 1 Pre-volume: "Sometimes during class there were friends who were playing, I joined in the game, and if the teacher asked me about the learning material, I would be silent because I did not understand."

From the results of the interview Faisal lacked focus when he was in class, Faisal always followed when his friends were playing during teaching and learning activities, so when the teacher explained Faisal did not understand what the teacher was saying so he was only silent when the teacher asked questions. When the teacher gave Faisal's advice, he just kept silent, did not respond to what the teacher said. "Yes, when I gave the advice they just kept silent, but after that, it was repeated again."

So, the communication that occurs in group 1 Pre-volume is one-way communication, in which the communicator conveys messages, material or advice to the communicant but the communicant does not respond or give feedback to the communicant. Similar to what happened in group 1 Pre-volume, Mrs SH, the teacher of group 3, volume 2, also experienced her own difficulties in dealing with students in her class. If in group 1 Pre-volume the teacher keeps trying to get the students' attention but there is no response or feedback from the students who are less focused, Mrs. SH still has difficulty dealing with her students who still like to play alone.

For the application of communication patterns when teaching and learning, I will focus on the material that I convey. First of all, I convey the material with visual aids, then I listen to their readings one by one. In implementing this communication pattern, I still find it difficult to get them to focus on what I am conveying. They still like to play and make noise by themselves in class, and sometimes they even sneak out of class to go buy snacks. If I give advice, they are quiet for a while, but after that they will be busy again.\(^\text{31}\)

From the results of the interview above, Ms. SH said that she still found it difficult to deal with her students who still like to make noise by themselves in class, and some

\(^{30}\) Atik Ashfiahani, hasil wawancara.

\(^{31}\) Siti Hindun, hasil wawancara, 1 November 2022.
even leave class to buy snacks. Even though they have been given advice, they will repeat the same mistake again.

The teacher is too serious. I prefer to play with friends in class because we meet only here because my house and friends are all far away. I’m glad to meet them here (TPQ). Because there are no recess here and after class we usually go straight home because it’s already late, so I play in class during lessons, sometimes I sneak out of class to buy snacks.\textsuperscript{32}

The results of the interview with Farhan showed that they decided to play in class because outside of those hours they couldn't meet each other. Because the time is short and there is no break, sometimes they also sneak out of class to buy snacks. So, what happened in group 3 Volume 2 that the researchers found was that the communication given by SH’s mother was one-way communication, as seen from the advice given by SH’s mother did not get feedback or responses from students. Because there is no response from the communicant, this is what triggers an ineffective educational process. This is evidenced by the absence of response or feedback by students to what the teacher has conveyed in class. While the results of interviews conducted with Yusril, a student of group 6 volume 5 of TPQ Roudlotul Qur’an.

The teacher communicates in class first by using props, then reads the material in the volume then takes turns reading with friends. But sometimes I feel a little bored in class because every day the teacher will do the same thing and not innovate. Sometimes there is also convoluted material that makes it difficult for students to understand.\textsuperscript{33}

According to Yusril, the communication carried out by the teacher in his class lacks innovation and sometimes the material is conveyed in a convoluted manner, which makes it difficult for him to understand the lesson. According to the results of the researcher’s analysis, the communication that occurred in group 6 was one-way communication in which no reciprocal relationship was found between the teacher and students. The teacher is too fixated on the material being conveyed so that students feel a little bored in class, sometimes students also find it difficult to understand the material presented because it is convoluted. The teacher also does not give time for students to ask questions, if the material has been delivered and all students have submitted their readings one by one, he will immediately close the class by praying.

2. Two-Way Communication

Then, apart from one-way communication, the researcher also found that there was two-way communication where between the teacher and students there was a reciprocal interaction, where there was interaction between the two and the communicators here could take turns becoming communicants to exchange functions in carrying out the communicant function and communicator.\textsuperscript{34} This is in accordance with the results of an interview conducted with Mrs. RM as a teacher in group 8 Al Qur’an 1 TPQ Rodlotul Qur’an.

“during the learning process usually the communication is carried out as usual, where the teacher delivers the material first the child receives, formal feedback then after that I will ask questions related to the subject that I have conveyed at the beginning of class earlier.”\textsuperscript{35}

\textsuperscript{32} Farhan, Hasil Wawancara, 31 Oktober 2022.
\textsuperscript{33} Yusril, Hasil Wawancara, 26 Oktober 2022.
\textsuperscript{34} Teguh Meinanda, \textit{Pengantar Ilmu Komunikasi} (Bandung: Armico, 2003), 18.
\textsuperscript{35} Rifa’atul Mahmudah, hasil wawancara, 1 November 2022.
From Mrs. RM’s explanation, the pattern of communication that was carried out by her was delivering material at the beginning of class, students receiving, giving feedback and providing questions related to learning material that had been conveyed at the end of class. This is in accordance with the results of interviews conducted with Kinara students in group 8 Al Qur’an 1. "Usually the teacher gives the material at the beginning then we will do a question and answer session at the end." From the results of the interviews conducted with Mrs. RM and Kinara, the researchers found that there was two-way communication, in which the teacher gave his students the opportunity to ask questions at the end of class so that a feedback process occurred between the teacher and students.

Based on the results of the interview that was conducted with Mrs. CN as Head of TPQ Roudlotul Qur’an:

“Every day before the teaching and learning process was carried out, I would go around greeting students from class to class asking how they were doing and asking how the teacher was teaching in class. Then I will provide suggestions for them to be even more enthusiastic and study seriously in class.”

The results of these interviews indicate that the communication carried out by the Head of TPQ Roudlotul Qur’an is inviting his students to greet and discuss the state of the class and provide directions to be serious in learning. This is following the results of interviews conducted with Agam.

If you don’t understand, I'll keep quiet, a little embarrassed with my friends, but usually, in the end, the teacher will explain it again. If the teacher doesn't explain anymore, I will ask Mrs. Nun (Head of TPQ Roudlotul Qur’an) because usually, Mrs. Nun likes to ask us before class starts. Sometimes after explaining, Mrs. Nun also encourages us.

The interview results show that when Religion does not understand the lesson, he will ask Mrs. CN who likes to go around the classes before the lesson starts. Because Agam felt embarrassed if he asked in class. Based on the results of the analysis that the researchers had done, Ms. CN, as the head of the TPQ, carried out two-way communication by holding light discussions outside the classroom before class started.

3. Multi-Way Communication

Then multi-way communication in TPQ Roudlotul Qur’an occurs when the teacher divides students into several groups to discuss the material the teacher has delivered. The only teacher who applies this multi-way communication pattern is Mrs. SN

“I am always firm in applying teacher and student communication here. The flow of using communication patterns is always sequential, starting from the delivery of material, dividing into groups, and then question and answer. Yes, although sometimes, when I deliver the material, I occasionally ask questions to the children who don’t pay attention to me.”

From this information, in implementing communication patterns in the teaching and learning process in the classroom, Mrs. SN is always firm and orderly. Occasionally he asks questions to children who don’t pay attention to them so they can focus more on learning.

“The communication that I do with students in class is to provide explanations regarding the material that they will study that day through visual aids, then read

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36 Chusnun Niamah, Hasil Wawancara.
37 Agam, Hasil Wawancara.
38 Siti Nur Kholifah, hasil wawancara.
the material one by one and follow students, then give them the opportunity to read the pages one by one according to their achievements. I divide them into several groups to read or discuss together, and at the end of class, I will ask questions related to the material presented earlier.”

The interview results above show the communication pattern between Mrs. SN, the teacher in group 4 volume 3 of TPQ Roudlotul Qur’an during the learning process in class. At first, she explained the material using volume props. Students understand and can accept the material presented. The teacher allows them to read the material individually and communicate feedback at the end of class to ensure they understand the material. Then he would divide them into several groups to read or discuss together. This is to the results of interviews conducted with Naila, a student in group 4, volume 3 of TPQ Roudlotul Qur’an. The teachers here communicate like teachers in general. Blau brought the material and invited us to interact with questions and answers. Then the teacher divided us into several groups and asked us to discuss the material that the teacher had determined. Naila explained that the teachers in her class communicate like teachers in general. First of all, the teacher will deliver the material then the teacher will invite them to interact by doing questions and answers. After that, the teacher will divide them into several groups and ask them to discuss some of the material that has been determined.

So, the communication that takes place in group 4 volume 3 is not just one-way communication and only two-way communication. Here Mrs. SN innovates to use multi-way communication where she will divide students into several groups to read together or discuss the material that has been determined. The purpose of this multi-way communication carried out by Mrs. SN is to ascertain whether students understand the material conveyed by the teacher by exchanging ideas in a dialogical way.

5. CLOSING

After conducting an analysis of teacher communication patterns in the teaching and learning process at TPQ Roudlotul Qur’an, Sedah village Jenang sub-district, Ponorogo Regency, as described by researchers through two stages, namely as follows:

Forms of communication carried out by teachers in the teaching and learning process at TPQ Roudlotul Qur’an with their students, namely group communication. However, some teachers occasionally use interpersonal communication to establish closeness with students, make it easier to understand characteristics and change behavior that is not good.

Roudlot Qur’an Sedah Jenangan Ponorogo is a one-way, two-way, and multi-way communication pattern. But of the three communication patterns, the one-way communication pattern dominates. This is caused by the presence of teachers who are monotonous and do not innovate, so students feel bored and do not provide feedback when the teacher communicates.

DAFTAR PUSTAKA

Agam. Hasil Wawancara, 26 Oktober 2022.

39 Siti Nur Kholifah.
40 Naila, Hasil Wawancara, 26 Oktober 2022.
Farhan. Hasil Wawancara, 31 Oktober 2022.
Naila. Hasil Wawancara, 26 Oktober 2022.
Rifa’atul Mahmudah. Hasil wawancara, 1 November 2022.
Siti Hindun. Hasil wawancara, 1 November 2022.
Yusril. Hasil Wawancara, 26 Oktober 2022.