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## Analysis of teacher instructional communication barriers

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### ABSTRACT

During the Covid-19 pandemic, education in Indonesia was held using the blended learning method, or a combination of online and offline education and learning patterns. This condition creates obstacles for teachers in the Districts of Kebon Jeruk and Grogol Petamburan in the process of effective learning communication. This study aims to identify barriers to teacher instructional communication in two sub-districts during the Covid19 pandemic. Empirically this research was conducted so that pedagogic competence in terms of teacher instructional communication can create a climate of Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM). The discussion in this study uses the Shannon Weaver communication model. This study uses qualitative and descriptive methods with a case study approach. Data collection was also carried out by observing the teachers of SDN Duri Kepa 03 Kebon Jeruk District and Al Chasanah Junior High School, Grogol Petamburan District, West Jakarta while teaching offline and online. This study uses purposive sampling, ie from the beginning, the sample has been determined with specific considerations, namely those who are considered to have the ability and competence to provide maximum data. The results showed that the steps in instructional communication could overcome the communication barriers. The conclusion of this study is that by identifying communication disorders that occur and carrying out 10 steps of instructional communication, then pedagogic competence in terms of aspects of teacher instructional communication during the Covid-19 pandemic can be overcome.



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## Introduction

Life as a social entity cannot be separated from communication. Even a baby has communicated nonverbally through crying to convey his wishes. Littlejohn (1996 in Nuryanto, 2011) mentions communication as one of the most important and complex aspects of human life. The ability to communicate distinguishes humans from animals. The ability to communicate affects our daily life with other people. Shannon and Weaver (1949), on the other hand, define communication as a form of human interaction that influences each other intentionally or unintentionally (Al-Fedaghi, 2012). Rogers and D. Lawrence Kincaid (1981) define communication as a process in which two or more people form or exchange information with each other (Aminah, 2014).

Uchayana (2002) defines communication as the process of communicating thoughts and feelings from one person (the communicator) to another (the communicator). In communication, thoughts can be emotions that come from the deepest part of the heart, such as doubt, anxiety, joy, and belief (Hidayat, 2017). In the opinion of these experts, communication generally involves sending messages between one or more people with other people with the aim of changing the thoughts or behavior of the recipient of the message or recipient of

information.

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter III, Article 3 concerning the Interests of Education states that national education aims to educate the life of the Indonesian nation and people as a whole. Developing people who believe in God Almighty, pious, noble personality, knowledgeable and skilled, physically and mentally healthy, strong and independent personality, social and national responsibility (Kemendikbud, 2003).

When interacting with students, the teacher communicates. Teachers use communication so that students can equally absorb the messages they convey, Communication is used by teachers to carry out their duties and functions as educators or forming students' character. The communication skills of teachers and students directly or indirectly affect the pedagogic competencies that teachers must possess.

Effective communication between teachers and students can create a comfortable learning environment and learning process for students. According to Article 1 Paragraph 1 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is intended to create a learning environment and learning process that allows students to actively develop the potential to have religious spiritual strength, self-control, personality, intelligence, morals. noble values and skills needed by himself, society, nation and state (Kemendikbud, 2003).

In the attachment to the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, it is stated that the four competencies that must be possessed by teachers are pedagogic competence, personality competence, social competence, and professional competence (Kemendiknas, 2007).

As stated in the regulation, it is understood that pedagogic competence is the ability of teachers to direct student learning, which means understanding of knowledge or the basics of education, understanding of students and curriculum development.

Personal competence is a teacher who has a superior personality, is strong and stable, mature, wise and wise, has a noble personality, is a role model for students, and the community itself, meaning that teachers can assess their performance objectively and develop independently and sustainably. Social competence, namely the ability to interact with the community. To be able to do this, teachers must be able to take on a role in society and set an example. At least in communicating verbally, in writing, data or signals, using communication and information technology functionally, interacting effectively with students, fellow educators, education staff, parents, guardians of students, associating politely with the surrounding community. Professional competence includes mastery of material according to the times, mastery of curriculum, mastery of scientific substance, mastery of structural and scientific methodologies. The four competencies required by the law are clearly not achieved if the teacher does not have communication skills, especially in instructional communication.

(Agustina & Rozali, 2020) concluded that instructional communication is patterned education and is specifically designed to change target behavior for the better. Instructional communication is a conversation that cannot be degraded, involves a psychological atmosphere between teachers and students, and builds construction to determine behavior change.

Since 2020, human life in the world without exception in Indonesia has undergone many changes due to the emergence of the Covid-19 pandemic. Social distancing is carried out so that all public activities are limited, including schools and campuses being closed. All teaching and learning activities are carried out online (online). The restrictions are stated in the circular letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19. The holding of online learning activities at home allows students and teachers to carry out learning and teaching activities using a video communication application made by an American company based on cloud computing. Statistics show that the Zoom app was used more during the pandemic, and nearly 19 billion sales were made during that time (Romero-Ivanova et al., 2020).

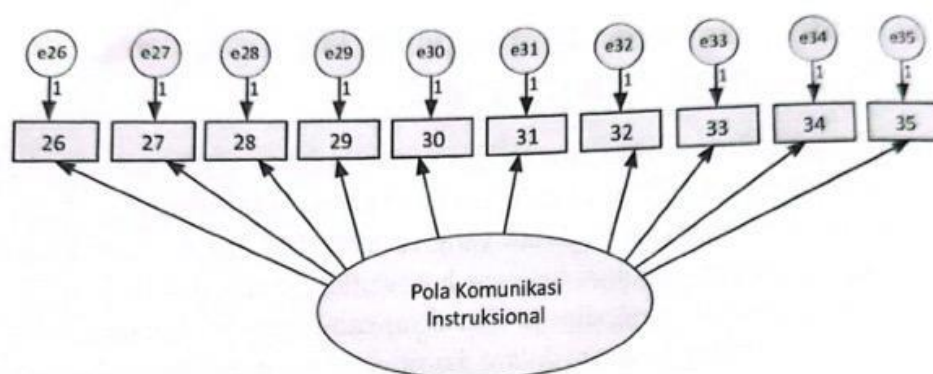
At the end of August 2021, school teaching and learning activities in DKI Jakarta were allowed to be conducted face-to-face (offline). The implementation of offline school learning in DKI Jakarta is carried out under the supervision of the DKI Jakarta Education Office. In the Decree of the Head of the DKI Jakarta Education Office Number 882 of 2021 concerning Limited Face-to-face Learning Techniques during the Covid-19 Pandemic, a number of rules must be obeyed by schools in DKI Jakarta.

(Dikdas, 2021) the rules that apply include teaching and learning activities carried out by *blended learning* or mixed learning that combines face-to-face learning and distance learning. Attendance time varies according to level, i.e. SMA or SMK equivalent is a maximum of 35 minutes, carried out five times or 175 minutes a week,

a maximum of 35 minutes for SMP, carried out four times or 140 minutes a week, a maximum of 35 minutes for elementary school carried out 3 times a week or approx. 150 minutes. PAUD is a maximum of 30 minutes done twice or for 60 minutes a week.

The *blended learning* as stipulated in the decision of the DKI Jakarta Educational Education Office is also carried out by SDN DuriKepa 03, KebonJeruk District and Al Chasanah Junior High School, Grogol Petamburan District, West Jakarta. The two schools are schools at the basic education level which are under the guidance of Region II of the West Jakarta Municipal Education Sub-Department, DKI Jakarta Province. In the implementation of teaching and learning activities using the *blended learning* carried out by these two schools, a number of problems were found that faced by teachers in carrying out their duties and functions as educators, especially in carrying out effective instructional communication to students.

Based on research by R, Susanto et al in 2019, it is known that the ability to carry out instructional communication is one of the benchmark aspects of teacher pedagogic competence. The results of this study indicate that the more effective the instructional communication pattern, the higher the teacher's pedagogic competence. For this reason, it is necessary to improve pedagogy by carrying out effective instructional communication patterns (Ratnawati Susanto, Rozali, & Agustina, 2019). This research produces a model of Pedagogical Competence for Elementary School Teachers (*Pedagogical Competence Models for Elementary School Teachers*).



**Figure 1.** Pedagogic Competency Development Model Based on Instructional Communication

Source: (Susanto et al., 2019), 2019 Research Results

X26 = Dialogic Openness  
X27 = Interpersonal Communication  
X28 = Group Communication  
X29 = Informative Communication  
X30 = Idea Communication

X31 = Persuasive Communication  
X32 = Polite Communication  
X33 = Disclosure Communication (strong/weak)  
X34 = Mentoring Communication  
X35 = Student-Teacher Oriented Communication

Pedagogic competence based on educational communication patterns is one of the basic aspects that teachers must possess. This means that teachers can understand and implement instructional communication effectively. In the model of developing pedagogic competence based on instructional communication above, it is stated that instructional communication is carried out in 10 communication patterns, namely: (1) Dialogic openness. In other words, teachers can interact with students through open and interactive communication. The teacher provides opportunities for students to express their opinions or provide feedback on the instructions given, for example by asking or answering the teacher's questions, and others; (2) Conduct interpersonal communication. It is important for teachers to use interpersonal communication patterns to communicate with students in class, so that psychologically students feel close and comfortable with the teacher, and the instructions given can be easily understood by students. (3) Group communication, the teacher in this case divides students into groups and conducts group communication. The teacher acts as a group companion who supervises and supports student discussions in group communication. (4) Informative communication, means that in the instructional communication process the teacher sends an informed message and explains clearly the instructions so that the teacher can understand the message or instructions received by the students as intended. (5) Idea communication means providing opportunities for students to convey their ideas and suggestions when communicating in class. Teachers can consider students' ideas. (6) Persuasive communication is the teacher can persuade or influence students to do the instructions given in learning activities. (7) Polite communication, meaning that when communicating in class, the teacher always familiarizes students with polite speech. (8) Self-disclosure

communication. Here, teachers can help students identify their strengths and weaknesses when engaging in learning activities when communicating in class. (9) Mentoring communication is instructional communication provided by the teacher in the form of guidance, advice, and support to students. (10) *Student-teacher oriented*. This means that the teacher in carrying out instructional communication is based on a student-teacher-centered approach.

In the communication process there are times when the message cannot be received equally between the communicator and the communicant. Barriers or disturbances that arise cause communication between the communicator and the communicant to be ineffective. Barriers that occur in the process of instructional communication between teachers and students may also occur, causing instructional communication to be ineffective. Panton (1996) explains that barriers or obstacles in communicating will always exist in every communication process (Harivarman, 2017).

Based on the phenomenon and referring to the results of the research above, this study is aimed at exploring two things, namely what factors cause teacher instructional communication barriers during the Covid-19 pandemic, and how teachers' strategies overcome barriers to instructional communication during the Covid-19 pandemic. The purpose of this study was to analyze the barriers to teacher instructional communication during the Covid-19 pandemic. Theoretically, research in this field is important to know effective instructional communication for teachers. According to Slameto (2011), PAIKEM is an acronym that stands for "learning that is aimed to excite youngsters, encourage invention and creativity in such a way that it is effective while still being entertaining." Empirically this research was conducted so that pedagogic competence in terms of teacher instructional communication can create a climate of Active, Innovative, Creative, Effective and Fun Learning (PAIKEM).

Based on the theoretical explanation above, it can be seen that there is a link between the importance of discussing teacher instructional communication during the Covid-19 pandemic with pedagogic competence. In this regard, the writer analyzes the barriers to instructional communication using the Shannon-Weaver (1949) communication model.

## Method

In this study, the authors use qualitative description methods to describe and explain more accurately the activities and research objects related to the phenomenon under study, and to distinguish them from other phenomena. A descriptive approach with qualitative data is used to understand and study people in everyday life, with the aim of identifying how their behavioral experiences are shaped by the context of their lives, such as social, economic, cultural and physical contexts in their lives (Bailey, Hutter, & Hennink, 2020). This type of research is expected to assist researchers in producing an appropriate description of the barriers to instructional communication faced by teachers during the Covid-19 pandemic.

The approach used in this research is a case study. The case study method is needed by researchers to answer the "how" or "why" questions of an ongoing phenomenon (Yin, 2019). Research data and information were collected through in-depth interviews with informants, namely the principal and teachers at SDN DuriKepa 03, KebonJeruk District and Al Chasanah Junior High School, Grogol Petamburan District, West Jakarta.

Interviews used interview guidelines as a guide in asking questions related to the object of research, namely the obstacles faced by teachers in carrying out instructional communication during teaching and learning activities during the Covid-19 Pandemic. The interview questions were conducted in a relaxed but serious atmosphere and the interview questions developed according to the answers from the informants and the needs of the research data. In addition to conducting in-depth interviews, data collection techniques were also carried out using the *focus group discussion* (FGD) method to obtain the strengths and weaknesses of the instructional communication conducted by the teachers.

In addition, data collection was also carried out by means of observation of the teachers of SDN DuriKepa 03, KebonJeruk District and Al Chasanah Junior High School, Grogol Petamburan District, West Jakarta when they were teaching offline and online. Observations were made to record things, behavior, developments and others related to the behavior and actions of instructional communication carried out by teachers to students during the research process which took place from December 12, 2021-21 December 2021. The technique of determining informants in this study used purposive sampling, that is, since the beginning the sample has been determined with certain considerations, namely those who are considered to have the capability and competence to provide maximum data. Additional data in the form of documents, literature, articles, journals, documentaries, archives of activity publications, links to internet sites, other related research problems, and supporting research analysis, in the form of online and offline secondary methods.

Data analysis is the analysis of data that is edited or obtained from field studies. In analyzing the data, the researcher used qualitative data techniques. That is, the authors used a systematic tracking and arrangement process, transcripts, interviews, field notes, and other collected materials to find out the meaning of these data and enable others to interpret the results (Hidayat, 2017). Data analysis in qualitative research is inductive. The point is that the analysis is carried out based on the data obtained. In addition, certain relationship patterns are developed and then concluded, so that the data becomes valid and easily understood by researchers and others. In this study, the authors used field data analysis using the Miles and Huberman model. That is, data collection is repeated until data collection is complete and the data is considered reliable.

(Creswell, 2010), there are several steps in qualitative research analysis, such as data organization, data grouping, and narrative analysis by examining teacher barriers in classroom communication during the Covid-19 pandemic. Data presentation is a way of editing data within an organization, making it easier to draw conclusions and suggest actions. The purpose of data presentation is to simplify and understand information, from complex information to simple information.

## Result and Discussion

### Instructional Communication Process for Teachers at SDN 03 DuriKepa and SMP Al Chasanah

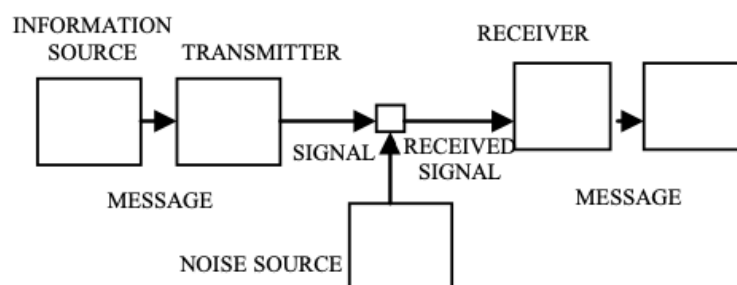
Every teacher is required to have pedagogic competence. Pedagogic competence is the ability to manage a student's learning, such as understanding students, designing and implementing learning, assessing learning outcomes, and developing students to realize their various potentials (Balqis, Ibrahim, & Ibrahim, 2014; R Susanto et al., 2020).

In the world of education, the communication function determines the smoothness of the teaching and learning process and the achievement of the objectives of the activity. With communication, subject teaching strategies can be developed to facilitate, speed up, and make students comfortable in reacting and learning. Communication activities are said to be very effective if the purpose of these communication activities is achieved (Panuju, 2018).

Pace, Peterson and Burnett mention that the main purpose of communication activities is to understand the meaning of the message received by the recipient of the message, so that the message is maintained and the communicant is motivated to engage in these activities (Harivarman, 2017).

One aspect of pedagogic competence is the ability to carry out effective instructional communication, that is, so that the instructions conveyed by the teacher to students can be understood equally. Instructional communication is defined as the process of delivering orders, teaching, learning and education (Kumala, Susilo, & Susanto, 2018). There is a direct and indirect influence between pedagogic competence, reflective skills, emotional intelligence, and useful communication patterns on the pedagogic competence of public and private schools (Susanto, Agustina, & Rozali, 2020). In this study, it is explained that the instructional communication pattern is one aspect of the indicator of pedagogic competence.

Communication is said to be successful if there is *feedback* given by the communicant to the communicator as the sender of the message. Communication can run effectively if all components in communication have met several requirements (Nurhadi & Kurniawan, 2018). In the schematic diagram of the Shannon-Weaver model can be seen elements in the communication process.



**Figure 2.** Elements of the Communication Process (Al-Fedaghi, 2012)

The Figure 2 shows that the communication process contains the following elements: (1) The *source* or sender or communicator or *encoder* is an individual, group, organization or institution that has the ambition and

initiative to send messages ; (2) Messages or information or symbols, letters, numbers, gestures, and others. It can be in the form of soap operas, advertisements, news, films, billboards, and others; (3) Channels or media used as a means of transmitting or sending messages such as mobile phones, telephones, radios, newspapers, magazines, television, radio waves, and others in the context of face-to-face interpersonal communication; (4) The communicant or *receiver* or decoder or receiver, namely a group of individuals or organizations or institutions who are the target recipients of the message (Morissan, 2013).

(Karyaningsih, 2018) three factors or other important factors in the communication process: (1) Effects or results or consequences, the recipient or communicator will be affected after receiving the message; (2) Feedback, is the response from the recipient or communicator to the message received; (3) Noise or disturbance is a physical (technical) or psychological (semantic) factor that can hinder or disrupt the smooth flow of communication. This means that this disorder causes not to achieve the same meaning so that there is a *miscommunication*.

(Ruslan, 2017) writes, there are four types of obstacles that can interfere with the achievement of effective communication. The four barriers include: (1) Barriers to the delivery process (*process barriers*). This barrier can be caused by the communicator (*sender barrier*) who has problems in conveying messages, has not mastered the material presented, and does not yet have the ability to become a trusted communicator. disturbance may be caused by the communicator (*sender barrier*) who has problems in conveying messages, has not mastered the material presented, and does not yet have the ability to be a trusted communicator. Since communicators can have difficulty understanding messages, interruption of message delivery can also occur from the recipient of the message. This may be due to low communicative abilities in terms of language, education, intelligence, and others. Communication errors can also be caused by factors such as feedback (no results), intermediary barriers (inappropriate media), and description barriers (barriers to correctly understanding the message), etc. (2) Physical barrier (*physical barrier*). Physical means can interfere with effective communication. For example, hearing loss and disturbances in the loudspeaker system (*sound system*) are common in classrooms, seminars and conferences. This interference can thwart the message sent by the communicator is well received by the communicant. (3) The semantic barrier (*semantic barrier*). Semantic barriers include language barriers and word meanings. In this barrier, there is a difference in understanding and meaning of language between the sender and recipient of the message or symbol. This is because the language conveyed is too technical and formal, and the communicator has a low level of knowledge and understanding of technical language, or vice versa, the communicator lacks knowledge and understanding of technical language. (4) Psychosocial barriers (*psychosocial barriers*). These barriers arise because of the large differences in culture, customs, customs, perceptions, values, and differences in tendencies, needs, and expectations between communicators and communicants.

### Analysis of Inhibiting Factors for Teacher Instructional Communication

During the Covid-19 pandemic, teachers are still required to be able to carry out their duties and functions as educators within the framework of pedagogic competencies required by law. The teachers of SDN DuriKepa 03 and SMP Al Chasanah feel the magnitude of the challenges and obstacles during the *blended learning*. There are many obstacles faced by teachers in carrying out the instructional communication process during the teaching and learning process.

Based on the results of the interview, informant 1 admitted that the biggest obstacle faced by teachers in carrying out the instructional communication process during the Covid-19 pandemic using the *blended learning* was the difference in the attitudes of students in responding to the instructions given by the teacher when learning the online method with the offline method. Students tend to be more active in providing *feedback* when subject matter is given online through whats up groups, google class rooms, or google meet. But when learning activities are carried out using the offline method, namely face-to-face in class, students become more passive.

This was conveyed by informant 1 through the following statement, "...when the subject matter is explained online through google meet or whats up group, students actively provide comments, or answer teacher questions. They also did the tasks given through the google class room well. They seem to understand the instructions given during the online teaching and learning process. But when they meet in class while studying offline, students become passive and act shy...". This statement shows that the instructional communication carried out by the teacher to the students is more effective using the online method than the offline method.

According to informants 2 and 3, this happened because students rarely met face-to-face with the teacher, so there was a feeling of reluctance and shame when they were in class meeting directly with the teacher and their friends. This condition was described by informants 2 and 3 through the following statements, "...before the Covid-19 pandemic students met every day with their teachers and friends, so they felt comfortable talking. Students feel they already know the teacher, so they are more daring to be active in class. Whereas since the Covid-19 pandemic they rarely meet so when they meet in class, students are shy about talking to their teachers...". This statement shows that the teacher-to-student instructional communication process experiences

obstacles in the delivery process and psycho-social barriers, namely students find it difficult to convey their messages or respond to instructions given by the teacher, and students because learning activities are carried out outside the habits they have lived for the last two years. .

Informant 4 explained that instructional communication barriers also occur during online lessons. Students find it difficult to accept the instructions given because of interference with the teacher's or student's cell phone signal or the internet network at home. This condition is explained in the following statement, "... online learning also doesn't always run smoothly. There are many disturbances that occur so that the teacher's explanation cannot be understood by students, including poor student or teacher cell phone signals, running out of internet quota or interference with the internet network...". This statement shows that in the *blend*, disturbances in the instructional communication process do not only occur in offline learning, but obstacles also exist when learning is carried out online. The above barriers are called physical *barriers*. Physical disturbances that occur prevent effective communication, in this case interference with the technology used prevents students from understanding the instructions given by the teacher.

### Teacher Strategies to Overcome Instructional Communication

Barriers in the instructional communication process that occur are overcome by teachers at SDN DuriKepa 03 and SMP Al Chasanah by carrying out 10 steps in instructional communication that are contained in the Instructional Communication-Based Pedagogic Competency Development model. Informant 5 explained that in providing offline instructions, the teacher carried out two-way communication by providing opportunities for students to have a dialogue with the teacher. The dialogical openness that the teacher shows to students when conducting instructional communication makes students dare to express their opinions or provide feedback on the instructions given by the teacher by asking or answering questions. According to Pawit M. Yusuf (2010), instructional communication is a communication process that is not too significant but is patterned and specifically designed to change the behavior of targets in a particular community for the better.

Informants 5 and 6 explained that in the *blended*, semantic barriers were also found. Where students find it difficult to understand the technical language listed in the textbook. These semantic barriers usually occur more during online learning. Where the teacher cannot explain in more detail the subject matter during online lessons. This is explained in the following explanation, "...sometimes there are words or sentences that are difficult for students to understand when they are studying at home. As a result, when they do their work, they look difficult. Usually, to overcome this, the teacher during offline learning will invite students to discuss the difficulties they face in the learning process...". This statement explains that in learning, the obstacles that are often encountered are semantic barriers, where students find it difficult to understand the language (technical) of *textbooks* contained in textbooks. In the process of communication, teacher interaction needs to communicate disclosure. Students are asked to tell about their strengths in participating in *blended learning*, and to express their weaknesses or difficulties in dealing with lessons using the *blended learning*. Yusuf (2010) argues that these problems can come from a number of sources, such as the teacher as a communicator and the students as communicants. Using the wrong media or preparing the wrong message can also be a problem for instructional communication, which can make it harder to achieve educational goals. We call these things obstacles. On the line of communication

In a previous study conducted by Abisita with the title "Instructional Communication Between Teachers and Students in the Learning Process During the COVID-19 Pandemic," it was stated that the obstacles that occur can be due to: 1) Psychological barriers are present in students who always find it difficult to understand the information. This is due to the fact that the module does not explain everything and does not give in-depth explanations for everything. Because some students do not complete their assignments and are difficult to get in touch with, it can be difficult for teachers to understand their students in terms of the seriousness of learning, assignments, or other responsibilities. This presents a challenge for teachers because it can be difficult for teachers to understand their students; 2) Issues with technology: while studying, each and every student has signal interference, and the quality of the internet network is subpar. Students are unhappy with the internet quota, and the system is not operating smoothly.

In facing obstacles in the instructional communication process, the teachers of SDN DuriKepa 03 and teachers of SMP Al Chasanah also conducted mentoring communication. By providing counseling guidance for students who have problems or difficulties in participating in *blended learning*. Teacher-student-centered communication is also prioritized in the instructional communication process carried out by SDN DuriKepa 03 teachers and Al Chasanah Middle School teachers.

Informant 6 explained that the form of interpersonal communication that was carried out in the instructional communication process was the way the teacher, when studying offline, built intimacy with students through interpersonal communication. This is explained in the following statement, "...in offline learning activities the teacher approaches students by speaking more intimately, occasionally inviting them to joke. The goal is to



lighten the atmosphere, so students don't feel afraid and embarrassed to meet the teacher.. ". This statement shows that the obstacles that occur in the instructional communication process can be overcome by taking a face-to-face approach between teachers and students and communication is carried out verbally and nonverbally to overcome communication barriers experienced by students in understanding the instructional communication delivered by the teacher.

In an effort to overcome barriers to instructional communication, informant 7 who is the Deputy Principal of SMP Al Chasanah stated that the school has prepared a computer room with an internet network for teachers to be able to carry out online learning activities. Meanwhile, informant 8 who is the Principal of SDN DuriKepa 03 said that the teacher helps students who experience obstacles to take part in group learning. This is explained in the following statement, "...we make group assignments so students can help each other with their friends who are having problems. Students can also ask their friends if there is information that is left behind related to the lessons given...". This statement emphasizes that in overcoming communication disorders that occur the teacher seeks to involve students to be able to help each other by forming groups.

In overcoming instructional communication disorders that occur during the *blend*, the teachers of SDN DuriKepa perform various communication patterns. Among them is to carry out informative communication, namely by not limiting students to get explanations related to the subject matter only during class hours. The teachers of SDN DuriKepa 03 also communicate ideas by giving students time to submit their suggestions or thoughts related to learning activities.

Meanwhile, in dealing with instructional communication disorders that occur, Al Chasanah Junior High School teachers conduct persuasive communication to invite students to be enthusiastic in participating in lessons with *blended learning*. With persuasive communication the teacher tries to overcome the boredom experienced by students by providing motivation so that students' enthusiasm for learning can be maintained. The instructional communication process is also carried out with polite communication, where the teacher teaches students to speak and be polite both to the teacher and to parents and in everyday interactions.

## Conclusions

The Covid-19 pandemic has changed human life, including education. The learning process that was originally face-to-face (offline) has changed to online, and is now a *blended learning online* and offline. In carrying out their duties, teachers are required to have pedagogical competence in accordance with the provisions of the legislation. One aspect of educational competence that must be met is the ability to carry out instructional communication.

In the process there are times when communication cannot run effectively, causing the message sent cannot be received equally by the communicant. Barriers of communication disorders can also occur in the instructional communication process carried out by teachers to students. As a result, the instructions given by the teacher to students in the *blended learning* cannot be understood equally by students. So that teachers fail to create a pleasant learning atmosphere or known as Active, Innovative, Creative, Effective and Fun Learning (PAIKEM).

Shannon and Weaver's communication model describes communication barriers or disturbances that occur in the communication process. Teachers at SDN DuriKepa 03 and SMP Al Chasanah teachers overcome obstacles in the instructional communication process by applying 10 communication patterns from the instructional communication pedagogic competency development model. The results showed that the communication patterns contained in instructional communication can overcome the communication barriers that occur.

It is undeniable that the results of this study are still not sufficient to solve the problem of pedagogic competence in the aspect of instructional communication that is often faced by teachers in carrying out *blended learning*. In addition, this research data only comes from two schools and is qualitative in nature. To increase the reliability of research results, it is necessary to add research samples such as several schools to increase the number of data samples. Quantitative data need to be collected to enrich the research results. Further research can be conducted to find out what strategies government agencies can use to overcome communication barriers that exist in the school environment.

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