PATTERNS OF VERBAL AND NONVERBAL COMMUNICATION OF PAI TEACHERS IN DEVELOPING STUDENT THINKING

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Abstract:
This study aims to determine the verbal and nonverbal communication of PAI teachers in fostering the morals of SDN students and what factors support and inhibit teacher communication patterns in promoting student morals. This research uses a type of descriptive qualitative research: a nonverbal communication approach and a communication psychology approach. Research subjects are teachers or educators, and students. Methods of data collection by observation, interviews, and documentation. The data analysis technique is data reduction, data presentation, and conclusion. The results showed that the Verbal and Nonverbal Communication of PAI Teachers in Fostering the Morals of Students at SDN 09 Tanjung Medan, South Labuhanbatu Regency, namely Primary Communication Patterns, using communication symbols, namely verbal and nonverbal symbols and two communication models, namely two-way communication and multi-way communication.

Keywords: Verbal, Non-Verbal Communication, Islamic Education Teacher, Morals

Abstrak:

Kata Kunci: Komunikasi Verbal, Nonverbal, Guru PAI, Akhlak
INTRODUCTION

Religious education shapes students' character and morals (Rahmadania, Achmad, Sitika, 2021; Almalilah & Yunita, 2019), (Prayitno et al., 2022), (Hastasari, Setiawan, & Aw, 2022). As agents of moral development, Islamic Religious Education (PAI) teachers are responsible for guiding students to develop good character and carry out religious values comprehensively. In this context, the verbal and nonverbal communication patterns used by PAI teachers play a crucial role in developing student morals (Rosmilasari, 2018; Raynaldi, 2019), (Toker, 2021), (Sabic-El-Rayess, 2020). PAI teacher communication in fostering student morals and contributing to improving the quality of religious education (Almalilah & Yunita, 2019; Sopiatunnisa, 2021).

It should be realized that communication is essential in social life, even in the teaching and learning process, because the teaching and learning process is essentially a communication process, namely the process of delivering messages from the source of the news (teacher) through certain media or channels to the recipient of the message (students). The message to be communicated is the material or subject matter in the curriculum. The news source can be teachers, students, and so on. The channel is educational media, and the recipients are students (Jędrzejczyk, 2021). A teacher must be able to solve problems in communication relations (Sopiatunnsia, 2021; Khotimah, 2019).

In the research conducted by Indah in the journal Verball Daln Nonverball Communication, communication can occur if there are similarities between the sender and the recipient of the message, therefore communication depends on the ability of the sender to be able to understand one another. In general, communication is carried out orally or verbally which can be understood by both parties (communicator and communicant) (Khotimah, 2019, Raynaldi, 2019). If it cannot be done with verbal language that both of them can understand, it is possible that communication can be done using body language, showing certain attitudes such as smiling, shaking the head, and shrugging, such a method is called communication with nonverbal language. One of the aspects in nonverbal communication is skill, where the skill itself is an effort to convey the attitudes one has towards someone in showing credibility such as the appearance of intellectual competence and other non-intellectual aspects (Kusumawati, 2016; Khotimah, 2019).

Communication is extensive in education pendidikan (Arrosyid, 2022; Damayanti, 2019). Communication in education and teaching functions as a transfer of knowledge that encourages intellectual development, formation of morals and skills and proficiency needed in all areas of (Damayanti, 2019; Raynaldi, 2019). In the world of education, the role of a teacher has a big influence on students. In particular, a religious teacher teaches and educates the Islamic religion by guiding, guiding, setting an example and forming a moral Muslim personality (Nurmla, Rina & Maulana, 2016; Damayanti, 2019). The purpose of teaching Islamic education is to foster students to believe in Allah, love, obey Him, and have a noble personality. Because students, will have noble character through experience, attitudes, habits that will build their nature in the future. Effective communication between teachers and students can occur because...
teachers and students can carry out mutually supportive activities to support student learning processes (M., 2022; Muali, 2020). In addition, in this day and age, the crisis of character and morals of students who are increasingly declining is the impact of the development of information technology which needs to be followed by an increase in the quality and consistency of students. This can be overcome by having Islamic boarding schools or religious, educational institutions that familiarize themselves with positive things in every aspect of student life (Muali, 2020).

Therefore, the study of general education is essential, especially the role of the most potential teacher in forming good young people whose souls are filled with love for goodness for themselves and society. We cannot ignore the fact that there are increasing challenges for adolescents (students), especially with the rapid development of technology. However, it can be accepted that some individuals need to be more wise in using this technology, which can negatively impact them. (Mathematics, 2016). In this period, humanity is facing the era of globalization, which causes cultural interaction to expand more widely through mass media, which can influence culture, excessive use of materials, and separation of worldly life from religious values, affecting youth (students) significantly. Islamic Religious Education aims to increase students' knowledge, understanding, appreciation, and application of Islamic teachings so that they become Muslim individuals who believe in and fear Allah SWT and have a noble character in personal, social, moral, and social life. In addition, this education also aims to continue education to a higher level. (Rahmawati, 2018).

SDN 09 Tanjung Medalen, South Labuhanbatu Regency, is a public elementary school in South Labuhan Batu Regency. This institution has a vital role as a medium in developing positive qualities and values around. The learning process includes various fields of study that are produced in general and religious subjects. However, the author focuses more on the subject matter of Islamic religious education. This research can provide a comprehensive description of the verbal and nonverbal communication patterns of PAI teachers in fostering student morals. This research will also identify effective adaptation strategies and relevant strengthening factors to strengthen the process of forming students' morals. The results of this study can provide valuable insights for PAI teachers and education stakeholders in improving student moral development.

RESEARCH METHOD

This research is a qualitative descriptive study (Sugiyono, 2018). This research focuses on analyzing the verbal and nonverbal communication of PAI teachers in fostering student morals at SDN 09 Tanjung Medan, Labuhanbatu Selatan Regency. This study uses primary and secondary data types. Primary data sources were obtained through direct data collection carried out by the researchers themselves. At the same time, secondary data is obtained indirectly through existing data and has a relationship with the subject being studied as a source of complementary data.

The data analysis process was carried out through three stages: data reduction, data display, and conclusion drawing/verification. Researchers
checked the validity of the data through triangulation, namely comparing the results of analysis from several data sources to ensure the consistency and reliability of the findings. In addition, researchers also extend observations, increase persistence in research, and provide credibility checks (Zuchri Abdussamad, 2021).

In this study, researchers took steps by qualitative research methods to gain a deep understanding of the communication patterns of PAI teachers in fostering student morals. Using a qualitative descriptive approach, this research is expected to clearly describe the verbal and nonverbal communication patterns used by PAI teachers and the factors that support and hinder the communication process.

**FINDINGS AND DISCUSSION**

**Teacher Communication Patterns in Fostering the Morals of Students at SDN 09 Tanjung Medan, South Labuhanbatu Regency**

The results of interviews with the principal and teachers at SDN 09 Tanjung Medan, Labuhanbatu Selatan District, revealed that communication patterns effectively foster student morals. The principal stated that teachers at this school use verbal and nonverbal communication effectively to teach moral values to students. They combine clear and concise spoken language with gestures such as glances, smiles, and gestures that reinforce the message. The principal also underlined the importance of using appropriate learning media and teaching materials to support the teacher's communication process in fostering student morals. In addition, the interview results also revealed the importance of setting the right tone of voice and speaking speed to ensure student understanding. They also use humor to guard against students' reluctance to participate in moral development. In addition, gestures and body movements help clarify the message conveyed and increase student involvement in the learning process. Teachers also realize the importance of two-way communication by allowing students to ask questions and provide input. Even though there are some obstacles, such as excessive student activity, the teachers try to overcome this by adjusting the distance and speed of speech.

In the communication process, the teacher has a very important role in determining the quality and quantity of teaching and learning that will be carried out (Rasam, Sari, & Karlina, 2019; Khotimah, 2019). Therefore, it is important for students to take part in the learning and coaching process, so that apart from various kinds of communication patterns in the process of delivering material, the goals applied by the teacher in fostering the quality of his students are maintained. One way of teacher communication in coaching is to be precise with students, so that the teacher's communication pattern in coaching is one of the
tools to shape the mentality of students who have good virtuous personalities. This process is a guide for mankind to have the opposite mental attitude and personality shown by the Al-Qur'an and the hadith of the Prophet Muhammad SAW (Mutoni Griffiths, Murdock-Perriera, & L Eberhardt, 2023). Guidance, education, and inculcation of moral values are very important to shape mental development which enables the journey of student learning goals to be more efficient and allows students to study well and with high enthusiasm (Chowdhury, 2016; Yunita & Desriyenni, 2021).

In communicating and fostering the morals of elementary school students, the communication pattern that is often used by teachers at SDN 09 Tanjung Medalen Kalbupalaten Labuhanbatu Selatan is the primary communication pattern in this case, the teacher as a communicator in interactions with students uses a symbol as a medium of communication. This pattern is divided into two types: verbal and nonverbal. Verbal communication focuses more on using words and language, often used to convey the communicator's thoughts (Ahmad & Saleh, 2020). On the other hand, nonverbal communication does not use words directly but involves body movements such as eyes, head, lips, and hands. In addition, pictures are also a form of nonverbal communication (Arif, Hubeis, Sugihen, Purnaningsih, & Saleh, 2018; Smith & Brown, 2020).

So it was concluded that at SDN 09 Tanjung Medan, South Labuhanbatu Regency, teachers always use verbal and nonverbal communication when interacting with students. By combining the two, the learning and coaching process runs more effectively inside and outside the classroom. Verbal and nonverbal communication used at this school involves body movements such as back pats, gestures when speaking, smiles, and other body cues to reinforce the meaning to be conveyed. Teachers at SDN 09 Tanjung Medan, Labuhanbatu Selatan District, also apply a form of verbal communication by giving explanations orally and combining it with nonverbal communication, such as exemplifying direct movements using body language. This helps students to understand better the reason given by the teacher.

Implementation of Moral Development for SDN 09 Tanjung Medan Students, South Labuhanbatu Regency Through Verbal Communication

Based on the research results and observations made, the researchers analyzed several verbal communication processes in fostering Student Morals at SDN 09 Tanjung Medalen, South Labuhanbatu Regency. Following are some of the findings obtained: providing recognition and typesetting as well as synchronizing mouth movements, sound sources, voice articulation, and sound
production. In giving the introduction and arrangement of letters as well as synchronizing mouth movements, good references, voice articulation, and sound production, the results of the researchers' observations show that in the process of verbal communication in fostering Student Morals, currently, they are still not able to use spoken language ideally and still use more nonverbal language (signs). Therefore, Islamic Religious Education teachers provide learning through an action process. Through the observations, teachers patiently engage students in two-way and multi-way communication. They allow students to ask questions, provide input, and interact with their classmates. However, there are also some problems when students become too active, and the class atmosphere becomes rowdy. Teachers try to overcome this by providing distance settings and adjusting the pace of their speech.

The interviewed students stated that they felt comfortable with the teacher's communication patterns that used gestures and humor in moral development. They assume that nonverbal communication, such as smiles and body movements, can clarify the meaning of the message conveyed by the teacher. Students also mentioned that it was easier to understand the material when the teacher used simple and easy-to-understand language.

In order to be able to use verbal language well in elementary school, a long process is required so that teachers in the process of fostering student morals need to have practical skills (Asiyah, 2018; Yunita & Desriyenni, 2021). In the process of verbal communication also applies the theory of recognizing the characteristics of verbal communication put forward by those who are in accordance with some of the characteristics of verbal communication, namely:

1. The information that has been obtained from observations at SDN 09 Tanjung Medalen, Labuhanbatu Selatan Regency, shows that the material delivered by the teacher at SDN 09 Tanjung Medan, Labuhanbatu Selatan Regency, is presented concisely and clearly, that is, when the teacher speaks (delivering learning material) looks fluent and clarified so as to make it easier to understand what is conveyed.

2. Difficulties in communication. In accordance with interviews with Islamic Religious Education teachers stated "when children do not have a large enough vocabulary, it is more difficult for children to understand the material presented by the teacher". (interview results March 20, 2023) so that a success in improving one's communication can only use words that are easy to understand, otherwise the teacher does not translate their words and utterances because that is a communication that will not work.

3. Intonation. From the results of observations made by researchers while collecting data and through observations in, when Islamic Religious Education
teachers understand the material in the verbal communication process of religious learning, intonation is a matter of concern in conveying learning. This intonation is very important in sending messages because it is able to influence how the message passes through the tone of voice that is sent, so this sound is important in emotion, so teachers always maintain intonation as part of learning so that they understand and understand what is conveyed by Islamic Religious Education teachers.

4. Speed of speech. When important points of conversation cannot quickly change the conversation, on the contrary anxiety arises, so the success of a communication is determined by the speed and tempo when speaking, according to the observations of researchers during observations, the teacher always maintains the speed of speaking because it always determines the level of understanding of the material, as a result in conveying an understanding of moral development with a fast speaking speed it is not necessarily understood and understood, but on the contrary at SDN 09 Tanjung Medalen Kalbupatente Lalbuhahblbachi Selatan in conveying messages using the appropriate speaking speed because it is easier to receive the message.

5. Humor. In situations that are saturated in receiving learning, on the contrary in this school it is interspersed with humor, as is done by Islamic Religious Education teachers who believe that "when children experience boredom we don't force them to continue learning but we intersperse it with humor so that the brain comes back and hopefully the spirit ". (interview March 20, 2023). Through humor, the aim is to generate the effectiveness of humor by alleviating the head's emotional support in learning (morals).

Verbal communication involves using words and language to convey messages. This includes oral conversations, speeches, presentations, discussions, and written communications such as letters, emails, or texts (Smith & Brown, 2020). In verbal communication, words are used to express ideas, views, information, and feelings. Factors such as intonation, voice volume, and speaking speed can also affect how messages are conveyed and received (Yunita & Desriyenni, 2021; Smith & Brown, 2020).

Thus, it can be concluded by researchers that understanding and studying the material of religious and moral development of students is one of the most important processes carried out by teachers of Islamic Religious Education. Apart from being in accordance with the expected understanding, it is also important according to the characteristics of verbal communication applied at SDN 09 Tanjung Medan, Labuhanbatu Selatan Regency, namely concise and clear, sufficient vocabulary, intonation, speed of speech, and humor are factors that
support the message conveyed by the teacher can be understood and understood by all students.

**Implementation of Moral Guidance for SDN 09 Tanjung Medan Students, South Labuhanbatu Regency Nonverbal Communication**

Communicate messages without using words, nonverbal communication involves the use of symbols and sound expressions in the form of nonverbal communication (Rahman & Nur, 2018; Ahmad & Salleh, 2020). This is also one of the processes implemented in fostering student morals at SDN 09 Tanjung Medan, South Labuhanbatu Regency. In addition to developing verbal communication, it is also important to develop nonverbal communication carried out by Islamic Religious Education teachers through coaching programs such as learning the call to prayer, daily prayers.

SDN 09 Tanjung Medan, South Labuhanbatu Regency also uses the types of nonverbal communication that are applied by elementary schools, namely vocals, kinesics, touch, and distance. By combining these four types of nonverbal communication, teachers use them in coaching such as when providing an understanding of the procedures for ablution, Islamic Religious Education teachers adjust their vocals with clear intonation, and also speak quickly so students understand better, but if students don't understand it, the teacher will explain using clear facial expressions and body movements so that students understand it. When students find it difficult to receive guidance from the teacher, the teacher gives a signal (to stop and pay attention) to deal with those who can no longer accept the material presented by the Islamic Religious Education teacher at SDN 09 Tanjung Medan, South Labuhanbatu Regency.

Nonverbal communication involves facial expressions, body movements, body language, eye contact, and the use of physical space to convey messages without using words. Even when no words are used, nonverbal communication can convey powerful emotional, social, and attitudinal information. For example, a smile, eye contact, and body position can convey excitement, anxiety, or interest. Chen & Kim, 2019; Johnson, & Lee, 2021).

The researcher concludes that the phenotic method in fostering student morals is strongly influenced by the nonverbal communication process carried out by Islamic Religious Education teachers at SDN 09 Tanjung Medan, Labuhanbatu Selatan Regency to understand student moral material so that it can be conveyed clearly through the various methods previously mentioned.
Patterns Of Verbal And Nonverbal Communication Of Pai Teachers In Developing Student Thinking:

Table 1. Implementation of Religious Development through Verbal and Nonverbal Communication for SD 09 Tanjung Medan children, South Labuhanbatu Regency

<table>
<thead>
<tr>
<th>Forms of Verbal Communication</th>
<th>Nonverbal Forms of Communication</th>
<th>Result</th>
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<tr>
<td>Verbal communication is carried out by providing recognition and typesetting and synchronizing between mouth movements, sound sources, sound articulation is justified slowly, and sound production and sound pressure are appropriate as well as balancing between high and low voice, fast or low voice, soft weak voice, so that a word spoken will be clearer and easier to understand. In addition, communication is carried out concisely and clearly, vocabulary appropriate intonation , speed of speech slowly using humor.</td>
<td>Verbal communication applied at SDN varies, including vocal, kinesic, tactile, and distance. In addition, facial expressions and body movements are also used so that students can understand the message conveyed. If there are students who do not understand, it is important for teachers to show empathy by expressing feelings directly to students, such as showing concern or giving direct attention to students. When students face difficulties in receiving coaching from the teacher, the teacher gives signals (through hand gestures or use of space) to indicate that they need to focus and pay attention to what is being delivered so that they can receive the material back.</td>
<td>The implementation of religious formation through verbal and nonverbal communication carried out by teachers at SDN 09 Tanjung Medan, South Labuhanbatu Regency has proven effective and runs smoothly. This can be confirmed by the response of students in receiving the form of communication given by the teacher in the delivery of learning.</td>
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CONCLUSION

Based on the results of the study, it can be concluded that verbal and nonverbal communication carried out by PAI teachers in fostering student morals at SDN 09 Tanjung Medan, Labuhanbatu Selatan Regency uses a primary communication pattern using two types of communication, namely verbal and nonverbal contact. In addition, two communication models are used, namely a
two-way communication model between teachers-students and a multi-way communication model between teachers-students-students. There are also supporting factors in the communication process, such as appropriate verbal and nonverbal communication and support in terms of facilities (learning media and learning materials). And the important thing from the teacher's communication pattern in fostering student morals is the success of the communication process, which includes two-way and multi-way communication.

The use of effective verbal communication by PAI teachers involves setting the appropriate tone of voice and the appropriate speed of speech. Precise and varied intonation can help students understand and respond well. The fast and slow speaking rate is also essential so that students can follow well and absorb the message being conveyed. In addition, the use of humor as a communication strategy can also help create a fun learning atmosphere and increase student engagement.

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