

ORIENTATION COMMUNICATION STYLE STUDENTS IN CLASS

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Abstract: The purpose of this study was to describe the orientation style of communication students from the Department of Educational Administration Faculty of Education, University of Malang class of 2014. This study uses a quantitative approach and included in descriptive research. The data source is the entire population of our student AP FIP UM. Data collection tools using a questionnaire. The results showed the majority of our student AP FIP UM force in 2014 has a communication style people-oriented. Based on these results, the lecturer in communication in the classroom is advisable to carry out the process teach in accordance with the orientation of the communication styles of the students. And students are advised to maximize communication styles in a manner capable of changing the orientation of the communication style according to the situation and conditions in the classroom. So as to create effective communication in the classroom that can support the quality of education.

Keywords: orientation, communication style, class

School is an organization in which there is a process of communication. Communication is the delivery of the message or information in the form of verbal and non-verbal. The essence of communication is the idea, news, information, or message delivered from the communicator (the sender) to the communicant (the recipients) with the hope that the communicant react to the communicator (Robbins, 2003). Therefore, if a person wants what has been submitted can be understood by others, then the required knowledge or understanding of how effective communication.

Communication can be said to be effective when a thought or idea that is accepted by the communicant exactly the same as what was envisioned by the communicator. Furthermore, White and Bednar (1991) states that effective communication occurs when the sender and recipient of the news story have the same interpretation of the message. So that effective communication is achieved, then the people who do the communication is obliged to make himself understood; and people who do not understand when receiving messages obliged to ask for an explanation.

In addition to the sender as a means of information, communication is also a process. The communication process is a series of stages that must be passed in the delivery of information. The process of communication has five kinds of elements / basic components, namely: the message sender, message, channel / media, recipients, and feedback (Usman, 2013). The series model of the communication process according Wursanto (2005) through several stages as follows:

- a. Communicators: the sender information to create an idea / notion.
- b. *Encoding*: preparation of the idea in the form of a message (*message*), symbol or password. Messages can include images, words (verbal / written), eye contact, facial expressions and body motion cues (*body language*).
- c. *Channels transmitting*: message delivered through a channel or media, which includes the five senses (eg *face to face*) and nonsenses (via mail, telephone, *e-mail*), both orally and in writing.

- d. Communicant: recipient information. When a message is conveyed orally, the communicant can listen. However, if the message conveyed in writing, then the communicant can read it.
- e. *Decoding*: communicant interpret and understand the message.
- f. *Feedback*: In response, response or feedback. Communicator and the communicant should be seasoned at (*common experience*) in order to be able to respond in accordance communicants communicator expectations.

Communication must be organized effectively at school because the underlying communications or animate a variety of processes and structures instructional, interpersonal, organizational, administrative and school (Hoy & Miskel, 2013). So that the effectiveness of communication is also very important in maintaining a good relationship between teachers and students in teaching and learning in schools. Saondi (2009) states that the teacher let realize that effective communication skills and helps students develop skills; establish open communication channels that encourage students to constructively express his thoughts and feelings; and improving interaction between students, which allows them to know each other and work together.

Some opinions say that the main key in teaching is the teacher must first understand the material to be delivered. It is not wrong, because it is unlikely the teacher will convey the things he did not understand before. But actually if only just understanding alone is not sufficient. That is in addition to understanding the material, the teacher should also be able to understand the various ways of transferring the material to the students. How to transfer that knowledge really is a problem of communication.

At the school level or also in college, communication in teaching is very important and very vital. Vital in the sense that the success of a knowledge transfer is highly dependent of how a teacher (or lecturers at colleges) communicating the material to learners (students). If a teacher is able to communicate, then science can be absorbed and the students can be happily listening to the teacher. For it is very important if a teacher / lecturer should understand the science of communication, should not be too high, at least is about the principles of communication and communication styles.

As already discussed that communication at its core is delivering a message from the sender of the message in this case a lecturer to the recipient of the message, such as students. So that messages can be received and understood, then the sender of the message should understand things beforehand, for example, content, qualifications listeners whether children, adolescents, or adults, as well as material support if necessary. By knowing these things, the delivery of content to run well.

The next thing to do as a teacher is to determine the style of communication that he will wear. Each communicator has each style in communicating a message or material, and they usually have a distinctive style of each. But in fact the communication style can be studied and altered in accordance with the conditions of the communication environment. So a teacher / lecturer in addition to having a unique style, also must have knowledge of a wide variety of other communication styles. This will help him in delivering the message, and under certain conditions can eliminate boredom learners.

Starting from this idea, socio-emotional climate of the classroom is a function of interpersonal relationships and psychosocial climate that occurs in the classroom instructional activities currently underway. The core of interpersonal relationships is a

private communication. So according Saondi (2009) socio-emotional climate situation classes can be traced from the state of interpersonal communication that develops in the classroom. Interpersonal relationships that encourage the establishment of socio-emotional climate positive grade of concern considering the achievement of student achievement and student behavior in the classroom is strongly influenced by the quality of teacher-pupil relationship. Several studies noted that students who feel happy with his teacher has high academic achievement and demonstrated productive behavior.

In this regard, then there is a communication style that is done to support the success of the communication process. Broadly speaking, the communication style can be divided into four orientations styles include orientation: ideas, action, people, and processes (Casse in Widjaja, 2008). Educators should be willing to take the time, energy, and other resources to identify the opponent the communication, especially concerning the communication style of the opponent (communicant). This implies that educators need to know the style of communication opponent or yourself, so that the communication function to function effectively implemented. So the communication styles of different students must also be known by the faculty in order to streamline communication during the lecture progresses.

METHODS

This study uses a quantitative approach to the design or the design of *cross-sectional survey of ex-post-facto*, and is included in descriptive research. The study design is a process that is required in the planning and implementation can be a process of collecting and analyzing data. *The survey* is part of a descriptive study that aimed to describe the events studied as such by systematically (Ary et-all, 2009). *Cross-sectional* the data retrieval is done simultaneously on different subjects by distributing a questionnaire (Arikunto, 2006). *Ex-post-facto* that the data results from events that have occurred and investigators do not manipulate the variables that communication style student orientation.

Source of research data is a student as a respondent, that is, those who responded in the form of written answers through a questionnaire from investigators. In connection with the area of data sources used as research subjects, the study population included in this kind of research, because the data source is the entire population of students majoring in Educational Administration (AP) Faculty of Education (FIP), State University of Malang (UM) class of 2014. The instrument uses a questionnaire and Data processed with descriptive analysis techniques.

The descriptive analysis to describe the events as they studied systematically in order to obtain information about the orientation of students majoring in communication styles AP FIP UM force in 2014 when the study was conducted. Restriction of the study population only at majors AP FIP 2014 UM force solely for practical reasons that researchers teaching in the classroom and researchers aim to improve the effectiveness of the communication process in the class lectures in class. So it is expected to improve the quality of lectures and achievements of the younger students.

RESULTS AND DISCUSSION

Result

Descriptive Data communication style orientation majors AP FIP UM force in 2014 showed that 20% of respondents have a communication style that is action oriented. Furthermore, 18% of respondents have a style of communication process-oriented. Then 55% of respondents have a communication style people-oriented. As well as 7% of respondents have a communication style that is oriented ideas. So the majority of student respondents have a communication style people-oriented.

When broken down by gender, the male students who have a communication style that is action oriented as much as 9%; process-oriented 8%; 75% of people-oriented; and oriented towards the idea of 8%. As for the female student who has a communication style that is action oriented as much as 24%; process-oriented 22%; 48% of people-oriented; and oriented towards the idea of 6%.

Discussion

Pierre Casse in his book "Training for the Cross Cultural Mind", explains that there are four value orientations that affect communication styles include: orientation to action, orientation to the process, orientation to the orientation to the idea (Melissatirado, 2014). The effect of the fourth The kind of orientation can be read on the issue of what was discussed at the time of communication (content) and how the communication was done (process).

Widjaja (2008) further describes in detail the characteristics of the four orientations that affect the value of the communication style according to the Pierre Casse. Style *action-oriented* communication, communication contents talking about: learning outcomes, learning objectives, academic achievement, learning productivity, efficiency of learning, the learning progress, learning responsibility, feedback, challenge, experience, success, change, decision. In terms of process characteristics are: pragmatic, directly on achievement of objectives, impatient, quick disconnect, jumping from one idea to another opinion, excited.

Process-oriented communication style, the content of the communication talks about: facts, procedures, planning, organizing, monitoring, testing, experimentation, analysis, observation, evidence, details. In terms of process characteristics are: systematic, logical, factual, speak long, not emotional, carefully and patiently.

Communication style *people-oriented*, the contents of the communication are talking about: people, needs, motivation, teamwork, group, communication, feelings, spirit groups, understanding, sensitivity, vigilance, beliefs, values, expectations, relationships, self-development. In terms of process characteristics are: spontaneous, can share feelings, warm, subjective, emotional, perceptive, sensitive.

Communication style oriented *ideas*, the content of the communication tend to talk about: concept, innovation, creativity, opportunity, possibility, the great designer, issues, interdependent, new ways, increase, problems, potentials, alternatives, what's new in a field. In terms of process characteristics are: imaginative, charismatic, hard to understand, self-centered, not realistic, creative, full of ideas, and provocative.

Communication Style Oriented Actions

The main characteristic of this style is a good communicator happy action in completing the work, solve problems, and to fix something. Character style action-oriented communication, namely: draw up its own purposes; rapid decision-making; like achieving something with the business; impulsive / always encouraged; jumping from one task to another; like things are straightforward; When starting something will continue until completion; not like the delay time; wants to receive feedback on the work; greatly appreciate the experience; impatient with the assignment of a long and slow; love handle multiple programs at the same time; learning through work; and look for challenging tasks.

As many as 20% of respondents have this style. The advantages of the action-oriented communication style is always motivated communicator to work, the work can be completed on time, and many gave the work. While the weakness of this style is the communicator less attention to the process of work, relationships with colleagues, and closed to input the ideas of others.

Communication Style Oriented Process

The main characteristic of this style is a communicator like facts, happy to organize making structure, strategy and tactics. Character-oriented communication style in the process include: addressing the problems in a systematic way; like attending group meetings were arranged with good; against things like itemized; make important decisions carefully; every action is always preceded by analysis; using an alternative methodology for testing; likes to focus on one issue at a particular time; believes that new ideas should be tested first before use; remains "cold" in tension; believes that the step by step approach is very effective; relied on observation and data; the facts speak for themselves; considers emotion creates problems; and believe in the scientific approach.

As many as 18% of respondents have this style. The advantages of the process-oriented communication style is more concerned communicator in the process of completing its work so that the work obtained maxima. While the weakness of this style is the communicator in completing the work requires more time because of the many processes that worked so less efficient time. Communicators also less amenable to the idea of other people's input.

Communication Style Oriented People

The hallmark of this style is the communicator more attention to social processes, human interaction, communication, collaboration, social systems, and motivation. Character-oriented communication style include: trying to understand the feelings of others; considers a good relationship is very important; love learning about other people; like if other people liked; believes that in order to complete the work, people need each other; talk and work with others is a creative activity; communication with other people is the goal, not a tool; can express feelings openly; believes that the team is more effective than the individual; likes to work with others; learning through reciprocal relationships with others; cooperation is very important to him; like the urge to interact with others; sensitive to the needs of others; able to assess the atmosphere of a group; sees itself as a facilitator; feel to believe in yourself.

As many as 55% of respondents, or the majority of the student generation AP 2014 has this style. The advantages of the people-oriented communication style is easy communicator in cooperating with others so that the work can be easily resolved by the team. While the weakness of this style is less communicator can work individually.

Communication Style Oriented Idea

The main characteristic of this style is the communicator liked the concept, theory, exchange of ideas, innovation creativity, and things that are extraordinary. Character-oriented communication style include: love to read; use imagination as much as possible; mind never stops working; do not like things that are detailed; tend to start something but often do not finish it; trying out new ideas on others; like driven intellectually; loved playing with the idea; fast thinker; more interested in the future than in the past; search for new possibilities; like solving problems creatively; like designing new programs; importance of self-actualization; and abstraction are considered interesting fun.

A total of 7% of respondents have this style. The advantages of the idea-oriented communication style is a communicator always find new ideas in his work better and interesting to do. While the weakness of this style is the communicator lacking in action working so tasks tend not resolved on time.

Communicate accordance with Communication Styles

Although there are four different communication styles, but basically everyone has only four forces there is a style that stands out in every individual. Communication style is influenced by the situation, personality, culture, experience and circumstances. One can change the style of communication, but in a critical situation people tend to use the most dominant communication styles (Widjaja, 2008).

After knowing the opponent communication style and the self, the next step is to follow up in an act of communication in accordance with a particular style. Ideally a lecturer should carry out the learning process in accordance with the orientation of student communication style. One way is by grouping students according to the orientation of communication style, and then professor teaching methods adapted to communicate with each group. For guidance in communicating according Melissatirado (2014) can be outlined as follows.

When communicating with people who are **action-oriented**, then: from the beginning focused on results (to express a conclusion at the beginning of the discussion); reveals the best recommendation (do not offer many alternatives); try talking concise; emphasize the practicality of your idea; and use visual aids.

If communicating with a **process-oriented**, then: express something with the right (expressing facts); arrange presentation in a logical sequence (background, current situation, and results); break them down your recommendations; cakupan choices with consideration of their strengths and weaknesses; do not push people-oriented processes to act quickly; and stacking the material in a clear framework.

If communicating with the **people-oriented**, then: take the time to chat before the discussion of the topic to be discussed; emphasize the relationship between your material with those involved; show the success of the ideas that you propose; show the support of the people is respected; use informal writing style.

When communicating with people oriented **idea**, then: provide sufficient time for discussion; be patient when the conversation stray from the topic; at the time began to speak, try to connect the topics discussed with the concept or idea that is wider; emphasize the uniqueness of the idea or topic to be discussed; associate the idea of impact you are talking about the future possibilities. As well as if writing to the person, Emphasize the early part of the main underlying concept, start with a thorough statement and then spare you the details.

In principle, the task of the teacher is to create and develop the relationship with social class foster mutual respect and develop a healthy and open communication that is based on mutually agreed norms (Saondi, 2009). So if the lecturers teach how to communicate in accordance with the orientation of the communication styles of students, it is expected that the students are not difficult to absorb information lecture material. However if the lecturer in lectures communicate leads to a certain style orientation different communication styles possessed by students, then students should respond in a way to enrich the course material from various other sources.

All features and steps to communicate with people who have the tendency of certain communication style that needs to be studied and developed continuously, especially for educators in order to achieve an effective communication process with students in the classroom. For example, no matter how clever a person's speech / lecture, but do not pay attention to the situation communicant orientation in thought and action, then it is very difficult to expect the occurrence of a change in behavior (the desired effect) in people who talk to them. It could even happen that the worst effects of rejection of the communicant, because the message communicator is deemed not in accordance with expectations and their actions.

CONCLUSION

Most or the majority of our student AP FIP UM force in 2014 has a communication style people-oriented. Meanwhile, if broken down by gender, the majority of male students have a communication style people-oriented; and the majority of female students also have a communication style people-oriented.

In accordance with the results of the study, then a lecturer in communication in the classroom must carry out the learning process in accordance with the orientation of student communication style. One way to classify students according to the orientation of communication style, and then professor teaching the methods of communication that have been adapted to each group. While students are advised to further maximize communication style in a manner capable of changing the orientation of the communication style according to the situation and conditions. So that students not only in the orientation course for the sake of the effectiveness of the communication style of communication in the classroom that can support the quality of education.

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