

Teaching the Students in order to be More Communicative in Elementary school

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Abstract

This research aims to describe the formation of communicative character as one of the students important skills in 21st century learning at Muhammadiyah Kauman Elementary School Yogyakarta. The communicative character of the students at Muhammadiyah Kauman Elementary School Yogyakarta is formed through the application of teacher strategy in character formation. In the process of cultivating communicative character, the interesting thing is the closeness between the teachers and the students. This research was qualitative descriptive research. Research subjects consisted of students, teachers and principal. Data collection techniques was through in-depth interviews, observation and documentation. Data analysis technique was interactive-inductive models by Miles and huberman that are; data reduction, data presentation, and conclusion. The results showed that students of Muhammadiyah Kauman Elementary School Yogyakarta have good communicative character. The communicative character is formed through the following strategies; integration in classroom learning, providing real examples, habituation, admonishing students, spontaneous activity, and role model. In the strategy application of students' character formation, the teachers combine with forming closeness between teachers and students. The proximity between teachers and students makes students feel comfortable with teachers so that students do not feel awkward in communicating.

Keywords: 21st Century Learning, Communicative Character, Teachers-Students Proximity, Elementary Students

Introduction

Life in the 21st century demands a variety of skills that must be mastered, so that education is expected to prepare students to master these skills in order to become a successful person in life. According to the 21st century learning paradigm, there are 4 main skills that must be mastered by students, which are skills of; critical thinking and creative, innovative, communicative, and collaborative. Students' mastery of

these four skills will enable students to solve challenges and problems in the 21st century.

The development of the 21st century requires the learning process in schools to adjust. The process of education in schools should not just a transfer of knowledge, but also shapes the human characters. The education process cannot be separated from educators and learners. A teacher is required to educate students in order to develop their potential to the maximum, both in academic and non academic. In fact, the existing education in Indonesia at this time is not as good as what expected. From childhood, children are taught to memorize the goodness of honesty, courage, hard work, cleanliness, and the evil of cheating. However, the virtues are just taught and tested as knowledge on a piece of paper and memorized as material that must be studied, because it is suspected to be out in the exam paper (Gunawan, 2012: 29). Nowadays, many parents forget that characters are very important to their children. Parents prioritize academic grades and forget about the values of their children's characters. Even, they tend to be indifferent to the educational process, as long as getting the diploma is the important. This is where the role of teachers must be raised. Teachers are not only obliged to transfer knowledge, teachers must also be able to connect the relationship between school and students' families, educating students to have good characters.

One of the important skills for children to live in the 21st century, in addition to the skills of critical and creative thinking, innovative, and collaborative is the communicative character. Communicative character is very important to the development of the children because by the communicative character, the children can convey ideas, opinions to others, able to discuss issues encountered, and ultimately can communicate ideas and thoughts to others thus it can be known by a wide audience. Muhammadiyah Kauman Elementary School Yogyakarta is a school that prioritizes the development of communicative character to students. The development of communicative character is carried out with various approaches and ways. One approach done by principal and teachers is to build closeness between teachers and students. Close relationships between teachers and students are prominent when students feel comfortable around the teachers, engaging in play, discussing, and telling stories. Students feel free to communicate and submit their complaints without any sense of awkwardness, it is in accordance with one of the students' character which is a communicative character. This research reveals more depth about Muhammadiyah Kauman Elementary School strategy in developing communicative character to students.

Literature Review

Communicative character

Communicative character is actions that show the pleasure of talking, getting along, and working with others. One of the ways humans interact is by communicating

through conversation or speaking. By talking, human beings will understand each other the meaning of the communication. Therefore, one of the most important characters for a students is the communicative character (Zubaedi 2011: 75).

The communicative character in the context of 21st century learning

Life in the 21st century demands a variety of skills that must be mastered, therefore education is expected to prepare students to master these skills in order to become a successful people in life. In this character, learners are required to understand, manage, and create effective communication in various forms and contents in oral, written, and multimedia. Learners are given the opportunity to use their ability to express their ideas, either during discussions with their friends and when solving problems from educators.

The achievement of 21st century skills is done by updating the quality of learning, helping students develop participation, customizing learning, emphasizing project-based learning/problems, encouraging cooperation and communication, increasing student involvement and motivation, cultivating creativity and innovation in learning, using proper learning, designing learning activities that are relevant to the real world, empowering metacognition, and developing student-centred learning. The various skills of the 21st century should be explicitly taught (Zubaedah, 2016).

Learning activities are the most strategic means to train and improve students' communication skill, both communication between students with teachers and students with students. When students discussing with classmates and teachers, asking questions, answering questions, and arguing, it is form of communication.

Strategy to Form Communicative Character

Muslich (2013: 145) stated that the strategy of character formation can be done by integrating in everyday activities and integrating in learning strategies. Strategy that can be done is the programmed activities, such as example/role model, spontaneous activities, reprimands, conditioning, routine activities. When the teacher wants the learners to have a friendly/communicative character, teachers should be the first and main example to behave and be friendly/communicative (Kurniawan, 2013: 204).

In the Ministry of National Education (2010: 44) mentioned that the success indicators of character education development on communicative character are as follows; working together in groups in class, talking with classmates, hanging out with classmates at break times, hanging out with friends from different classes, talking with teachers, principal, and school personnel.

Proximity of Teachers and Students

Good relationship between teachers and students shows a close relationship between teachers and students. Lickona (2013: 100-118) said that many teachers have relationships with their students by being role model, and also cultivating characters, such as; a) teachers as caregivers: b) when children do not know the answers, c)

respecting issues that deemed important by children, d) building relationship with affection, e) combining good examples with direct instruction, f) assisting students to think clearly about cheating, g) teaching students to care about moral values, h) telling stories as a form of moral teaching, i) teachers as caregivers, role models, and mentors, j) guiding one by one, k) giving individual guidance to students , l) embracing students through written communication.

The closeness between teachers and students can be measured by indicator. Based on the understanding of closeness between teachers and students, therefore the indicator are as follows. Giving attentions to students, greeting each other between teachers and students, having a good relationship with students, giving guidance to students, receiving comments/input from students. Character education is efforts or steps taken to form a person's characters. Teaching the virtues every day, thus children growing up bringing the good habits taught by their parents, in the end they will have good characters. One of the teachers' duty is to shape the students' character so that the students grow with good character.

The role of teachers is very influential in the process of students' character formation. There needs to be closeness between teachers and students so that teachers are able to perform the role. The proximity of teachers and students gives students comfort in communication, be it with fellow students as well as with other school residents. Convenience in communicating with the citizens of the school is one indicator of communicative character that is important for students' development.

Communicative characters are actions that show the pleasure of talking, getting along, and working with others. Communicative characters in students is important, students are expected to be able to communicate well and correctly without any awkwardness. Therefore it can be concluded that the closeness between teachers and students is very important factor in shaping the communicative character in students.

Method

This research was a qualitative descriptive study. This research described the formation of students' character in Muhammadiyah Kauman Elementary School Yogyakarta. The subjects of this research were principal, teachers, and students of Muhammadiyah Kauman Elementary School Yogyakarta. Data collection technique was done by observation, interview, and documentation. Data analysis technique was interactive data analysis inductive model by Miles and Huberman which were data reduction, data presentation, and drawing conclusions.

Result and Discussion

Profile of Students' Communicative Character at Muhammadiyah Kauman Elementary School Yogyakarta

The students of Muhammadiyah Kauman Elementary School Yogyakarta are known to have good communicative character. The communicative character can be seen on

the daily activities of the students at school. The daily activities are manifested through students intercommunication, whether students with students, students with teachers, or students with principal or school employees. As stated in the Ministry of National Education (2010: 44), about the communicative character of students.

This is in accordance with the communicative character of students at Muhammadiyah Kauman Elementary School Yogyakarta, among others are a) working in group in class. In the time of group learning, the students of Muhammadiyah Kauman Elementary School Yogyakarta are looked so passionate and enthusiastic. Students are divided into groups in order to do group assignments, observe and take note of social places around the school. While working on the task, students are able to work with other friends. b) Speaking with fellow classmates, there is student who talking to his table mate, friends from another table, or discussing with some students. When the students in the class, before the class start they usually chat and joke, sometimes they also bring toys from home and play it. c) Mix with classmates at breaks, when they take breaks there are some students go together to the school cafeteria. There are also some students playing together on the school grounds, some run in the school yard and some playing in the classroom. d) Mix with friends from different class, when they meet outside the classroom, whether it's just passing each other, dhuha pray, or when on breaks, students are playing and talking to each other. e) Talking with teachers, principal, and other school personnel, the students are known to be very close to their teachers. When students have problems, the students will ask for a solution to the teachers.

Strategy of communicative character learning in Muhammadiyah Kauman Elementary School Yogyakarta

The existence of a communicative character in the students of Muhammadiyah Kauman Elementary School Yogyakarta cannot be separated from the teachers' effort. This is in accordance with the theory of Muslich (2013: 145), that the strategy of character formation can be done through integration strategy, such as a) role model, researchers observed when the teachers entering the class. With such role model such as greeting when entering classroom thus the students' mindset will be formed that they must greet when entering the class. b) Establishment of communicative character through habitation, such as the habit of asking permission when they want to go the bathroom, get used to greet each other wherever they meet, and get used to shake hands with the teachers. c) Reprimanding when students making a mistake, the principal also instructs to all the teachers that when they admonishing students they not allowed to hurt the students. d) Formation through spontaneous activities, teachers of Muhammadiyah Kauman Elementary School Yogyakarta perform this spontaneous activity at the time of group learning. At the time of forming groups, spontaneously teacher asks the students' opinions to express on how to form the groups. Through the opinion of the students, automatically students will convey their opinion so that the students' communicative character increase. e) Development

through learning, teachers at Muhammadiyah Kauman Elementary School Yogyakarta injects character education on students.

The unique thing in cultivating the communicative character of students in Muhammadiyah Kauman Elementary School Yogyakarta is, in addition to the strategies mentioned above, teachers form communicative characters through the proximity of teachers and students. The proximity between teachers and students is the hallmark Muhammadiyah Kauman Elementary School Yogyakarta. The proximity between the teacher and the student is in line with what Lickona (2013: 100-118) stated that many teachers have relationships with their students by being role model and cultivating characters. a) Teacher as caretaker: treating students with respect and love, the purpose of good treatment here is the teachers of Muhammadiyah Kauman Elementary School Yogyakarta give attention and affection to the students. It is apparent when there are students who have problems. b) When children not knowing the answer, teachers are very happy when their students often ask the teachers, even when questions from students cannot be answered by the teacher immediately, the teacher will take the question as homework. c) Building a good relationship with compassion, the good relationship with love shown by the teachers at Muhammadiyah Kauman Elementary School Yogyakarta is manifested through various things, such as giving attention when students feel sad, disappointed, and even cry. d) Combining good examples with direct teaching, teachers not only remind and teach students to be nice, but the teachers of Muhammadiyah Kauman Elementary School Yogyakarta also provide a real example to the students. Shaking hands, greeting, smiling and addressing are some examples of what the teachers do. e) Teaching students to care for moral values, respecting older people, appreciating people who speak, always asking permission when going out of class, speaking well and always greet when meeting teachers or fellow students, those are some moral values being taught by teachers. f) Storytelling as a form of moral teaching, teachers begin with stories that contain character and moral learning that students can take, and then the teachers directs what good things can be taken from the story. g) Teachers as caretakers, role models, and advisors, teachers also have the ability to nurture students, when students feel happy or troubled then the teachers have a certain way of treating students.

Conclusion

Based on the results of research and discussion, it can be drawn the conclusion that the students' communicative character in Muhammadiyah Kauman Elementary School Yogyakarta is formed through strategies of; giving exemple to the students, habituation, reprimand, spontaneous activity, and also through learning. The interesting thing in the strategy application of the students' communicative character formation is the proximity of the teachers and students. The closeness is manifested by treating students with respect and affection, giving attention, building closeness with students, teachers giving real examples, answering all questions from students,

teaching moral values, and guiding students to always be kind to everyone, residents of schools, and people outside school

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