



Approach and Communication in Learning

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Abstract

This study discusses approaches and communication in learning as two crucial aspects that influence the effectiveness of the educational process. Using library research, this study reviews various current literature, books, and journals that discuss the theory and practice of learning approaches and communication. The main focus of this study is to understand how appropriate learning approaches can support effective communication processes between teachers and students, thus creating productive and meaningful learning interactions. The results of the study indicate that adaptive and communicative learning approaches are crucial in increasing student engagement and understanding. Furthermore, clear, open, and interactive communication is also a determining factor for successful learning. Communication barriers that arise can be minimized through the implementation of appropriate communication strategies by teachers. This study provides a theoretical contribution to the development of learning models oriented towards interaction and effective communication in today's educational context.

INTRODUCTION

Education is crucial in human life because it transforms a nation into a more advanced one. It serves as a means of developing an intelligent generation with good character. Through education, each person's potential can be developed, enabling them to live a better life and become more educated cognitively, affectively, and psychomotorically (Yuono, 2023). The learning process carried out by educators should not only activate one of the students' senses, but also involve other senses, and students should also be involved in experiencing things related to the teaching material (Kadar, 2019). In today's digital era, Islamic Religious Education (PAI) learning faces new challenges and opportunities that demand innovation in approaches and communication. An effective learning approach and appropriate communication between teachers and students are key to conveying Islamic values in a profound and applicable manner (Mawardi, 2023). One relevant approach is Contextual Teaching and Learning (CTL), which links subject matter to students' real-life contexts. This approach can enhance students' understanding of PAI material by connecting it to everyday experiences (Gunawan, 2019). Furthermore, an interactive approach to PAI learning in elementary schools can create a dynamic and participatory learning environment. This approach encourages students to think critically and interact actively in understanding Islamic concepts (Eva, 2022).

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In communication, Islamic Religious Education teachers play a crucial role in delivering material effectively. Good communication between teachers and students helps improve understanding and shape Islamic character in line with educational goals (Ngadinem, 2023). Teachers' communication patterns with students also influence learning success. Research shows that open, two-way communication patterns make material delivery more easily understood by students (Maulidyah, 2024). Integrating technology into Islamic Religious Education learning is crucial for developing students' communication skills. The use of educational applications and social media in learning has been shown to increase participation and understanding of the material (Ridwan, 2025). A contextual approach can also be applied in Islamic Religious Education teacher education so they can relate Islamic teachings to students' real lives.

This approach has been shown to increase student motivation and engagement (Susilawati, 2024). The role of Islamic Religious Education teacher communication is also crucial in fostering student learning motivation. When communication is conducted effectively and enjoyably, students tend to be more enthusiastic about participating in lessons (Nirmala, 2021). The Islamic communication model, which emphasizes morals and role models, is also highly suitable for Islamic Religious Education learning. This strategy not only conveys information, but also educates character (Fitria, 2020). Finally, in facing the digital era 5.0, the memorization approach in PAI can be combined with digital media to improve students' communication skills. Online discussions and collaboration are becoming an important part of modern learning (Jainab, 2025).

METHODS

The research method used in this study is a literature review (Aryanti et al., 2022; Efendi et al., 2022; Engkizar et al., 2023; Rahman et al., 2024). This study is conducted by in-depth review of various literature and references relevant to the topic. The main focus of this research is on approaches and communication in learning, both from primary and secondary sources such as books, scientific journals, articles, and other supporting documents. This study was conducted to explore existing concepts, theories, and practices in the field of education, particularly those related to interactions and communication strategies used in the learning process. Data and information obtained from these various references were analyzed using inductive, deductive, and comparative approaches. Inductive analysis is carried out to draw general conclusions from various facts or specific concepts found in the literature. Meanwhile, deductive analysis is used to test the validity of general theories in a more specific context. In addition, comparative analysis is applied to compare various views or approaches found in different references, so that a more complete and in-depth understanding of approaches and communication in learning can be obtained.

RESULT AND DISCUSSION

Approach In Learning

Learning is an activity carried out by teachers in a programmed manner within an instructional design that creates an interaction process between fellow students, teachers and students, and with learning resources. Learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum objectives (Suardi, 2018). Learning aims to create continuous changes in student behavior and thinking in a learning environment. A learning process is inseparable from teaching and learning activities. Learning is essentially a process of interaction between students and their environment, resulting in behavioral changes for the better. During the learning process, the teacher's most

important task is to condition the learning environment to support behavioral changes in students. Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students (Halik, 2015). According to Joyce & Weil (2015), the approach is "*a way of looking at teaching and learning*", namely a way of viewing the teaching and learning process as a whole. The approach provides direction on how material is delivered and how teacher-student interactions occur (Bruce R. Joyce, 2015).

The author can conclude that a learning approach is a general perspective or perspective on the learning process that is used as a reference in designing teaching strategies, methods, and techniques. An approach is not procedural in nature like a method, but rather serves as a philosophical and conceptual framework that underlies all classroom learning activities. In education, there are two main categories of learning approaches (Rusman, 2017).

Learning approaches are generally divided into two categories: teacher-centered and student-centered. In the teacher-centered approach, the teacher plays a dominant role as a transmitter of information, while students act as passive recipients. The learning process is one-way and tends to be formal. One example is the expository approach, in which the teacher delivers material directly and systematically. As an illustration, in a history lesson, the teacher explains the chronology of the events of the Proclamation of Indonesian Independence through a lecture method, while students listen, take notes, and work on exercises. Another approach that falls into this category is the deductive approach, which is the process of delivering material from general concepts to more specific things. For example, in a mathematics lesson, the teacher first explains the formula for the area of a triangle, then gives problems to be solved based on that formula.

Meanwhile, the student-centered approach positions students as active subjects in the learning process. Teachers act as facilitators and guides, helping students develop critical thinking, independence, and problem-solving skills. One prominent approach is the constructivist approach, in which students construct their own knowledge through experience and interaction, while the teacher merely facilitates the process (Syaiful Sagala, 2020). For example, in a science lesson, students conduct an experiment on water capillarity in plants and discuss the results. Furthermore, the scientific approach implemented in the 2013 Curriculum also includes a student-centered approach. This approach involves five steps: observing, asking, trying, reasoning, and communicating (Samsudin, 2019). In a religious education lesson, for example, students watch a video about tolerance in Islam, ask questions and discuss the values contained therein, and then present the results of their discussion. The contextual approach (Contextual Teaching and Learning/CTL) is also part of this approach, linking subject matter to students' real lives to make it more meaningful (Trianto, 2024). For example, in Economics, students create a monthly budget based on their family's circumstances to understand the importance of financial management. Inquiry and discovery learning approaches also encourage students to discover information and concepts independently. In Geography, students investigate the causes of flooding in their respective areas and present their results, while in Biology, students analyze plant growth data to identify influencing factors.

Learning approaches have several important functions, such as assisting teachers in designing effective learning strategies, adapting methods to student characteristics, increasing the effectiveness of knowledge transfer, and ensuring an active, creative, and enjoyable learning process. When selecting a learning approach, teachers need to consider several principles, including the desired learning objectives, student characteristics, suitability to the subject matter, availability of facilities and

learning resources, and the values they wish to foster in the learning process (Harahap et al., 2021).

Communication in Learning

Communication in learning is the process of exchanging messages between teachers and students that occurs within the learning context, both verbally and nonverbally, to achieve educational goals. In teaching and learning activities, communication serves not only to convey material but also to build effective psychological relationships between teachers and students (Munib, 2022). According to Syaiful Sagala, "learning communication is a bridge that connects learning messages and their recipients, namely students, in a pleasant and participatory atmosphere." This means that communication is not only one-way from teacher to student, but must be two-way to enable active interaction. Two-way communication will encourage students to think critically and express their opinions boldly (Suyanto, 2021).

In practice, learning communication encompasses two main forms: verbal and nonverbal communication. Verbal communication involves spoken and written language, such as lectures, discussions, or Q&A sessions in class. Nonverbal communication, on the other hand, includes body language, facial expressions, intonation, and eye contact, all of which contribute to creating a supportive learning environment (Rusman, 2017). Furthermore, communication in learning also serves as a means of motivation, character building, and a means of evaluating learning success (Daryanto, 2017). Teachers who are able to communicate well will more easily influence students' attitudes and behavior positively. According to Arends, effective teachers are those who not only master the material but are also able to convey it clearly and motivate students through a communicative approach (Arends, 2017). In today's digital era, learning communication has transformed into multimodal communication. Teachers no longer rely solely on direct interaction but also utilize technology-based learning media such as video conferencing, e-learning, and digital learning applications. (Trianto, 2024) Therefore, teachers' communication skills must be adaptive to changing times (Samsudin, 2019). Effective communication in learning relies heavily on three key aspects: openness, feedback, and empathy. Open teachers are more easily accepted by students, while prompt and constructive feedback helps students improve their understanding (Suprijono, 2015).

Empathy is a crucial element in learning communication because it creates a comfortable psychological climate and builds positive interpersonal relationships between teachers and students. In the context of learning, communication plays a vital role. Its primary function is as a means of conveying information, including the delivery of materials, instructions, and assignments by teachers to students. Without effective communication, the delivery of messages in the teaching and learning process will be ineffective. Furthermore, communication plays a role in building harmonious interpersonal relationships between teachers and students, creating a conducive learning environment, and encouraging active student participation. Communication also serves as a tool for monitoring and evaluating the achievement of learning objectives, as well as a motivational tool that can foster students' interest and enthusiasm for learning (Suyanto, 2021).

For effective learning communication to occur, six main components are required: the communicator (teacher), the recipient (student), the message (lesson material), the media (message delivery tools such as whiteboards or digital technology), feedback (student responses), and the context (the situational setting of the communication, including time and psychological conditions). The types of communication used in learning are also diverse. Verbal communication includes the use of words, both spoken and written, such as lectures and discussions, which are

the most common types of communication in the classroom. Nonverbal communication, such as facial expressions, eye contact, and voice intonation, also plays an important role in strengthening or even changing the meaning of verbal messages (Asmara & Nindianti, 2019). In addition, there is one-way communication—where the teacher conveys information without direct response from students—and two-way communication that allows for reciprocal interaction such as discussions and questions and answers. Communication in learning can also be formal, such as in exams, or informal, such as in casual discussions or guidance (Suprijono, 2015).

To achieve effective communication in learning, teachers must apply several important principles. Openness between teachers and students in expressing ideas and feelings creates a democratic and safe learning climate. Empathy is necessary for teachers to understand students' perspectives and feelings, enabling communication to proceed warmly and understandingly. A positive attitude and respect for each student's contribution are also crucial for boosting their self-confidence. Furthermore, messages must be clear, logical, and unambiguous. Teacher feedback must be constructive to strengthen students' understanding and encourage their continued development.

However, in practice, learning communication often faces various obstacles. Psychological barriers such as shame, fear, or lack of confidence make students reluctant to participate actively (Rahmawati, 2018). Technical barriers also often occur, especially in technology-based learning, such as slow internet connections or teachers who are less skilled at using digital devices (Wahyudi, 2019). Furthermore, language and cultural differences can also interfere with students' understanding of teachers' messages, especially in multicultural school environments. Perceptual and attitudinal barriers, whether from students who perceive teachers as incompetent or teachers who belittle students, can also undermine healthy and productive communication. To overcome these obstacles, teachers need to develop effective and adaptive communication strategies. One important strategy is strengthening interpersonal communication. Teachers should build positive relationships with students through warm greetings, empathy, and individual attention (Kurniati, 2020). Furthermore, the use of educational media and technology such as Canva, Kahoot, and Padlet can enhance two-way interaction and facilitate understanding of the material. Teachers must also provide effective and reflective feedback, including prompt, specific, and affirmative responses to maintain students' enthusiasm for learning. Creating an inclusive, open, and diversity-respecting classroom climate is also crucial so students feel safe expressing ideas and asking questions. Furthermore, teachers need to participate in ongoing communication competency training and development. The quality of teacher communication is highly correlated with student engagement and achievement (Purwanto, 2023).

CONCLUSION

Learning is an interactive process involving teachers, students, and the learning environment to achieve educational goals. In this process, the learning approach plays a crucial role as a framework underlying teaching strategies, methods, and techniques. Approaches can be divided into two main categories: teacher-centered and student-centered. Teacher-centered approaches tend to be informative and one-way, while student-centered approaches encourage active participation, critical thinking, and independent learning. The appropriate approach must be tailored to student characteristics, learning objectives, materials, and available resources. The functions of learning approaches include assisting teachers in designing effective learning strategies, increasing the effectiveness of knowledge transfer, and ensuring an active and enjoyable learning process. Furthermore,

communication in learning is an essential foundation for creating an effective and humanistic educational process. Communication serves not only as a means of conveying information but also as a medium for building interpersonal relationships, providing motivation, and conducting evaluations. Effective communication encompasses both verbal and nonverbal forms and must adhere to principles such as openness, empathy, clarity of message, and constructive feedback. Communication barriers that arise in learning, whether psychological, technical, linguistic, or perceptual, need to be overcome with specific strategies, such as building good interpersonal communication, utilizing technological media, creating an inclusive classroom climate, and continuously developing teacher competencies through professional training.

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