
COMMUNICATION IN EDUCATION: AN ABANDONED RESEARCH (Phenomenological Study of Communication of Education in Makassar)

Dr. Citra Rosalyn Anwar, S.Sos, M.Si.

Fakultas Ilmu Pendidikan

Universitas Negeri Makassar

Abstract: This research is motivated by the phenomenon of communication as an essential part of education, but did not get a major concern as part of the education itself. As the most important part of the educational process, it does not develop communication education in teaching and research. So it is necessary to remind communication education as a major part of education, especially for educators and research studies are interesting to explore. This study shows the phenomenon of primary educator in the city of Makassar, which is now not only an educator of teachers in the classroom, but also has many roles to be in lakoninya. On the other hand, a lot of problems going on in the world of education in Singapore is often regarded as miscommunication between educators and learners, but the communication is not taught as part of primary education for teacher educators. This is the background of the underlying communication researchers powerful enough to reveal the phenomenon of education to form and grow at a very strong local Makassar. Culture in Singapore as well as in various regions in Indonesia, affecting the communications made by educators. Conditions and education policy changes to make educators in Makassar deal with the problem of communication, policy, social, heritage that is often discussed in this DIFFERENT. Research using the method of Phenomenology. The process of data collection is done by in-depth interviews and observations, the educators consisting of thirteen levels of education and from the two public universities in Makassar. Several theories support used in this dissertation include: Social Actions, Phenomenology and Symbolic Interaction. The study found a wide range of phenomena encountered as the motivation underlying the education profession as an educator, motivational educators communicate, communication educators generally in the classroom and in the Classroom Affairs, as well as cultural influences communication

Keywords: *Communication Educators, Communication Education, Communication, Culture Campus, educators in Makassar*

1. RESEARCH BACKGROUND

Speaking of communication in the world of education will be very closely with the two main actors, the learners and educators as communicators. The way educators in Makassar communicated certainly be important, although later other elements such as local culture, campus culture, geography, and political situations and social conditions also have an influence, but communication between educators and learners are the biggest part.

Increased interest in becoming an educator, become its own phenomenon, how an educator prepared in college before devoting him to schools, starting at the various levels. It is expected to be a strong enough background to do this research. The ability to communicate should be one of the

most important things are taught and prepared as part of teacher education. But the reality in Makassar, it does not happen. Communication becomes the most untouched among the various theories of learning and models of curriculum and instructional technology. The use of the latest technologies in education becomes an important part in teachers' education, they even always do workshop and training to learn technologies education but the prospective teachers are not

Equipped to communicate when as an educator, the main thing it does is can he communicate with her students, before use of various technological devices that are sophisticated and diverse curriculum.

The main focus of this research is how the communication as a part of teacher education is taught at the college, of course not only in the classroom, but the whole interaction between learners and educators learning resources in a learning environment.

The ability of educators to communicate often become forgotten and considered as not an important thing, while communication cannot be avoided. Although a person chooses not to communicate, Fisher (1990: 271) said the action is communication, silence can be translated as, do not want to talk, cannot talk or do not know. What is used in this case appearance, choice of words; everything is communication that is often neglected. As Educators no matter how smart they are, and having various knowledge but did not have an ability to communicate it, would not be able to transform that knowledge. The wealth of his knowledge is only useful for themselves not transferable to his students.

Teaching and guiding students is the main task of an educator. Teachers are also required to have competence as a professional educator, namely competency Pedagogic, Personality, Social and Professional. The fourth competency among others, requires that lecturers and teachers in addition to master the field taught, objective, non-discriminatory, but also must be able communicate effectively, empathetic and polite. Besides, mastering the characteristics of learners and the physical, social, cultural, emotional and intellectual is as one part of the pedagogic competence.

The challenge for educators is how to explain the course material well, providing essential by way of interest, confidence and motivating students. Communication and interaction in the classroom and outside the classroom will determine the effectiveness and quality of education. Educator explained, students are asked, speaking and listening that occurred one after another, all are an important part of education. Real or implied, it is clear

how important communication skills to be possessed by educators as a professional educator through the fourth competency. Communication in the classroom is not the only one that must be considered by educators as an educator. Communications outside of class also plays an equally important role.

Educator activities in carrying out various activities of his education very related to communication, especially in transforming (shift) and disseminate science and technology (science, technology, and art). Communications relating to the activities of these educators, covered in educational communication which is generally understood as the communication containing a message about the science and technology that aims to educate the nation. If education communication understood as part of communication education and teacher education in particular and social sciences in general, the communication of science should be taught in universities.

2. AIMS OF STUDY AND RESEARCH METHODS

Makassar city was deliberately chosen as the study site, because as one of the major cities in eastern Indonesia and is the capital of South Sulawesi, Makassar which grew into a center of education, especially the education of teachers. The background of the main interests of researchers are, often each face problems always posed a reason, "communication error", but fascinating science communication itself is not taught as basic subjects in all study programs at universities in Makassar, including at universities which will produce educators who teach about teacher education, It certainly raises the question, if a communication error is always presented as a cause of many problems, it raises curiosity about how teachers as educators taught communication at the college.

It is expected to be a strong enough background to do this research. Various phenomena attract the interest of researchers. How communication is actually happening on the ground in Makassar. Researchers will reveal more deeply, reviewing, and identifying trends, categories and models using qualitative methods to approach phenomenology through the title of the study: An Education

Communication Research the Marginalized (Phenomenology of Communication Studies Education in Makassar)

In general, the purpose and usefulness of this research to develop communication studies as one of the aspects of the study of teacher education and communication, particularly education, with a special focus on the goal of this study in accordance with the translation of the subject matter presented earlier, is as follows:

1) Find, explain and examine how communications as part of teacher education is taught in college.

Based on these objectives, this study would be useful for the development of science, particularly the study of communication and education. Communication here is not limited to interaction in the classroom, as described previously, but also the overall actions and behavior of the actors of communication is communication, as expressed by Fisher (1990; 271) that the act is communicating. Furthermore, the concept of communication to the world of education that involves the exchange of verbal and nonverbal language can share field experiences between parties conducting communication. For education as an interaction would not be possible without the communication (in Mulyana, 2001: 59-60). Theories become guidance in this study, namely: (1) Social action theory Max Weber (2) Phenomenology of Alfred Schutz; the reference theory is an approach of thought to explain how the reality of communication educators subjectively.

Furthermore, the concept of communication Various definitions explain how the various elements of communication are very dependent on each other, which when associated with learning communication can be as follows; Communication between educators with learners. A teacher as communicators must have the ability to formulate the message that will be delivered to students and vice versa, the teacher must be able to understand what is being communicated by the students, either in the form of a dialogue or discussion or nonverbal language.

Moreover teachers should also be able to determine how to communicate in this regard include selecting media for communicating both directly (face to face) or using media aide (video tutorial, and so on), with the expected presence of a beneficial interaction on both sides as communicators.

Teachers as communicators, demonstrate the importance of communication studies in education. There are two reasons for the importance of communication in education. First, the world of education requires a comprehensive understanding, holistic, fundamental and systematic use of communication in the learning process. Without good communication, education and orientation will lose the way in establishing the expected output quality. Nearly 80 percent of the activity of the teacher in the classroom and outside the classroom is the activity of both verbal and nonverbal communication. Therefore, the result of bad reception of material by the students, not necessarily because the teacher is not capable, may be precisely because of their communication methods are less effective for both parties. Second, educational communication will indicate the direction of the process of social construction of reality education. That is, communication can contribute to education is very important in the understanding and practice of interaction as well as the actions of all individuals involved in education. Education will not be able to realize the value of the group is divided (shared group consciousness) without the support of communication (Naim, 2011; 26-27). Phenomenology indeed an approach that is expected to reveal much detail as possible the object under study and other aspects that may not be calculated with mathematical term.

For adherents of interactional and pragmatic perspective, is clearly not possible to use the experimental method or hypothetico - deductive pattern, but will wear with basic research grounded or inductive pattern analysis or research naturalist. Researchers are clicking constructivist paradigm use because researchers want to get development of help

understanding the process of interpretation of an event.

This research obtains data through interviews with thirteen subjects of research, observe their behavior, also with the support of secondary data from literature references including from the mass media and social media, as the source of supporting data, the research techniques in the triangulation complementary to each other. Researchers conducted a pre-activity data collection, with reference to Creswell, which he calls the Circle a Data Collection (Creswell, 1998: 109-135).

This research was conducted in the city of Makassar, focusing research on the subject of teacher education at universities in Makassar. The reason the researchers chose Makassar because of teacher education in Singapore has not made the communication as an important part to be taught is different from other similar colleges It is also associated with increased interest in the younger generation to become educators.

With the focus of attention to communication, activities on the role of educator do how the communication that is formed from them in the delivery of education messages through interaction. To gain the data for this research, we have conducted unstructured in-depth interviews. Then the subject or resource in this study were 8 (eight) lecturers who are key informant at public universities in Makassar selected purposively number of research subjects are used depends on the validity, the depth of meaning, awareness gained from qualitative research is determined by the wealth of information of the research subjects

Initially, making the interviews was not easy, even, where they were willing to be interviewed, they seemed uneasy in the beginning. The interviews took place at campus, at mall, and cafe. It is also with the support of secondary data from literature references including from the mass media and social media, as the source of supporting data, the research techniques in the triangulation complementary to each other

We also carried out some observations to complement the interviews. We observed their

class, their verbal and nonverbal behavior, and the locations where they activated as a educators The whole fieldwork lasted nine months.x

3. RESEARCH CONCEPT

3.1. Teachers as an Actors Communications

The capacity of the teacher as communicators in education clearly requires communication skills are very prominent. Learning process occurs in the communication process, both of which lasted intrapersonal, as well as interpersonal, verbal and nonverbal (Yusuf, 2010: 52). Teachers who give lectures, guidance, dialogue, debate, discussion and so on. Without the involvement of the educational process communication will be hampered. Teachers as communicators, should understand at least three things about educational communication, namely communication as an action in one direction, communication as interaction and communication as a transaction, as proposed by John R. Wenburg and William W. Wilmott also Kenneth K. Sereno and Edward M .Bodaken (Mulyana; 2008: 67).

3.2. Communication Education

Communication by Michael Motley (1990) only occurs when the message was deliberately directed at another person and received by the intended person. Communication studies education was not as popular as other communication studies, such as health communication or political communication. Therefore researchers are interested to make study materials, given the importance of communication in education.

After discussing the communication, it is necessary for researchers to propose the concept of education. Simply put, according to Big Indonesian Dictionary (KBBI) is the process of changing the attitudes and conduct of a person or group of people in a mature business man through teaching and training efforts. The definition of an understanding of education is a process, a way to educate and act.

With the understanding of communication and education, then it is understood that communication education is a study which

studied the relationship between communication and education. Examines the mutual relationship and communication events occurring in education, such as how to communicate, what to use, through what, where, why and who is doing the communication. The relationship between communication and education are mutually affect or “timbal balik”. How does education affect communication, can be seen in the selection of words, appearance, speech, and so on, are influenced by one's educational background. Very clear communication event also occurs in the context of education, but often in the world of education this is not a major concern. Specifically in terms of educational communication as a technique will bring the art of communication.

4. PARADIGM RESEARCH

For adherents of interactional and pragmatic perspective, is clearly not possible to use the experimental method or hypothetico - deductive pattern, but will wear with basic research grounded or inductive pattern analysis or research naturalist. Researchers are clicking constructivist paradigm use because researchers want to get development of help understanding the process of interpretation of an event.

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5. RESEARCH FINDINGS

5.1. Communicating Motivation for Educators

The findings of this study discuss the communications made inside and outside the classroom when it is on the main campus. The motivation that drives them to the communication consists of two major groups, namely experience and Labelling, findings in this study also produce 'motive' or in order to motives, referring to a situation in the future where the lecturer as an actor wishes to achieve through some actions. Therefore, this motivation is objective because only people who live possibility to know about what you want to achieve in the future. Therefore refers to those who act on labeling and unconsciously While 'motives because' (Because motives) refers to a circumstances in the past. This motif is objective, describe the past which is interpreted by the present, in this study refers to the research subjects who make their experience as a student as a guide. Research subjects consciously live, feel, and then choose the communication they deem appropriate as the role of educator, and then adapt it to their own style and the present situation.

5.2. Communication in the Main Campus

Findings of communication include communication in the classroom and outside the classroom. Communications made a lecturer in this study refers to verbal and nonverbal messages, which performed well in the classroom, and outside the classroom in an atmosphere of education.

Broadly speaking, a lecturer in communication in the classroom can be seen through two settings: (1) Situation of class and (2) the character of teaching. While, communication is done through verbal communication and nonverbal communication, verbal communication goes through (1) the style of language and nonverbal communication through (1) the language of the body and (2) appearance.

The classroom is important because the range of issues to be studied, in terms of communication. Besides the classroom is the main place where the communication in the context of education. The classroom is the main place where the communication takes place in an educational context. In the discussion on the classroom would not be separated from how educators establish an atmosphere of class. For a cozy atmosphere of a class by itself would support the interaction and communication in the classroom.

Researchers found three class-atmospheres built by research subjects as follows; (a) The atmosphere of the living room, (b) Atmosphere workspace, and (c) the family room ambience. The atmosphere became important to discuss because of the atmosphere that built this, educators then develop communication chosen in teaching.

6. CONCLUSION

It can be concluded as follows: Teachers in Makassar in developing communication both on campus and in the community, forming their own communication model. This is exactly what the reference to communications made by a teacher in the future, as part of teacher education they receive. Various communication activities of the research subjects in this study in the classroom, are influenced by the motivation of the subject of research in communication that is based on experience (unconscious) and labeling (unconscious). Experience and labeling that underlie various actions or motives of the communication activities of the lecturer in the classroom.

Development of communication studies education studies is strongly recommended, especially on teacher education.

Communication education should be taught as one of the supporting part of teacher education, not just a section of the study.

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