

Oral Interpersonal Communication in Indonesian Language Learning in Elementary Schools

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Abstract

Purpose: This study explores oral interpersonal communication within Indonesian language learning in the digital era at the elementary level, specifically aiming to examine the nature of active interaction between teachers and students and to describe how students' argumentative abilities develop during Indonesian lessons.

Methodology: Employing a qualitative ethnographic design, the research was conducted at Integrated Islamic Primary School Muhammadiyah Al-Kautsar. Participants included the principal, the Indonesian language teacher, and grade V students. Data were collected through in-depth interviews with educators and administrators, participatory classroom and social-environment observations, and analysis of relevant documents. To ensure validity, multiple data sources were triangulated, and reliability was maintained by applying consistent procedural steps. Data analysis followed an inductive approach, identifying emergent patterns and insights into interpersonal communication practices.

Results: Findings indicate that teachers' oral interpersonal communication skills are pivotal in fostering students' critical thinking and social competencies. Active, bidirectional interactions—both during classroom instruction and in students' broader social contexts—were observed to be well integrated into Indonesian language lessons. Moreover, activities designed to engage students in argumentative discourse significantly bolstered their confidence and communicative abilities, leading to more effective learning outcomes.

Applications/Originality/Value: By highlighting the foundational role of oral interpersonal communication in developing critical thinking and argumentation skills, this study offers practical strategies for optimizing teacher-student and peer interactions in digitally enriched learning environments. Its insights can guide curriculum designers and educators in elementary settings to leverage ethnographic methods and targeted communicative activities, thereby enhancing student engagement and language proficiency in the digital era.

Introduction

Oral interpersonal communication in Indonesian learning in the digital era in elementary schools is a cognitive, social, and emotional development for students. Effective interaction between teachers and students, as well as between students, is the basis for optimal Indonesian learning. Some components of learning place humans as the main components in communication while other components function as complements (Kolnel & Zendrato, 2019; Linggasari & Rochaendi, 2022). Thus, the development of effective oral communication skills is a key pillar and has a significant relationship between oral communication and learning engagement (Apat et al., 2023). The development of effective oral communication skills is an important foundation in the learning process, as it allows students to express their ideas clearly, actively participate in class discussions, and build a deeper understanding of the subject matter.

The digital era, which has changed many aspects of communication, has significantly posed new challenges for educators. They must maintain the effectiveness of oral communication in the classroom, while students are more often exposed to digital texts that are one-way and non-interactive (Carr et al., 2021; Mujtahid et al., 2021; Orijj & Torunarigha, 2020). Interpersonal communication carried out by teachers has a significant influence on student learning motivation. In other words, increasing student learning motivation optimally can be achieved through improving and strengthening interpersonal communication carried out by teachers (Kusman, 2019; Maulia & Purnomo, 2023). This aspect is carried out to ensure that students can achieve optimal literacy competence.

Optimal literacy competence requires indicators related to the aspects to be observed or measured. In accordance with the oral aspect, the indicators according to (Asiah, 2016; Marfuah, 2017; Wuryaningtyas, 2015) namely (1) Listening Skills (2) Intonation and Voice Tone (3) Active Interaction (4) Clarity and Simplicity (5) Nonverbal Signs (6) Argumentative Ability (7) Empathy and Self-Adjustment (8) Cohesion and Structure (9) Emphasis. Based on the opinion of the expert, in this research article, oral communication in Indonesian language learning is observed from (2) Indicators, namely (1) Active Interaction (2) Argumentative Ability.

Based on the oral aspect that leads to Indonesian Language Learning in Elementary School, it is highly dependent on effective oral communication between teachers and students. About 70% of students' comprehension of the material is determined by the quality of oral communication, but 30% of students have difficulty following lessons due to less effective interaction. In addition, 60% of teachers consider the main challenge to be building effective communication, especially when students are less responsive. Approaches that can be considered include the application of active learning methods such as focus group discussions, student presentations, and structured question-and-answer sessions to encourage student participation and strategies to increase effectiveness more intensively,

Effectiveness of Indonesian learning in elementary schools At Integrated Is-lamic Primary School Muhammadiyah Al-Kautsar, Indonesian teachers have applied methods such as group discussions, questions and answers, and presentations, which improve students' oral interaction and listening skills. However, other obstacles such as difficulty expressing ideas, cultural and language differences, and a less supportive classroom environment are also challenges in learning Indonesian (Fathiyah et al., 2020; Parmaxi, 2023; Sasstos, 2020). Active interaction and the ability to argue are challenges for students in learning Indonesian.

Active interaction and argumentative skills, supported by a conducive learning environment, play an important role in building interpersonal communication. The child's learning process is influenced by internal factors, such as curiosity and the need to acquire knowledge, as well as external factors, such as motivation and support from others (Sembiring et al., 2024; Soraya & Alizza, 2023). However, challenges in interpersonal communication remain (Amerstorfer & Frein von Münster-Kistner, 2021; Ayuwanti et al., 2021). Intensive interaction between teachers and students can increase effectiveness which encourages active participation and a deeper understanding of the subject matter.

The implementation of oral communication is in accordance with previous research carried out in the country Indonesia carried out by (Wahyuni, 2024) that this study shows that effective communication can improve engagement, collaboration, and problem-solving skills, which directly contributes to better organizational outcomes. In addition, previous research from Malaysia carried out by (Govindaraju & Seruji, 2022) stated that good interpersonal relationships between teachers and students affect the quality of student education. A free and fun environment of interaction between teachers and students can improve the learning process. Other previous research conducted in Uzbekistan explain that active listening skills must be developed to achieve more effective communication, both in professional and personal contexts (Gulabza Ismatovna, 2020).

Previous research from China which emphasizes the importance of the role of interpersonal communication in understanding the role of each type of communication in influencing environmental behavior (Han & Xu, 2020). There is also previous research conducted in United Kingdom by (Okoro et al., 2017) which states that communication skills are essential strategic assets for individuals and organizations in achieving competitive advantage for the world of education. Thus, this study emphasizes the importance of oral interpersonal communication in Indonesian learning in elementary schools. This research focuses on increasing student engagement and participation through effective communication.

The previous research emphasized the importance of effective oral communication in various contexts. Good communication can improve engagement, collaboration, and organizational outcomes, while positive relationships between teachers and students are shown to improve the quality of education. Communication skills are considered a strategic asset to achieve competitive advantage in the world of education. Overall, good interpersonal communication is essential for improving engagement, collaboration, and quality of education.

Based on the explanation and research, the research in the article has 2 objectives: (1) Describe active interaction in interpersonal communication in elementary school (2) Describe students' argumentative ability in learning Indonesian in elementary school. Opinion of (Meyer & Turner, 2023; Syarifuddin & Atweh, 2022; Wambsgans et al., 2020) Through oral communication, this research focuses on how students actively participate in discussions and their argumentative skills, so as to create a learning environment that supports these skills.

Method

This study uses a qualitative approach as the type of method applied (Mufti et al., 2021). This research is based on the design of an ethnographic approach. In the opinion of (Sutama, 2019) Ethnographic design (Ethnographic Research) is a research approach that focuses on learning management with the aim of understanding social and cultural dynamics. In this design, participatory observation and in-depth interviews are used as the main instruments for collecting data (Taylor, 2021). The study focuses on meanings related to specific values and emphasizes process rather than measurement. This method uses a variety of approaches to achieve a deep understanding (Sutama et al., 2020). In the opinion of (Amalia et al., 2023; Dimoski et al., 2016; Yahya & Suparno, 2020) Oral interpersonal communication in Indonesian learning in elementary schools is explored through a descriptive approach to understand the dynamics between teachers and students. The research design includes classroom observation, in-depth interviews, and analysis of learning documents.

This research involved the principal, Indonesian subject teacher, and grade V students of Integrated Islamic Primary School Muhammadiyah Al-Kautsar as research subjects. The main focus of the research is oral interpersonal communication between teachers and students, as well as between students. The research object includes various aspects, such as message delivery, instruction understanding, participation in discussions, and communication dynamics in the

classroom. This research also highlights the effectiveness of communication, the obstacles faced, and the strategies implemented to improve communication.

Data collection in this study was carried out through three main techniques: observation, interviews, and document analysis. Observation is used to observe verbal interactions between teachers and students directly, while interviews aim to explore their experiences and perceptions regarding interpersonal communication. Document analysis completes the data by reviewing learning materials and notes related to the communication process in the classroom (Alshuraiaan, 2023; Eungoo & Hwang, 2021; Thornberg et al., 2022). The document includes lesson notes and student work, which aims to provide a comprehensive overview of communication in elementary schools. The validity of the data is obtained through triangulation, this technique involves document analysis and data reliability is maintained through the application of consistent procedures. Through the opinion of (Donkoh, 2023; Schlunegger et al., 2024) This approach ensures that the research results are accurate in describing learning phenomena in the classroom.

Qualitative data analysis techniques using inductive analysis and constituent comparison (Sutama, 2015). By generating new understandings by building categories from existing data, so that theories can develop from real experience (Imran & Almusharraf, 2024). The data analysis process is carried out through several stages, namely data collection, data reduction, data presentation, evaluation, and conclusion drawn.

Results and Discussion

Active interaction in interpersonal communication in elementary school

Active interpersonal interaction in Indonesian learning in primary schools includes various forms of communication that aim to create an inclusive and collaborative learning atmosphere. Teachers play the role of the main facilitator in building effective communication with students. One of the methods used is direct question and answer, where the teacher not only asks questions related to the material, but also encourages students to ask questions back. This aims to stimulate students' curiosity while practicing their critical thinking skills. In addition, storytelling techniques are used to convey material in an engaging way, utilizing stories that are relevant to students' daily experiences so that they are easier to understand. Visual media such as images, videos, or interactive presentations are also used to attract students' attention and make it easier to understand abstract concepts. Teachers also provide direct feedback during the learning process. This feedback not only focuses on the student's mistakes, but also highlights the positive aspects of their answers or contributions, so that students feel valued and motivated to continue participating. In situations where misunderstandings occur, teachers provide re-explanations or facilitate discussions to help students achieve a better understanding.

To enhance peer-to-peer learning, teachers design group discussions and cooperative assignments. In group discussions, students work in small teams to discuss material or solve specific problems. This method allows students to share ideas, listen to other perspectives, and learn to work together. Meanwhile, cooperative assignments are designed to ensure each student has specific roles and responsibilities, which help them develop social skills while also understanding the material more deeply. At the class level as a whole, teachers hold class discussions to give all students the opportunity to express their opinions. Teachers ensure that the atmosphere of discussion remains open and inclusive, so that every student, both shy and active, feels comfortable speaking. In these discussions, teachers play a role in directing the conversation, keeping all students engaged, and encouraging respectful interactions among students. With these strategies, active interpersonal interaction can be created, supporting a more effective and enjoyable learning process.

In theory, this active interaction aligns with an effective communication framework that emphasizes the importance of human-centered engagement as the core of learning (Kolnel & Zandrato, 2019). Good interpersonal communication not only builds critical thinking skills, but also strengthens students' social abilities (Meyer & Turner, 2023). The application of interactive methods such as group discussions and question and answer reflects the theory of constructivism, which emphasizes that students' activeness in participating is the key to building understanding (Warsah et al., 2021)

The results of interviews and observations support the importance of this interpersonal interaction. From the teacher's perspective, effective communication through clear explanations, the use of real examples, and empathy successfully creates a supportive learning environment. Meanwhile, students revealed that the interactive learning method makes them more comfortable communicating, both with teachers and peers. They cited group discussions and collaborative activities as factors that increased their engagement in learning. Classroom observations showed that the oral communication method applied by teachers was able to increase student participation, where they confidently answered questions, responded to peer opinions, and contributed to group activities. This active interaction not only improves students' communication skills, but also supports the development of their critical thinking skills and emotional intelligence.

The results of interviews with teachers as informants as Indonesian teachers, show that effective interpersonal communication is very important in learning. The informant suggested that oral communication between teachers and students be carried out regularly to strengthen the closeness and understanding of the material, and emphasized the importance of a comfortable atmosphere and the use of relevant examples in teaching. Collaboration helps students improve their writing and speaking skills. It also has a positive impact on their overall language proficiency (Kamala & Abdul

Aziz, 2020). Although students show good oral communication skills and are actively engaged, there are obstacles in teachers' communication skills that need to be improved to support students' understanding and character.

The results of interviews with VC students showed that the role of the teacher was very helpful for them to talk to others. Students feel helped by assignment guidance and enjoy inventive learning methods, which make them comfortable interacting with friends both inside and outside the classroom. With the help of teachers and friends, he can receive teaching materials well, be able to resolve conflicts well, and do not have difficulty in understanding or conveying messages. According to research (Warsah et al., 2021), collaborative learning methods in the classroom can help students improve critical thinking skills, which are essential for academic success and in everyday life. Thus, collaborative learning methods help students improve critical thinking skills, which are essential for academic success.

Observations show that oral communication in the classroom goes well. The question and answer method is used to encourage student participation. The questions asked are not only related to the subject matter, but also trigger critical thinking and relate to students' personal experiences. Students actively answer and respond to their friends' answers. In group cooperation and discussions, teachers divide students into small groups and provide guidance and support. Learning media such as stories, pictures, and videos are used to attract students' attention and improve communication and interaction in the classroom. Classroom management is also good, with clear rules of interaction and the ability to handle distractions calmly and firmly (DEPARTMENT OF EDUCATION, 2020). Because of effective classroom management strategies, including using calm but firm responses to distractions. It emphasizes how to help create a disciplined and supportive learning environment.

The observation results show that grade 5C students show a high level of involvement in collaboration-based learning, especially in group discussions and question and answer sessions. These findings support research that reveals that interactive learning environments can encourage students to be more confident in expressing their opinions, while improving their interpersonal communication skills. The role of teachers is very significant in ensuring that every student has an equal opportunity to speak and express their opinions, so as to create an inclusive and supportive learning atmosphere. Positive interactions between teachers and students also help build respectful relationships, which is the foundation for creating a harmonious and productive learning atmosphere (Yahyu et al., 2023). The comfortable atmosphere created by a variety of teaching methods, such as the use of visual and audio media, also strengthens student involvement in the learning process.

The challenge of better interpersonal communication still needs to be addressed, especially in improving teachers' communication skills. Recent studies show that teachers who use a communicative approach regularly improve students' understanding and improve their social and emotional skills, both of which are crucial for future success (Pratidina Candra Dewi et al., 2023). In situations like these, it is important for educators to continuously improve their communication skills through training and professional development that focuses on interpersonal communication skills. Therefore, students will be better able to maximize their potential in various fields, both academic and social, if collaborative learning strategies and effective communication work together.

To achieve optimal results, teachers need to provide direct and structured feedback, so that students feel valued and motivated to continue developing their communication skills. This can be achieved through more intensive interaction, where the teacher's role is not only as a teacher, but also as a facilitator who encourages students to think critically and reflectively. Thus, students will be more active in the learning process and feel supported to improve their communication skills. In addition, research by (Siringoringo & Alfaridzi, 2024) emphasizing the importance of using technology as a means to enrich interpersonal communication in the classroom, such as the use of educational applications that can facilitate real-time interaction, both inside and outside the classroom. Thus, the integration of technology into learning strategies can support collaborative learning as well as strengthen students' interpersonal communication skills. The combination of innovative teaching methods and the right use of technology will create a dynamic and inclusive learning environment, which ultimately increases students' academic success.

Students' argumentative skills in learning Indonesian in elementary schools

Based on the interviews, students' argumentative skills in learning Indonesian are very good, with students able to convey ideas clearly and actively participate. Oral communication from teachers plays an important role in improving students' understanding and development of argumentative skills. An interactive and comfortable environment helps students be more open and confident. Teachers' interpersonal communication plays an important role in shaping students' character, especially in creating an environment that supports the development of communication skills and critical thinking (Iswari, 2022). The ability to argue also contributes to the formation of positive character, influenced by the teaching of interpersonal communication from teachers. Overall, effective communication and a supportive environment improve students' argumentative skills.

Students feel greatly helped by the teacher in developing their argumentative and interpersonal communication skills. Comfortable interaction with classmates supports this process, so students can resolve conflicts and convey messages well. Teacher support influences student engagement in active learning, including discussions (Simanjuntak & Sudibjo, 2019). This helps students understand the material, both through direct explanations and other media. Overall, teacher support and a positive classroom environment contributed greatly to the development of students' argumentative skills.

Observations show that students are actively arguing in learning Indonesian. They engage in oral communication and group discussions. Teachers encourage participation through questions that stimulate critical thinking and relate the material to personal experiences. Students actively answer and respond to their friends' answers, which shows their ability to argue. It explores how learning media can affect student learning achievement by paying attention to the interaction between students and the media (Nurrita, 2018; Pratiwi & Meilani, 2018) Interesting learning media and clear language help students understand. Good classroom management also supports the development of students' argumentative skills.



Figure 1. Oral interaction between teacher and learner.



Figure 2. Teacher communication in the classroom.

The use of collaborative methods such as group discussions and team projects is also an effective strategy. Interaction between students in small groups can improve their interpersonal communication skills, as well as allow teachers to observe and provide more focused guidance. It is important for teachers to show empathy and openness. (Purandina, 2021) Argue that by being friendly and listening attentively, teachers can build stronger relationships with students, creating a more comfortable and conducive classroom atmosphere for learning.

Teachers have a great influence on student growth, especially in learning Indonesian at Integrated Islamic Primary School Muhammadiyah Al-Kautsar, through their oral communication. With clear explanations and the use of easy-to-understand language, verbal interaction between teachers and students can improve comprehension of the material. Additionally, effective communication increases student engagement and motivation and creates a challenging and enjoyable learning environment. According to (Muhtadin, 2018), by actively participating in class discussions, students can develop communication skills, such as speaking, listening, and arguing in a structured manner.

This study also shows that good interpersonal communication between teachers and students not only supports cognitive learning, but also plays an important role in the development of students' character. Teachers who can build familiar and constructive communication with students tend to be more successful in fostering confidence and responsibility in students. This creates an environment that supports the holistic development of students, both academically and socially-emotionally. According to (Viero & Sari, 2023), effective interpersonal communication in the classroom plays an important role in building an inclusive learning culture, where every student feels valued and motivated to actively contribute to learning. Therefore, it is very important for teachers to continue to develop their interpersonal communication skills, so that they can provide maximum support in the teaching and learning process. With good communication, teachers can create an environment that supports students' academic and social development simultaneously.

This study shows that good communication between teachers and students helps character development and cognitive learning. Teachers who can communicate with students in a familiar and constructive way often succeed in fostering their confidence and responsibility. Effective interpersonal communication in the classroom also helps to build an inclusive learning culture where all students feel engaged and motivated to actively participate (Viero & Sari, 2023). With that said, it is important for educators to continue to improve their interpersonal communication skills so that they can best assist students in the teaching-learning process.

The importance of good interpersonal communication in the context of learning lies not only in the interaction between teachers and students, but also includes interaction between students themselves. Students who engage in group discussions and team projects have the opportunity to share ideas, experiences, and perspectives with each other, which can enrich their understanding of the material being studied. Additionally, an environment that supports positive inter-

actions between students encourages the formation of strong social relationships, which can have an impact on their emotional well-being and motivation to learn (Nilamsari, 2018). Thus, the development of interpersonal communication skills becomes an integral part of holistic learning-oriented education, where students are not only taught to understand academic content, but also trained to interact and collaborate effectively inside and outside the classroom.

The influence of effective interpersonal communication in the classroom on the development of students' character shows how important communication is. When students engage in positive interactions, they not only learn to respect the opinions of others, but also to respect and appreciate each other. These skills are essential for creating a fair and inclusive learning environment, where every student feels valued and motivated to contribute. Studies show that classrooms that encourage open communication and mutual respect can improve academic performance and student satisfaction (Susan, 2024). Therefore, teachers need to create an atmosphere that allows students to express themselves freely and establish supportive relationships, so that learning goals can be achieved more effectively.

Conclusion

This study reveals that oral communication plays an important role in Indonesian learning at Integrated Islamic Primary School Muhammadiyah Al-Kautsar. Effective interaction between teachers and students, as well as between students, improves students' understanding of the subject matter and encourages them to actively participate in the learning process. Students are given better opportunities to communicate and argue more confidently through cooperative learning approaches, such as group discussions and question-and-answer sessions. The results of observations and interviews show that an open and interactive learning environment, coupled with good communication, can improve students' social and emotional skills.

Some of the challenges faced in improving interpersonal communication in the classroom include teachers' communication skills that need to be continuously developed. Teachers are expected to implement more innovative learning strategies and use educational technology to enrich interactions. Thus, the synergy between effective teaching methods and good interpersonal communication will improve overall student learning outcomes. This study emphasizes that it is important for educators to continue to improve their communication competencies in order to create a learning atmosphere that supports the development of students' character and critical thinking skills.

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