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Building an Effective Educational Communication: A Study on Educator-Educatee Relationship in an Effective Teaching and Learning

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Abstract: This paper discusses about educational communication, particularly in teaching and learning process. Teaching and learning is a dymanic educative interaction process between educators and educatees. Building communication in teaching and learning constitutes an important medium to realize an effective teaching and learning. Effective communication has significant impact on the successful goal achievement. Communication can be said as effective when there is two-way flow of information between communicator and communicant, and this information is equally responded to as expected by both of them. An effective communication is characterized by a good interpersonal relationship. When an effective communication takes place between teachers and educatees during teaching and learning, then it is a successful teaching and learning process. Communication in teaching and learning is highly complex in nature since it involves paedagogical, psychological, and didactical aspects. The paedagogical aspect refers to the fact that teaching and learning take place in an educational environment. Therefore, teachers are demanded to accompany their students to successfully learn and accomplish their competences. The psychological aspect refers to the fact tha students have varied development extents and these require varied materials to be taught, including various varieties in learning, ranging from learning concepts, learning attitudes and learning motoric skills. Finally, the didactic aspect refers to the operational stage of student classroom management in attending the teaching and learning activity. Teaching and learning are said to be effective when the teaching and learning process produces good products, be it the products of instructional effect and nurturant effect. The product of nurturant effect has wider impact as *outcome*; this nurturant effect is thought as more important as compared to the instructional effect.

Keywords: *educational communication, teaching and learning, effective teaching and learning*

A. Introduction

Communication is a process in which two or more people form or do some information exchange to each other, which eventually results in the same understanding. Building communication in teaching and learning process is one of important things to bring about an effective teaching and learning activity. Communication becomes the main key to interaction between teachers and students. Communication does not mean merely interacting using oral language, rather it can also be done using written and sign languages or gestures.

Teachers are the determinant factors of success through their performance at school level. Teachers's position as a teaching and learning agent has something to do with the roles that teachers play in teaching and learning, such as as facilitator, motivator, acceleratot, engineer of teaching and learning and inspirer for students. These roles demand teachers to be able to improve their performance and professionalism to keep up

with the recent changes and demands arising in the world of education.

Teachers' success rate in accomplishing their jobs or level of performance is highly varied; teachers with high level performance are those with work productivity and they will support their students' successful learning, and on the contrary teachers with low performance level are the unproductive ones. Teachers' performance has something to do with teaching and learning process, i.e. their capability or skills in creating an educative communication atmosphere between teachers and students which include the development of cognitive, affective and psychomotor aspects.

Effective communication has significant effect on the successful goal achievement. Communication can be said as effective when there is two-way flow of information between communicator and communicant, and this information is equally responded to as expected by both of them. When an effective communication takes place between teachers and students during teaching and learning, it can then be ensured that the teaching and learning is a success. Effective communication is characterized by good interpersonal relationship. Every time teachers communicate, they actually not just convey the message, rather they also build an interpersonal relationship. Communication is also said as effective when it creates a good understanding and happiness, influences attitudes, improve a good social relationship and eventually gives birth to the right action (Jalaludin, 2008; 13). In education, particularly teaching and learning, communication is complex in nature because it deals with paedagogical, psychological and didactic aspects. The paedagogical aspect refers to the fact that teaching and learning take place in an educational environment. Therefore, teachers are demanded to accompany their students to successfully learn and accomplish their competences. The psychological aspect refers to the fact that students have varied development extents and these require varied materials to be taught, including various varieties in learning, ranging from learning concepts, learning attitudes and learning motoric skills. Finally, the didactic

aspect refers to the operational stage of student classroom management in attending the teaching and learning activity (Gagne,1984:35). Effective teaching and learning involve making students active because they are the subject of teaching and learning and the center of orientation of teaching and learning accomplishment (Mulyasa, 2005). In order for communication in teaching and learning to be successful, in addition to considering the foregoing, other aspects also need to be noted, such as desirable communication atmosphere between teachers and students, use of easy to understand language and terms, message's ability to draw attention and interest, and importance of message being actually the one needed by students.

These arguments related to effective communication are not necessarily created in teaching and learning. In their teaching and learning activity, some teachers are found still unable to communicate messages professionally. The reality shows that from long ago until recently, many teachers have not possessed the ability to build harmonious communication in their teaching and learning process, due to the lack of awareness of the importance of this communication. Even more ironically, many teachers cannot communicate effectively with their students because during their study at teaching education institute they were no seriously studying and chased merely the piece of diploma and title and thus when they actually have to teach they do not have the ability to build communication in teaching and learning process. Many criticisms on teaching and learning methodologies are addressed to those in education field, particularly about teaching and learning. The government through the education agency has attempted to improve the teaching methods used by teachers with new theories such as *active learning strategy*. Almost every time the new academic year begins an *in-house traning* is given regarding the teaching and learning development. However, ironically, even now many teachers still use conventional methods in their teachings, indulging themselves with the old, teacher-centered teaching style (Yuli Bangun,2009:23).

Judging from this reality, it is imperative for Indonesian education to change its paradigm, that communication serves such functions of controlling, motivating, expressing emotion, disclosing information, discussing, socializing, integrating and even a means for changing culture. When the communication in teaching and learning is effective, it will creates unity towards the same goals, stimulates students to think, hence they will be prevented from being negatively influenced.

Considering the urgency of communication in teaching and learning, this paper will discuss further the communication pattern in teaching and learning, the effective teaching and learning paradigm as well as the effective educative interaction patter between teachers and students to improve the teaching and learning products.

B. Communication in Teaching and Learning.

Communication etymologically derives from two Latin words "cum" which means "with" or "together with" and "umus" which means "one." The two words form the noun "communio" which in English is called "communion," meaning togetherness, unity, ally, affiliation, association, or relationship. Since to have "communio" requires efforts and works, then "communion" changes into "communicare" which means to share something with someone, exchange from one to another, discuss something with someone, inform something to someone, converse to exchange ideas, to associate or to befriend (Euis Karwati, 2014: 94). Therefore, communication takes place when between those involved in it share the same meaning of issues they are communicating. In a more straighforward sense, when someone understand something others are telling to him/her, then a communication takes place. In other words, the relationship between them is communicative in nature. On the contrary when he/she has no idea about it, then the communication does not take place communicatively.

In education, communication is something urgent to be done; it is impossible to teach human without communication, or to deliver the lesson without talking. It can

therefore be said that education process can never be separated from communication. This is what is meant by communication serves the function of education. As suggested by Effendy (1984: 31) communication serves as *information, education and reaction.* Using this understanding, then communication can have the meaning of notice, discussion, conversation, exchange of ideas or relationship. Communication is an action of performing contact between sender and receiver. With the help of message, the sender and the receiver share several joint experiences which give meanings to the message and symbol sent by the sender, and received and interpreted by the receiver (Suranto, 2005). Communication is a process, rather than something static. Communication results in changes in the effort of achieving goals, involves mutual interaction, and involves a group. The sender *encodes*, i.e. formulating a message which he/she will deliver in the form of a *code* which can be interpreted as best as possible by the message receiver. This message receiver then interprets or *decodes* the *code* delivered by the message sender. Whether or not a communication is successful or whether the communication goal is achieved or not, it depends on these three components.

Communication is an activity process, despite the static, stagnant impression it gives. In reality, communication is unlike this. Anything in communication keeps on changing. We and the ones we communicate to, as well as the existing enviornment keep on changing (Devito, 1997:47). Sendjaya (1993:3) adds that communication is a process of forming, delivering, receiving and managing message which occurs within oneself and or between two people or more with certain objectives.

Based on this opinion, then from the perspective of communication, teaching and learning process is a process of delivering messages, notions, ideas, facts, meanings and concepts deliberately designed so that they can be accepted by the communicants, in this case students. Educators have professional responsibility for shaping their student's personality with optimal learning outcome through the message they deliver to students. Along with it, students shall receive actively

and process the message they receive to allow internalization within themselves.

Below are several elements and processes involved in teaching and learning communication; 1) sender, i.e. the source who begins the communication in teaching and learning. This source is teachers; teachers are the sender who communicate the message to students in the form of orders or directives concerning the tasks students have to complete; 2) encoding, teachers encode the information they deliver using a set of symbols or signs. Teachers as the sender establish the mutuality in communication through symbols in the form of words or signs to be interpreted by students with the same intention; 3) message, message is the physical form teachers use to code information. This message takes the form of something students can perceive or receive through one or more students' senses; 4) Channel, i.e. the media used to deliver the message. In classroom learning, this channel can be whiteboard or projector screen or LCD used as media of communication; 5) decoding, decoding constitutes the message and interpretation of information received by the subjects; 6) receiver, receiver is students who receive and understand the learning message from teachers as its sender; 7) noise is the factor which confuse or distract the communication process and; 8) feedback is a reflection between message sender and receiver regarding the message quality (Euis Karwati, et al, 2014:112-113). With such process through stages consisting of these elements, teaching and learning communication will run effectively and efficiently.

The communication in teaching and learning process will be effective both between the teachers and learners and among learners themselves when these learners are accustomed in expressing opinions, discussing, and reasoning argumentatively in the teaching and learning process. Actively involved students in teaching and learning process indicates an effective and quality communication. The quality communication between teachers and students show that the teaching and learning communication process is successful. Communication is effective when information is delivered and relationship is built. Information is delivered when the message in teachers' mind is received and understood by students as initially intended. Relationship is built when the communication goal can be achieved. Not all communications can take place effectively. The message sent by teachers to students are sometimes not received as iniitially intended, and vice versa. Effective communication has significant impact on the success of achieving goals.

Judging from its process, communication is divided into verbal and non-verbal communications. Verbal communication is the one using language, either written or oral language. Non-verbal communication is the one using signs, gestures, images, symbols, facial expression, and so forth. In the figure below, it is visualized the forms of teaching and learning communication frequently used in teaching and learning practices. The verbal communication can take such forms as speaking, listening and writing. The non-verbal communication can take such forms as gestures, eye movement/behavior, voice rhythm, silence position, body posture, color, sound, smell and space.

Figure. Forms of Communication in Teaching and Learning
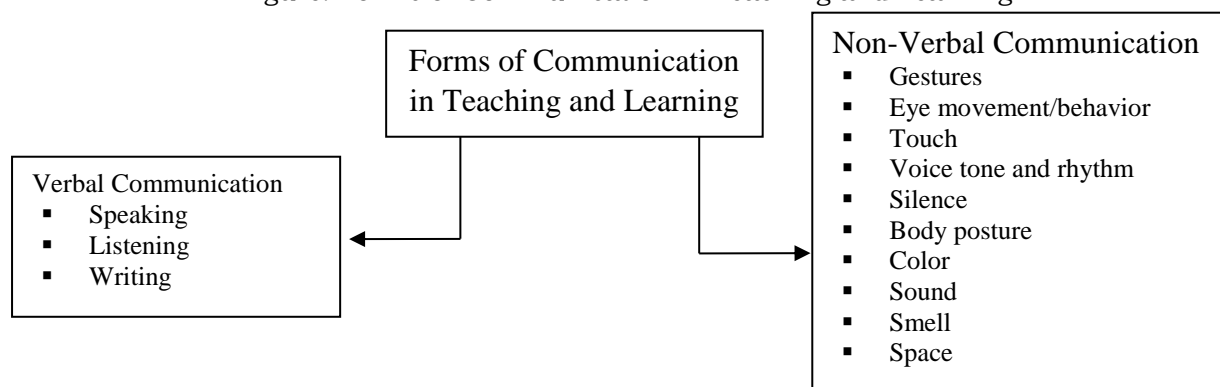
C. Effective Teaching and Learning Paradigm

In essence, teaching and learning is a reciprocal transactional communication process, between teachers and students and among students to achieve the pre-determined goals. A transactional communication is a form of communication which can be received, understood and agreed upon by the parties in a teaching and learning process so that it shows some achievement, mastery, output, process or function of learning for learners. Teaching and learning is said as effective when the teaching and learning process produces a good product, both the product of instructional and nurturant effects. The nurturant effect product has wider impact as *outcome*. This nurturant effect impact is even thought of as more important when compared to the instructional effect impact. Prior to discussing further the impact of an effective teaching and learning, it should first be clear about the teaching and learning concept as a combined interaction between teachers and students. In teaching and learning, teachers teach and students learn, it is these teachers' teaching activity and students' learning activity which is referred to as teaching and learning interaction. Meanwhile the definition of teaching and learning itself is a combination composed of such elements as humans, materials, facilities, equipment and procedures which influence one another to achieve the teaching and learning goals (Gerry & Kingsley in Snelbecker, 1980: 12). Another definition of teaching and learning is processes organized by teachers to teach students in learning, how to learn to acquire and to process knowledge, skills and attitude (Gagne & Briggs,1979: 3). From these opinions above it can be concluded that teaching and learning is an educative interaction activity between teachers and students which is based on good goals in the form of knowledge, attitude and skills.

Furthermore, talking about teaching and learning will not be complete without discussing about teaching itsealf. Many definitions of teaching have been suggested by experts differently. These differences result from the different perspectives used to see the meaning and essence of teaching in itself.

Some emphasize on students and some others on the educators. The difference in perspectives towards the meaning and essence of teaching actually lies in the authority side of teachers/educators or authority in learners/students/educatees in teaching and learning activity. The conventional teaching and learning process generally takes place in one-way manner which constitutes a process of transferring knowledge, information, norms, values and so on from an educator to educatees. Such a process is built on the basis that the teaching and learning authority lies in teachers/educators' hands. People begins to abandon this kind of perspective as the increased awareness within the education field has emerged that teaching and learning process will be more effective when students are actively participating in the process. Learners will experience, reflect, and learn a lesson from their experience and finally the learning output will be part of their selves, feelings, thoughts and experience. This process takes place because students are provided with some authority to determine the results themselves. From these two views of teaching and learning authority, it can then be drawn two views on teaching essences, i.e. teaching as a process of delivering learning materials and teaching as a process of creating changes in learner's attitude. The shift of paradigm in teaching and learning changes the mindset on teaching and learning authority, from teacher-centered to student-centered. This authorization pattern change brings some consequences on the participative teaching and learning model using active learning strategy. Robert B. Barr and John Tagg (1995: 16) present a comparison of teaching and learning paradigms from the teaching and learning goal perspective from *the instruction paradigm* into *the learning paradigm*. For *instruction paradigm*, it is explained that the teaching and learning goal is to deliver the course, transform knowledge from educators to educatees, with similar teaching patterns, i.e. only to improve knowledge. Furthermore, in *learning paradigm* it is suggested that teaching and learning is to generate products, students in teaching and learning is to find and build knowledge, creatively relate it to the environment, development of teaching and

learning quality, towards the success of all students. This is also explained by Hubba dan Freed (2000: 1) as ilustrated in table 1 below

Table 1. Comparison of *Teacher-centered* and *Learner-Centered* Paradigms

Teacher-Centered	*Learner-Centered*
Knowledge is transferred by teachers to students	build knowledge by collecting, synthesizing, investigating, critically thinking, and solving problems
Students passively receive information	Students actively find information
Teachers serve as the main provider of information and main evaluators	Teachers play the role of training and facilitating
Teaching and evaluation processes are not integrated/separated	Teaching and evaluation processes are integrated/interrelated
Evaluation is used to monitor students	Evaluation is used to promote and diagnoze learning
Emphasis on student's answer accuracy	Emphasis on learning from errors
Competing and individualistic culture	Culture of teaching and learning is cooperating and supporting each other

(Source: Huba & Freed, 2000: 1)

In addition to the comparison above, *student-centered learning* (SCL) has many strengths in its implementation including: 1) students will be able to think that teaching and learning is their own, because they are given great chance to participate; 2) students have strong motivation to attend the teaching and learning; 3) democratic atmosphere grows in the teaching and learning, enabling dialogue and discussion to learn and teach each other among students; and 4) it can give some insights for educators, because what are experienced and said are not necessarily known to the educators (Barr and Tagg,1995: 16; Harsono, 2005: 7).

In addition to these strengths, SCL also has many scientific reasons in regard to its implementation, such as: 1) in teaching and learning, students are not adults in their mini form, rathers they are developing organisms. In order for students to grow, they need adults who can direct and guide them to grow and develop optimally; 2) information technology advancement has significant influence on student's personality shaping, thus it is teachers' duty to bridge and filter this influence of information technology advancement; and 3) the development of

psychology has found that students are human being with potential, therefore the education process is not just about giving stimulus anymore, rather it is about developing this potential. Students have their own learning styles which are different from others. There are three learning styles, namely *visual learn, auditory learn,* and *kinesthetic learn.* These three learning styles have dominant nature in knowledge acquisition. People with dominantly *visual learning* style will acquire information faster through reading, those with *auditory learning* style will acquire information faster by listening, and finally those with *kinesthetic learning* style will understand better when they are more active during teaching and learning (Silberman, 2004: 21; Wina Sanjaya, 2011: 102). The effectiveness of teaching and learning is highly dependent on the type of leaner, either auditory, visual or kinesthetic.

D. Effective Educative Interaction Pattern to Improve Teaching and Learning

Teachers as professional in education field, in addition to understanding those matters of philosophical and conceptual nature, should also have some ideas about and

perform technical matters. These technical matters deal mainly with managing and implementing teaching and learning interaction. In education process, it is quite frequent for us to find failures. These failures usually result from weak communication system. For this reason, it is imperative for educators to develop an effective communication pattern in teaching and learning process. The educational communication meant here is the relationship or interaction between teachers and students during teaching and learning process, or in another term it is called an active relationshiop between educators and educatees.

Any form of interaction, either social or educative interaction will always have something to do with communication. Communication in many forms and types is of course addressed to the intended goals; it means that between message sender and receiver it is expected that the same one concept will be obtained. Communication and interaction are human activities which are done instinctively. This instinct leads them to keep in touch, interact and mutually need one another. The desire to keep in touch with others is actually human's instinct to live in groups or community (Rivai, 1989. 27).

With the instinct, then to interact can be said as part of the essence of culture of people who always live in community. In other words, people lose their essence as a human being when they do not engage in interaction activities, be it interaction with their environment, their neighbors, or their God, either intentionally or unintentionally. Each occuring interaction process is bound by a situation, not in a vacuum. Among various situations, there is one particular type of situation that is the educational situation or educative situation, i.e. the emerging interaction is bound by educational goals (Surahmad, 1986: 7). This educative interaction in a specific sense in teaching is known as teaching and learning interaction.

Effective communication has significant impact on the successful achievement of goals. Communication is said to be effective when there is a two-way flow of information between communicator and communicant and the information is both responded to as expected by the two communication actors. Five aspects need to be understood in building effective communication in teaching and learning. These five aspects are illustrated in the following table:

Table 2. Five Aspects to Build Effective Teaching and Learning Communication

Aspect	Explanation
Clarity	Teachers should use the language and arrange the information clearly in communicating, so that the learners can easily understand and accept what is meant by the teachers
Accuracy	This accuracy involves the use of the right language and the truth of the information presented. Teachers should possess the ability to use appropriate language so that what they mean can be well understood by learners
Context	Context or frequently called as situation means that the language and the information delivered must match the circumstances and environment in which the communication occurs. Teachers ought to be able to put the appropriate language based on the situation faced by the students
Plot	The language and information presented should be structured with a clear plot or systematically, so that the learners will easily understand what teachers mean
Culture	This aspect concerns not only with the language and information, rather it also relates to the manners and ethics formed in the classroom or in the teaching and learning process. In communicating, teachers should possess the ability to adapt to learners, both the use of verbal and non-verbal languages, so as not to lead to isperception

Source: Euis Karwati, et al, 2014: 117

In addition to some aspects which must be considered in the pattern of educative communication, A. M Sardiman (1994), quoting from Edi Suardi's opinion in his book *Pedagogik*, describes the characteristics of teaching and learning interaction as follows:

1. Teaching and learning interaction has a goal, i.e. to help children in a particular development by placing the student as the center of attention. In other words, teaching and learning interaction is aware of goals.

2. There is a procedure (how the interaction goes) there. In order to achieve the goal optimally, then in making the interaction it is necessary to have a systematic and relevant procedure. This is because achieving one teaching and learning goal will require different procedure from other goals.

3. Teaching and learning interaction is characterized by working on one special material. In this case, the material should be prepared in such a way so that it serves the purpose of achieving the predetermined goals, including a close attention to the student.

4. It is characterized by student activity. Student activity is an absolute requirement for teaching and learning interaction to occur, because it is students who will learn.

5. In teaching and learning interaction, teachers play the role of advisors. In playing this role as advisor, teachers should strive to inspire and motivate students to enable a conducive atmosphere for an interaction process to occur.

6. Teaching and learning interaction requires discipline. The consequence is that the steps taken by teacher and students in this interaction should go according to the previously planned procedure.

7. It has time limit. It means a due when the predetermined goals should be achieved.

8. It has evaluation. This is to figure out whether the predetermined goals have been achieved or not through the teaching and learning interaction. (Sardiman, 1994: 17-18).

Looking at the characteristics above, it can then be summarized that teaching and learning interaction means the existence of interaction activities between teachers who carry out the task of teaching on one hand and learners (students/learning subjects) who perform the learning activities on the other. This means that teachers as educators plan and carry out the teaching as reflected in their previously formulated teaching objectives and students as the learning subjects are expected to change their behavior resulting from the teaching and learning interaction, both in their knowledge, skills and attitude aspects. So, which one between the two subjects who give the action and who receive that action? The answer to this question may be teachers only, students only or both. Actually, there are many issues or problems related to the definition and aspects related to interaction problem, particularly in teaching and learning process. However, which one is the most effective to be applied according to the the humanistic teaching and learning concept? Also, what factors one need to consider in determining these interaction patterns.

In regard to the interaction patterns which can be used to develop a dynamic interaction between teachers and students are as follows:

1. One-way interaction pattern

In this pattern, teachers or message senders have absolute authority. This means, it is teachers who give the action and students serve as the action receivers. This one-way interaction pattern is mostly dominated merely by lecture method. At this rate, teachers are the agents who deliver some knowledges to the learning subjects, who are tamed until the teaching and learning ends. Therefore, the visible teacher figure is as the source of all knowledge, while the learners know nothing. Under such circumstance, teaching can be defined as the delivery of information with the students only swallowing the information fed by teachers. Such a teaching and learning system is frequently dubbed as one-way traffic system (Robinson, 1988: 21). Meanwhile, the communication between teachers and students occurs only during examination or test.

In short, in this one-way interaction pattern a teacher is everything, meaning that teachers are very dominant in teaching and learning process and eventually the students' potential will be prevented from growing and even worse this one-way interaction pattern will lead to verbalism. Another negative effect of this interaction pattern is that the knowledge received by students tends to be memorized as a test preparation. This one-way interaction pattern will also lead to different participation where students are dominated by teachers, in the sense that teachers are active and students are passive.

2. Two-way interaction pattern

In this kind of interaction pattern, both teachers and students can play the same roles, i.e. action giver and receiver. Both can give and receive actions one another. The method frequently used in teaching and learning process with this type of interaction is question and aswer method, thus when teachers are less careful the learning would seem to have no specific purpose. Teachers who excessively stick to two-way interaction, for example, will mostly use question and answer or assignment and the discussion might goes beyond the learning topic too far, as a result students will get bored and tired to even ask question and respond to teachers' question.

3. Multi-way interaction pattern

This multi-way interaction pattern involves not only the dynamic interaction between teachers and students, rather it can also involves the dynamic interaction between one student and others. Teaching and learning with this multi-way interaction pattern tends to develop student activities optimally, thus students will learn actively.

The most appropriate methods for this multi-way interaction are discussion and simulation, because these two methods emphasize on students' active participation. In this discussion method, teachers play the role of discussion leaders, where these discussion leaders serve three purposes:

   a. Leaders as the traffic manager, meaning that leaders are to collect opinions from everyone, then they manage the classroom to allow all members to speak together without ignoring others in turn.

   b. Leaders as the deterrent wall, meaning that discussion leaders receive questions from participants and return them to groups, thus there will be no question and answer between discussion leaders and participants.

   c. Leaders as guides, meaning that discussion leaders should give general guidances regarding the discussion direction. (Surahmad, 1986. 86)

   In short, this multi-way interaction pattern will place teachers in learning leader, guide and facilitator. Sudjana: 1989: 33).

From these three interaction patterns above, the last one is more appropriate with the modern teaching and learning system, i.e. a teaching and learning which treats students as human, meaning it views students as learning subjects, rather than learning objects.

The diverse interaction patterns as an intensive relationship pattern between teachers and students should also emphasize the quality of communication in order to create optimal teaching and learning atmosphere and products. The following characteristics of communication are some tips for communication to go optimally: 1) Respect. Communication should be initiated with mutual respect. This respect will usually lead to the same impression to the message receiver. Teachers will successfully communicate with their students when they do it respectfully. When it is done, students will return the favor when communicating with teachers; 2) Empathy. Empathy is the one's ability to walk in other's shoes. The main requirement of this empathy attitude is the ability to listen and understand others, before being listened and understood by others. Good teachers will not demand the students to understand their wishes, rather they will try to understand their students first. They will open dialogue with them, as well as listen to their complaints and wishes. This means teachers use not only their senses, rather they also use their conscience and emotion in understanding everything in their students; 3) Audible. Audible means "can be heard" or can

be understood well. A message should be delivered in a way or attitude the message receive deems acceptable. The bright facial expression, good gesture, polite words, or way of assigning, belong to audible communication; 4) Clear meaning. The message to be delivered should have clear meaning and do not cause multi-interpretations, in addition to being transparent. When communicating with learners, a teacher should try to make the message as clear as possible. One way to do it is to speak at their linguistic competency (from the age); 5) Humble. Humble means to mutually respect, not underestimating, soft in tone, polite and full of self-control.

E. Conclusion

Communication is a process, rather than something static. Communication produces changes in the effort of achieving some goals, involves joint interaction, and involves a group. In communication, the message sender *encodes*, i.e. formulates the message to be delivered in a *code* which can be in best possible way interpreted by the message receiver. The message receiver then interpretes or *decodes* the *code* delivered by the message sender. Whether or the communication is successful or the communication goal is achieved depends on the three components above.

In education, particularly teaching and learning, communication has complex characteristics because it involves paedagogical, psychological and didactic aspects. The paedagogical aspect refers to the fact that teaching and learning take place in an educational environment. Therefore, teachers are demanded to accompany their students to successfully learn and accomplish their competences. The psychological aspect refers to the fact that students have varied development extents and these require varied materials to be taught, including various varieties in learning, ranging from learning concepts, learning attitudes and learning motoric skills. Finally, the didactic aspect refers to the operational stage of student classroom management in attending the teaching and learning activity. An effective teaching and learning process involves making

students active because they are the subject of teaching and learning and the center of orientation of teaching and learning accomplishment. In addition to these aspects, also specified are some tips to stabilize an intense communication pattern between educators and educatees, i.e. respect, empathy, being audible, clear meaning and humbleness of teachers before the students are extremely needed.

For communication in teaching and learning process to succeed, in addition to taking into account several issues above, it is imperative to pay close attention to other aspects such as desirable communication atmosphere between teachers and students, use of easy-to-understand languages and terms, ability of message to draw attention and interest, and importance of message as needed by the students.

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