

Teachers' Strategies to Design Media to Implement Communicative Learning in Public Schools

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Abstract. In order to implement communicative learning activities, a teacher must be able to design various means or media so that learning process keeps running well. A teacher is expected not to stutter in designing media for various learning needs. The main purpose of this study is to examine the strategies done by teachers in designing media to implement communicative learning. This research is a descriptive research in which the data were collected from teachers of Madrasah Aliyah Negeri (public Islamic senior high schools) in Pekanbaru city. The research sample was 36 teachers. The instrument used to collect the data was a scale questionnaire. The data were descriptively analyzed. Each item of the questionnaire becomes the basis and the principal of the research analysis. The research findings reveal that to implement communicative learning, the teachers designed learning media. The strategies they used are making use of e-learning and making use of various teaching and learning facilities, creating student worksheets and compiling teaching materials, and presenting slides or other media in accordance with the teaching materials. Each of the strategy is set at a very high standard. The teachers' strategy to design media at the public schools runs well. It can be seen from the average of the strategy that is 4.48 and the average belongs to very high category. The data also clearly reveal that the teachers are creative and innovative in designing media to implement communicative learning.

Keyword: *Communicative learning, Media design, Public school, Teacher.*

1. Introduction

School is one of the places where learning activities are carried out. It is also a place for a teacher and students to interact one another. Therefore, atmosphere of a school must encourage teachers to carry out communicative learning activities with students. Communicative learning is a learning

activity that seeks to create interactive activities between a teacher and students through means or media designed by a teacher. Learning activities can be carried out by a teacher with various activities and media designed by the teacher himself.

In order to run communicative learning activity well, a teacher must be able to design various activities or media. Learning can be more interesting, conducive, and efficient if media designed by the teacher are used in a classroom. A teacher requires being able to design media well to empower and to support teaching and learning activities. Various steps can be taken by a teacher to create communicative learning.

A teacher must be able to be a solution maker and problem solver for his students. Various obstacles in learning activities may be overcome by the teacher. As a result, teaching and learning activities keep running well. A creative teacher endeavors to design and think of innovative ways to succeed in teaching and learning activities that does. A civil servant and certified teacher teaching at public schools are professionally required to be able to design good media so that learning can run well too. This issue is important to be discussed when humans are facing the 4.0 industry. A teacher is expected to be able to create and design media for various teaching and learning needs. So, the main purpose of this study is to examine strategies used by teachers to design media to implement communicative learning. This step is a strategy for teachers to improve their professionalism in carrying out teaching and learning tasks.

Boud et al. (1993) affirmed that teaching and learning activities are efforts to present experience. So, a way that can be done by a teacher to enable students to feel the experience is by involving students to get the experience itself, such as utilizing media (Nasir et al., 2018; Islami, 2018). Wrenn et al., (2009), in addition, argued that all teachers wish to present good and useful learning. Teachers who are aware of the importance of education for students must think and try various actions so that the learning they do can be successful in accordance with predetermined targets.

A teacher is responsible for the success of his students in learning both theoretically and practically. A teacher will be pleased if he finds his students understand what they have been taught. Part (2003) reassured that a teacher will feel that he is beneficial if everything that he teaches to his students can be understood by the students. King (1993) explains lessons taught and information conveyed will be meaningful to his students if they are understood. Under certain conditions, few teachers feel disturbed and anxious if their students do not understand the information they convey. Such condition may be a psychological burden as they do not succeed in implementing communicative learning.

One way to implement communicative learning is using media. Media can bring learning real and clear. In addition, media can enhance students to be more productive and media inspires students. Lynch (2008) affirmed that media can maximize the level of contribution in learning. That is, using media for teaching and learning activities is very helpful for a teacher to implement communicative and effective teaching and learning activities. Furnhan et al., (2005) explain that by using media, students feel more interactive and tend to be more academically successful. It is believed that instructionally, the use of media makes a teacher easier to convey commands and information for learning to his students.

Theoretically, media can be defined as a means or intermediary. In the context of learning, media plays an important role for the success of teaching and learning activities. Killen (2003) argues that media is very helpful as a means for interactive teaching and learning activities. Various experiences can be shared media used by a teacher. Students can find out directly the various phenomena that are conveyed so that various problems can be driven to more tangible nuances. Learning will be more clearly by using media. Students do not think abstractly. On the other hand, they are enhanced to real goals.

Thomas (2008) said that the use of media can help teachers in teaching, for example when giving instructions to students. Teachers can deliver teaching materials directly through the media used. Mehra (1992) classified media for learning into several parts, namely, printed media (newspapers, magazines, essays, journals, newsletters, handouts, posters), graphic media (overhead transparency diagrams, model charts, dioramas, maps, globes, photography namely photos, slides, film strips, motion pictures, multi-images), audio media (audiotapes, audio cassettes, records, radio, telecommunications), television/videos (television broadcast, cable television, video cassette, video tapes, video discs, teletext, video text), computers (mini computers, microcomputers), and simulations and games (boards, written, human, interaction, machines). Omodara et al., (2014) grouped media into hardware and software, such as television sets, tape recorders, and all materials used by machines.

All media mentioned by Mehra and Omodara & Adu can be used as a means to build better and communicative learning. Learning will be more interactive and interesting with the right choice of media. Nowadays, a teacher must be able to choose the right media to implement communicative learning. Inappropriate choice and inability to use the media can discourage learning plan that has been designed. The bad thing is that learning is not attractive and in the end learning objectives are not optimally achieved. Therefore, it is important that teachers know what media to be used in teaching. Syandri (2015) affirmed that the ability of teachers to choose and use media can interest students in learning. Furthermore, Kasbolah (1995)

assured that one of the roles of the media is that media can attract attention and assist a teacher to convey information.

Media that has been chosen for teaching and learning will play an important role if they are able to deliver various information or illustrations that support teaching and learning activities. Heinich et al., (1993) suggest that media can help teachers deliver goals instructionally and present communicative learning. Media is expected to enhance and improve teaching and learning process to achieve targeted learning objectives. According to Paolini (2015) targeted goals are supplement in learning. Learning will succeed if learning objectives can be achieved. On the other hand, it is believed that learning fails if teaching and learning objectives cannot be achieved by a teacher and students.

2. Methodology

This study aims to present information descriptively. The research objective is to describe various phenomena that arise from data analysis. Research data were obtained from teachers at Islamic senior high schools. The focus of the study is public Islamic senior high schools in Pekanbaru. The data obtained show that there are 2 two public Islamic senior high schools in Pekanbaru. They are Madrasah Aliyah Negeri 1 (MAN 1) Pekanbaru and Madrasah Aliyah Negeri 2 Model (MAN 2 Model) Pekanbaru. The number of sample from each of the school is 18. So, the total number of the sample of the study is 36. The reason for taking the number of the sample is based on the number of subjects tested in national final examination.

In addition, the instrument used to collect the data of this study is a five-scale questionnaire. The options of the answer are never, rarely, sometimes, often, and always. The questionnaire is set by using statements consisting of 5 statements. The five statements derive from a theory that was put forward by Mustafa et al., (2018) that identifying whether a teacher designs instructional media or not can be observed from the teacher's efforts in making use of e-learning-based learning, making use of various facilities such as laboratory, creating worksheets, compiling teaching materials/books, and presenting slides or other media in accordance with the teaching materials. The five items are used as the basis for data collection.

Meanwhile, the data were analyzed by tabulating them to examine the level and ability to make use of and design media for teaching and learning purposes. Each statement becomes the basis and main analysis of the study. Answers chosen by the teachers described the strength of data analysis. This analysis seeks to link various theories and findings of previous research so that the findings have a strong and important position for the development and progress of science.

3. Results and Discussion

Making Use of E-Learning

The concept of e-learning is not new in education. The concept uses the internet to connect with one another. Good internet connection is one of the keys to success in teaching and learning. However, ability of the man behind the internet or the users plays an important role too. The finding of the research regarding making use of e-learning can be seen from Table 1.

Table 1. Making use of E-learning

No	Description	Results	Remarks
1	Average	4.78	Very high
2	The Value of r	0.422**	Significant
3	Never	0	-
4	Rarely	0	-
5	Sometimes	0	-
6	Often	22.2	8 respondents
7	Always	77.8	28 respondents

Table 1 shows that making use of e-learning by the teachers of public Islamic senior high schools in Pekanbaru goes to the very high category in which the average is 4.78 and the Value of r is 0.422 (Significant). The table above also shows that 28 (77.8%) always and 8 (22.2%) of the 36 samples make use of e-learning for learning purposes. No teacher sometimes, rarely and never makes use of e-learning. In principle, the teacher's ability to make use of e-learning is very helpful for teachers and students if classroom learning activities are not finished. Noesgaard & Orngreen's (2015) study reveal that e-learning plays an important role in enhancing teaching and learning and it is even able to encourage the involvement of students and teachers to be active and creative in class.

As a teacher who is good at making use of e-learning, Veneri (2011) suggests that a teacher must take various appropriate considerations related to the commands, language, and symbols used. In fact, all students and teachers really need to understand the use of e-learning technically. This consideration is taken in order that students can understand everything that is informed and they are able to make use of various available facilities. The failure of students to understand the use of e-learning can bring an impact on the failure to achieve learning objectives. So, e-learning needs to be used with various considerations and preparations so that teaching and learning activities remain communicative and runs well because e-learning is not implemented face to face directly, but through a media.

Making Use of Various Teaching and Learning Facilities

Some facilities can be used to support learning. Various devices also can be used as media that helps teachers and students in learning activities. In general, facilities that are commonly used to support learning are laboratory, library, school garden and yard, stage, billboard, and so forth. The finding of the research regarding making use of various teaching and learning facilities can be seen from Table 2.

Table 2. Making use of various teaching and learning facilities

No.	Description	Results	Remarks
1	Average	4.61	Very high
2	The Value of r	0.599**	Significant
3	Never	0	-
4	Rarely	0	-
5	Sometimes	5.6	2 respondents
6	Often	27.8	10 respondents
7	Always	66.7	24 respondents

Table 2 shows that all of the teachers of public Islamic senior high schools in Pekanbaru make use of various teaching and learning facilities available at their schools. The average score of making use of various teaching and learning facilities is 4.61 and it goes to Very High category. In addition, the Value of r is 0.599 (Significant). The table above also shows that 24 respondents (66.7%) always, 10 respondents (27.8%) often, and 2 respondents (5.6%) of the 36 samples sometimes make use of various teaching and learning facilities for learning purposes. In addition, no teachers rarely and never make use of various leaning facilities. From the table, it can be deduced that the teachers are creative to achieve success in teaching and learning activities. Creative teachers will try to think of facilities that can be a solution to help students understand. Some teachers take their students to the library to carry out a survey, to laboratory, or to school yard or garden and many more. The aim is to make teaching and learning run communicatively.

The teacher's efforts are supported by stakeholders of the schools. So, the schools where the samples were taken for this study could be categorized as developed schools. Ghavifekr et al., (2015) affirm that educational developments that grow fairly fast requires teachers to design and implement teaching and learning creatively, including making use of various facilities available as media for teaching and learning. Albirini (2006) says some teachers do not maximize the use of facilities available at their schools. So, to guarantee the quality of good and advanced learning, teachers can make use of various facilities available at their schools. Teaching and learning also does not have to be in the classroom. It can be done in open spaces such as school yard and garden and so on too.

Creating Students' Worksheet

Students' worksheet can help students improve their understanding of lessons they study. For the teacher, the worksheet can map students' understanding of the answers they convey. A worksheet should be prepared by a teacher. He may adjust and match teaching materials and objectives to be achieved in teaching and learning. The finding of the research regarding creating student's worksheet can be seen from Table 3.

Table 3. Creating student's worksheet

No.	Description	Results	Remarks
1	Average	4.42	Very high
2	The Value of r	0.649**	Significant
3	Never	0	-
4	Rarely	0	-
5	Sometimes	8.3	3 respondents
6	Often	41.7	15 respondents
7	Always	50.0	18 respondents

Table 3 shows that all of the teachers of public Islamic senior high schools in Pekanbaru create student's worksheet. The average score of creating student's worksheet is 4.42 and it goes to Very High category. In addition, the Value of r is 0.649 (Significant). The table above also shows that 18 respondents (50%) always, 15 respondents (41.7%) often, and 3 respondents (8.3%) of the 36 samples sometimes create student's worksheet. In addition, no teachers rarely and never create student's worksheet.

Experience that the teachers have and training that the teachers attended enable the teachers to create the student's worksheet. Data obtained from the teachers reveal that the average age of this sample is 39 years and the most of them are civil servants. That's why it is very reasonable if the teacher has the ability to create student's worksheet. The teachers have already had adequate experience so that the use of worksheets from other parties can be reduced. Sometimes, worksheets created by other parties (publishers) are not relevant to the conditions of their students and schools. Consequently, the worksheets will not be very useful.

Ören & Ormanci (2012) assured that worksheets created by a teacher can develop and improve his students' abilities well. A teacher knows what his students need. Therefore, the worksheets are truly in accordance with the conditions and need of the students. Güneş & Asan (2005) explain that worksheets become stimulants for students so they need to be created and provided to students. Teachers at the Islamic senior high school in Pekanbaru have the ability to create students' worksheets to implement

communicative learning. Their students improve their abilities through worksheets that have been provided by their own teachers.

Compiling Teaching Materials

Teaching materials support learning. The availability of teaching materials is very helpful for teachers and students. Nowadays, a lot of teaching materials or books have been written by various creative writers and publishers to meet teaching and learning needs. The problem that occurs is that sometimes the content is not in accordance with the expectations, objectives, and needs of teachers or students. The best step is that each teacher must have the ability to compile teaching materials. The finding of the research regarding compiling teaching materials can be seen in Table 4.

Table 4. Compiling teaching materials

No.	Description	Results	Remarks
1	Average	4.50	Very high
2	The Value of r	0.609**	Significant
3	Never	0	-
4	Rarely	0	-
5	Sometimes	5.6	2 respondents
6	Often	38.9	14 respondents
7	Always	55.6	20 respondents

Table 4 shows that all of the teachers of public Islamic senior high schools in Pekanbaru compile teaching materials. The average score of compiling teaching materials is 4.50 and it goes to Very High category. In addition, the Value of r is 0.609 (Significant). The table above also shows that 20 respondents (55.6%) always, 14 respondents (38.9%) often, and 2 respondents (5.6%) of the 36 samples sometimes compile teaching materials. In addition, no teachers rarely and never compile teaching materials. The data also reveal that the teachers are able to compile not only student's worksheet but also teaching materials or books to support teaching and learning for their students. Data regarding the age of the teachers reveal that the teachers have a lot of experience so that they are professional too.

Güneş et al., (2005) assured that the availability of teaching materials can provide explanations to students in a guided manner. Teaching materials and books are needed for learning. A teacher needs to present teaching material in order to accelerate understanding and achievement of learning objectives. Kösa et al., (2008) explain that teaching materials or books as media contain writings and visuals that can help students to understand something that has been considered unclear before. In other words, teaching materials help students understand real information and illustrations better. In addition, teaching materials created by teachers can be guidance for students in learning so that the learning process can run communicatively.

Presenting Slides or Other Media in Accordance with Teaching Material Needs

Almost all of the teachers have designed media by presenting slides for learning purposes. Some teachers also prepare other device such as speakers or other teaching media to support the teacher's success in teaching. Presenting media also helps students to achieve learning objectives. The finding of the research regarding presenting slides or other media in accordance with the teaching material needs can be seen from Table 5.

Table 5. Presenting Slides or Other Media in Accordance with Teaching Material Needs

No.	Description	Results	Remarks
1	Average	4.11	Very high
2	The Value of r	0.723**	Significant
3	Never	0	-
4	Rarely	2.8	1 respondent
5	Sometimes	11.1	4 respondents
6	Often	55.6	20 respondents
7	Always	30.6	11 respondents

Table 5 shows that all of the teachers of public Islamic senior high schools in Pekanbaru present slides or other media in accordance with teaching material needs. The average score of presenting slides or other media in accordance with teaching material need is 4.11 and it goes to Very High category. In addition, the Value of r is 0.723 (Significant). The table above also shows that 11 respondents (30.6%) always, 20 respondents (55.6%) often, 4 respondents (11.1%) sometimes and 1 respondent (2.8%) of the 36 samples present slides or other media in accordance with teaching material need compile teaching materials. In addition, no teacher never presents slides or other media in accordance with teaching material need. In general, teachers present slides or other media to help them carry out learning tasks. Media such as slide is very helpful for a teacher, especially when he presents illustrations, examples, comparisons, similarities, and so on. Through the media, such illustrations can be easily shown to students.

Jones (2003) in his study explained that power point slides or other media are able to encourage more professional teaching and learning activities. The media is very helpful for teachers to convey information to their students. Various experience can be conveyed by a teacher through the media. According to Jones, power point slides are commonly based on text or images so that time allocated by teachers to teach and convey information will be more efficiently spent. In addition, Corbeil (2007) in his study showed that students are more interested in power point slides than textbooks. In this context, McCarthy et al., (2002) reassured that power

point slides can help a teacher especially if power point slides are systematically set and designed, such as the language use, size, illustration, color, and content.

In conclusion, the use of media to implement communicative learning can be presented through an average approach in Figure 1.

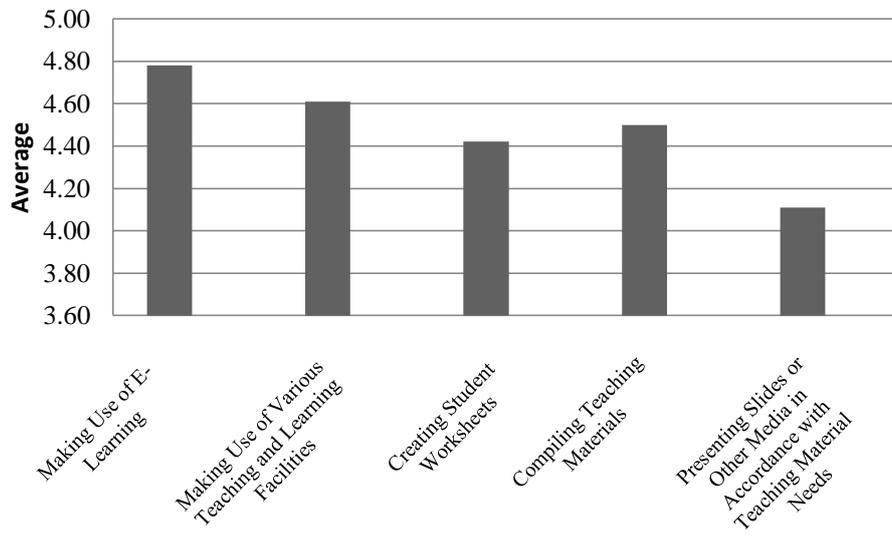


Figure 1. Graph of Learning Media Records.

4. Conclusion

The teacher strategy of teachers to design media to implement communicative learning at public Islamic senior high schools in Pekanbaru runs well. It can be seen from the average. The average belongs to Very High category. The data also reveal clearly that teachers are creative and innovative in designing media to implement communicative learning. The learning is able to help teachers and students achieve their goals and objectives. The efforts of teachers in designing media for the sake of better learning will be useful if media is able to encourage students creativity and activity in learning, in terms of both cognition and skill.

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