Relationship between Teacher Communication Patterns and Students' BTQ Ability

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ABSTRACT

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Poor communication patterns between teachers and students in learning to read and write the Qur'an or Baca Tulis Qur'an (BTQ) negatively impact students' ability to understand the message conveyed. Therefore, this research aims to determine the relationship or correlation between teacher communication patterns and BTQ ability of junior high school students. This is a quantitative associative research with the random sampling technique used to determine the sample size of 300 students. Data were collected through questionnaires and documentation, while descriptive and inferential methods using the product-moment correlation formula were utilized for analysis. The results indicate that (1) 270 students (90%) out of 300 communicated effectively with teachers, therefore, the communication patterns relationship between them is in the good category. (2) 210 students (70.0%) have BTQ ability in Islamic education, therefore, their ability to read and write is in the good category. (3) there is a positive relationship between teacher communication patterns and students' BTQ ability with 80.1% and 19% in Islamic education and other variables not observed in this research.

Keywords: Communication Patterns; BTQ

ABSTRAK

Pola komunikasi yang kurang baik antara guru dan siswa dalam pembelajaran membaca dan menulis Al-Qur'an atau Baca Tulis Al-Qur'an (BTQ) dapat menyebabkan pesan yang disampaikan menjadi salah paham, sehingga berdampak pada rendahnya kemampuan siswa dalam memahami BTQ. Penelitian ini bertujuan untuk mengetahui hubungan atau korelasi antara pola komunikasi guru dengan kemampuan BTQ siswa SMP. Jenis penelitian ini adalah kuantitatif asosiatif. Sampel penelitian adalah 300 siswa dengan menggunakan teknik multi stage random sampling. Teknik pengumpulan data adalah angket dan dokumentasi. Teknik analisis data yang digunakan adalah deskriptif dan inferensial dengan menggunakan rumus korelasi product moment. Hasil penelitian ini menunjukkan bahwa (1) hubungan pola komunikasi antara guru dan siswa lebih cenderung berada pada kategori baik yaitu 270 siswa (90%) dari total sampel 300 siswa. (2) Kemampuan membaca dan menulis Al-Qur'an siswa dalam pendidikan Islam lebih cenderung berada pada kategori baik yaitu 210 siswa 70,00% dari total sampel 300 siswa. (3) terdapat hubungan positif antara pola komunikasi guru dengan kemampuan BTQ siswa. Besarnya korelasi antara pola komunikasi guru dengan kemampuan BTQ siswa dalam

pendidikan Islam adalah 80,1% dalam artian 19% hubungan lainnya ditentukan oleh variabel lain yang tidak teramati dalam penelitian ini.

Kata-kata Kunci: Pola Komunikasi; BTQ

INTRODUCTION

Communication is the basic means of interaction among humans. According to preliminary research, effective communication using verbal and non-verbal language interaction is the blood of life (Bucata & Rizescu, 2017; Dhillon & Kaur, 2021; Lovlyn, 2017).

Communication occurs in the learning process and activities between teachers and students, therefore, its absence is unimaginable. Examples of communication activities include teachers explaining learning material in class, students discussing a topic among themselves and with teachers, etc (Negassa & Engdasew, 2017). According to Iriantara (2014), there are two important things in learning communication, namely "what is communicated" and "how it is communicated." Therefore, to achieve optimal learning outcomes, teachers need to get used to using multi-directional communication, which does not only involve dynamic interactions between one student and another (Najib, 2017). Nasor (2014) stated that the inability of teachers and students to communicate makes it impossible to convey messages.

Positive teacher and student communication tend to produce students who are always optimistic to learn. The importance of communication in the learning process is necessary because it functions as a medium of transmitting knowledge. Teachers usually carry out this function on students to increase their knowledge (Suprapto, 2017). According to Djamarah (2002), learning achievement is the result obtained in impressions that lead to changes in individuals. It is also defined as a description of learning outcomes obtained by students due to learning processes or activities, thereby leading to changes in knowledge and evaluation.

The communication process also occurs while learning to read and write the Qur'an (Suliswiyadi, 2020). This is due to the automatic interaction between students and teachers, as well as students and their friends. Therefore, teacher communication patterns, such as the ability to understand, read and write the Qur'an or Baca Tulis Qur'an (BTQ), are very important to achieve academic success (Chetty et al., 2014; Sidelinger et al., 2016). Students need to be able to read and write the Qur'an because apart from being a guide to human life, it also provides dhikr for Muslims to understand the religion and get a reward from Allah SWT (Sabiq et al., 2020; Suriadi et al., 2020).

Several research showed that good teacher and student communication patterns can improve student achievement (Darmadi, 2015; Damayanti et al., 2013; Malik, 2014; Dhillon & Kaur, 2021; Gage et al., 2018).

The quality of teacher teaching can be measured by the extent to which they can communicate properly, which plays an essential role in student learning, academic achievement, and lifelong outcomes (Chetty et al., 2014; Sidelinger et al., 2016). Research on the relationship between teacher communication patterns and BTQ abilities are still very limited. Therefore, this research aims to determine the relationship between the communication patterns of teachers and students in learning Islamic education. This research also determined how communication patterns contribute to students' BTQ abilities.

METHOD

The hypothesis of this research is that communication patterns are positively correlated with students' BTQ abilities. This is a quantitative research with the survey method used to obtain past and present data. The data were based on beliefs, opinions, characteristics, behavior, relationships, as well as sociological and psychological variables, collected through interviews and questionnaires (Fowler et al., 2014). This research uses a parallel symmetrical association relationship design that does not influence the communication patterns variable and students' BTQ abilities, as shown in **figure 1**.
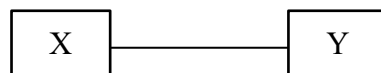

Figure 1. Research Design

Note:
X: Teacher Communication Patterns
Y: Students' BTQ Ability

The research consists of 300 junior high school students in Pinrang City, South Sulawesi, from 2020-2021 academic sessions obtained using multi-stage random sampling. This technique is constructed from a simple random sampling method that goes through several stages. A questionnaire with 4 indicators, namely the provision of motivation, materials and assignments, teacher-student relationships, and discussions, arranged in 20 statement items were used to measure the communication patterns. For data related to BTQ ability, documentation of students' BTQ final test results was taken.

The data analysis technique in this research is descriptive in the form of frequency, percentage, graph, and table. This is in addition to the product-moment correlation (Pallant, 2011). The statistical analysis was simplified using the SPSS Software Version 23.

RESULTS AND DISCUSSION

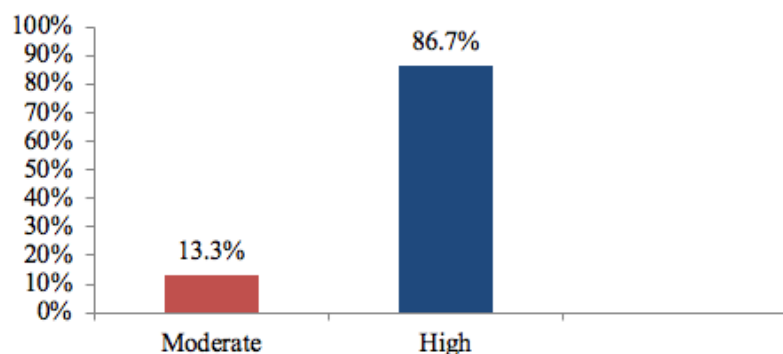**1. Patterns of Communication between Teachers and Students**

The variable of communication patterns between teachers and students (X) was determined through a questionnaire consisting of 18 statements and a Likert scale of 5 alternative answers. The highest and lowest scores are 4.89 and 3.56, respectively. After further calculation using IBM SPSS Statistics 23, the mean value and standard deviation are 4.31 and 0.393.

In the first aspect, the questionnaire value category of communication patterns between teachers and participants is one-way (action) with indicators of motivation and assignment. The second is two-way communication (interaction) with indicators of teacher relations with students, while the third is multi-directional communication (transactions).
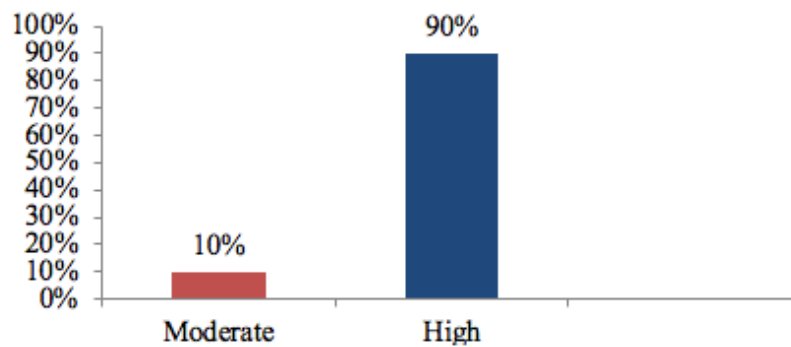

Figure 2. Bar Chart of One Way Communication Category (Action
Source: Processed by researchers using SPSS Version 23

Figure 2 shows that in the one-way communication, teachers conveyed messages to a total sample of 300 students with 270 (90%), 30 remaining 30 (10%), and 0 students (0%) in the good, moderate and poor categories. Therefore, it can be concluded that the trend of one-way communication (action) indicators is in a good category.

Figure 3. Bar Diagram for Two-Way Communication Category (Interaction)
Source: Processed by researchers using SPSS Version 23

Figure 3 shows that the two-way communication (interaction) indicator is the relationship between teachers and students with 260 (86.7%), 40 (13.3 %), and 0 students (0%) are in the good, moderate and poor categories. Therefore, it can be concluded that the tendency of two-way communication (interaction) indicators is in a good category.
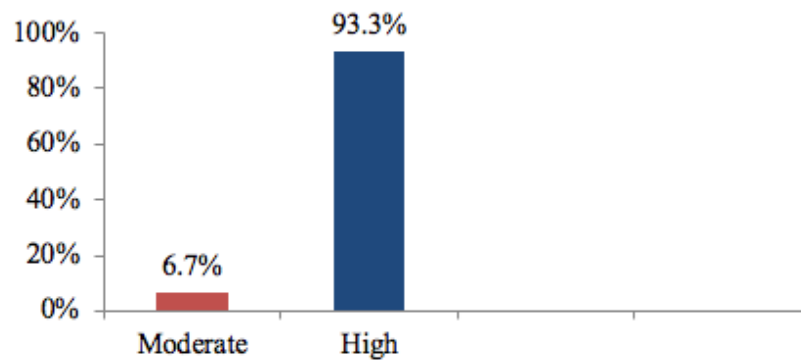

Figure 4. Multi-Direction Category (Transaction)
Source: Processed by researchers using SPSS Version 23

Figure 4 shows the two-way communication (interaction) indicator is a discussion between one individual and another, with 280 (93.3%), 20 (6.7%), and 0 students (0%) in the good, moderate and poor categories. Therefore, it can be concluded that the trend of multi-direction communication indicators (transactions) is in a good category.

The categories of the tendency for the variable communication patterns of teachers and students are shown in **Figure 5**.
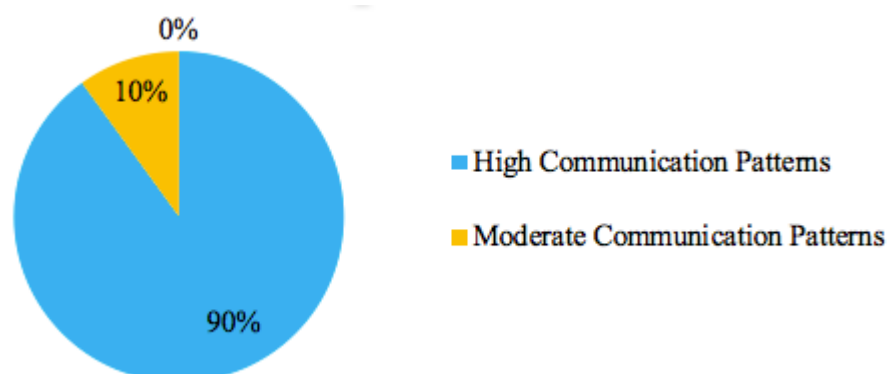
Figure 5. Circle diagram of teacher communication patterns
**Source:** Processed by researchers using SPSS Version 23

Figure 5 shows that Junior High School students with teachers, with 270 (90%), 30 (10%), and 0 (0%) students in the good, moderate, and poor categories. Therefore,

it can be concluded that the tendency of the variable of communication patterns between teachers and students is in the good category.

2. Students Ability to Read and Write the Qur'an in Islamic Education Learning

The variable of students' reading and writing ability in Islamic religious education is measured using the report card value. The value obtained from 300 students had the highest and lowest scores of 90 and 80, respectively. From these values analyzed using IBM SPSS Statistics 23, the mean value and standard deviation of 84.43 and 3.461 were obtained.

The categories of students' literacy ability to read and write the Qur'an are shown in **figure 6**.
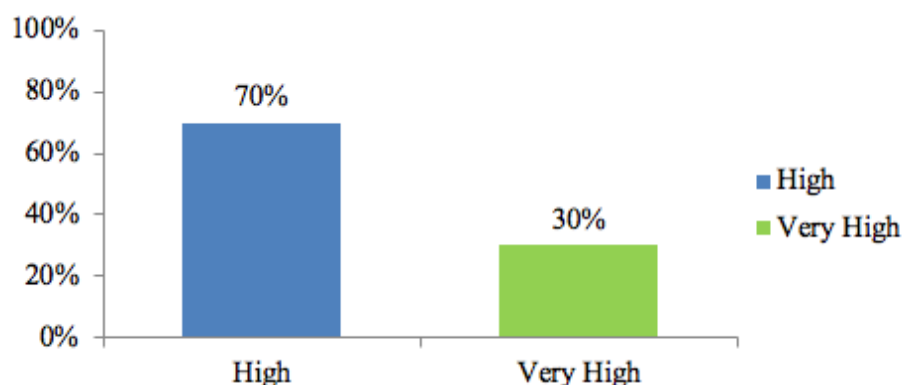
Figure 6. Bar diagram of students' reading and writing abilities of the Qur'an

Figure 6 shows that the students of State Junior High School in Pinrang have the ability to read and write the Qur'an. The figure indicates that out of the 300 students, 90 (30%) and 210 (70%) are in the very good and good categories due to their ability to read and write the Qur'an, respectively.

3. Assumptions of Data Analysis

The statistical analysis used to test the hypothesis of this research is the moment correlation analysis technique. However, the data must fulfill the requirements of the analysis test used before it can be analyzed for and tested for normality. This research was conducted using IBM SPSS Statistics 23 using a significance level of 0.05. The data is normally distributed assuming sig > 0.05 or 5%. The calculation results of the data normality test using the One-Sample Kolmogorov-Smirnov Test formula are shown in **table 1**.

Table 1. Score of the One-Sample Kolmogorov-Smirnov Test Normality

Uji Normalitas One-Sample Kormorov-Smirnov Test	Communication Patterns (X)	BTQ Abilities (Y)
Kolmogorov-Smirnov Z	0.649	0.912
Asymp. Sig. (2-tailed)	0.794	0.376

Table 1 shows the communication patterns between teachers and students (X) 0.794 > 0.05 and students' reading and writing ability of the Qur'an (Y) 0.376 > 0.05. The normality test results of the variable teacher communication patterns and students' BTQ ability in Islamic education are normally distributed.

4. Hypothesis Test

The hypothesis test contains the truth obtained from the research sample with the statistical technique used to determine the relationship between teacher communication patterns (X) and BTQ ability of students (Y). The result is analyzed using IBM SPSS Statistics 23, as shown in **Table 2**.

Table 2. The results of the Pearson product-moment correlation test

	R	Sig
Correlation between teacher communication patterns and BTQ ability of junior high school students.	0.801**	0.000

Table 2 shows that the correlation result is 0.801 with a significance of 0.000. This means that Ho is rejected, therefore, there is a positive correlation between teacher communication patterns and BTQ ability of junior high school students in PAI learning in Pinrang.

Furthermore, to determine the relationship between teacher communication patterns and students' BTQ ability in learning Islamic education, it is necessary to analyze the guidelines for interpreting the correlation coefficient and BTQ.

Table 3. Guidelines for interpreting the correlation coefficient

Coefficient Interval	Correlation Level
0.000 – 0.199	Very low
0.200 – 0.399	Low
0.400 – 0.599	Moderate
0.600 – 0.799	Strong
0.800 - 1.000	Very Strong

Source: Sugiyono (2008)

Table 3 shows that the correlation result is 0.801, which means a very strong relationship with students' ability to read and write the Qur'an in teaching Islamic education at Junior High School in Pinrang.

The results of this research are in accordance with Heinich et al.'s (2002) statement that a weak communication system causes learning failure. In other words, its success is due to good communication, which is understandable because, with a good communication patterns, the messages conveyed by teachers related to learning

can be understood by students (Arquero et al., 2017; Dhillon & Kaur, 2021; Sidelinger et al., 2016).

This result also strengthens preliminary research, stating that good communication patterns increase academic success (Chetty et al., 2014; Sidelinger et al., 2016). For this reason, teachers need to develop effective communication patterns in the learning process because it leads to transactional or reciprocal relationships. Furthermore, to achieve optimal learning outcomes, teachers need to be acquainted with the use of multi-directional communication, which does not only involve dynamic interactions between one student and another (Najib, 2017).

In education, good and effective communication is needed, for the material to be digested optimally in order to achieve educational goals (Najib, 2017). This is in line with research by Sahabuddin (2015), and Sondakh et al. (2017), which stated that the low learning outcomes achieved are very influential with teacher communication. Research conducted by Suprapto (2017) stated that effective communication is very influential on improving learning outcomes because it makes students more enthusiastic and motivated to express themselves in words and sentences. Teachers and students are expected to have pleasant interactions with good and effective communications to change the classroom atmosphere and for the learning process to run adequately. Furthermore, with good communication patterns, teachers can also motivate students to learn and maintain good relations between teachers and students.

CONCLUSION

In conclusion, teacher communication patterns are positively correlated with BTQ ability of junior high school students in Pinrang. Therefore, PAI teachers need to improve effective communication patterns for messages related to BTQ learning to be understood by students. Further research needs to be conducted using other factors related to students' BTQ abilities apart from communication patterns.

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