

## **Descriptive Study on the Effectiveness of Interpersonal Communication of PAUD Teachers in Mandiangin Village**

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**Abstract:** This research was conducted to determine the effectiveness of interpersonal communication descriptively in PAUD teachers in Mandiangin Village, Minas District, Siak Regency. This type of research is a descriptive study using a qualitative research approach. The research was conducted at PAUD Sekato, TK Istiqomah, and TK Makarti, Mandiangin Village, Minas District, Siak Regency, Riau Province. The research subjects were 11 people. Data were collected using a questionnaire technique which amounted to 20 items. The questionnaire was formulated to determine the effectiveness of interpersonal communication of the Mandiangin Village PAUD teachers which included openness, empathy, a supportive attitude, a positive attitude, and equality. The process of data reduction and data presentation is carried out at the time of data collection and then conclusions are drawn. The results of the study concluded that interpersonal communication among PAUD teachers in Mandiangin Village, Minas District, Siak Regency, Riau Province was very effective where the factors of openness, empathy, supportive attitudes, positive attitudes, and equality stated good results. Effective interpersonal communication with fellow teachers can affect teacher attachment to the institution.

**Keywords:** Effectiveness; Communication; Interpersonal; Teacher.

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### **I. Introduction**

Teachers as material teachers should master material that can improve cognitively and be able to guide and develop student talents. Besides, teachers as trainers have to train students' psychomotor and affection so that the cognitive, psychomotor, and affective development of students can develop in a balanced manner (Yamin&Maisah, 2010).

The role of the teacher in the aspect of child development has a very big contribution as a provision for the child's future. The development of children in the cognitive, psychomotor, affective, social, aesthetic, communication aspects contribute to each other and constitute an inseparable unity. Although sometimes it looks dominant on one side of its development compared to others, it functions holistically in children. The ability of children to apply these aspects of development goes through many developmental processes (Kostelnik, M. J., Soderman, A. K., &Whiren, A. P., 2007).

Children are formed to have a smart personality, both physically and socially. The contribution of the teacher's role to activate various stimuli to hone children's intelligence as the golden generation of the family and nation. The interaction of teachers with students in the teaching and learning process in the classroom and the school environment will create good interpersonal communication in schools (Anisah, 2011).

Communication is carried out by people face to face, with direct reactions both verbally and nonverbally, it can be called interpersonal communication. Interpersonal communication is communication that can change a person's attitude, opinion, or behavior to obtain feedback, evaluating responses, controlling the social environment, playing and having fun (Chairani, M., Wiendijarti, I., &Novianti, D., 2014; Anne, 2015; Adigwe&Okoro, 2016, Suciati, 2017; Ahmad, 2020). The teacher as the main actor, the most important human resource in implementing the quality of education, should have an effective interpersonal communication pattern between teachers, parents, school principals, and students. The effectiveness of interpersonal communication, namely openness, empathy, a supportive attitude, a positive attitude, and equality.

PAUD institutions as a medium for the success of students in teaching and learning activities in schools where good interpersonal communication is formed between teachers and students. Mandiangin Village consists of 3 PAUD institutions, namely Istiqomah Kindergarten, Sekato PAUD, and Makati Kindergarten. The location of Mandiangin Village which is quite close to the sub-district and is reached by a slippery and bumpy dirt road is the main reason for teachers to be less involved in activities carried out in the sub-district. Besides, the signal constraints are not supported so that the information received is often delayed.

This is what attracts researchers to find out how interpersonal communication of PAUD teachers in Mandiangin Village, Siak Regency, Riau Province. This research was conducted to determine the effectiveness of interpersonal communication descriptively in PAUD teachers in Mandiangin Village, Minas District, Siak Regency.

## **II. Methodology**

This type of research is a descriptive study using a qualitative research approach. The research was conducted at PAUD Sekato, TK Istiqomah, and TK Makarti, Mandiangin Village, Minas District, Siak Regency, Riau Province. The research subjects were 11 people with details, namely 3 PAUD Sekato teachers, 4 Istiqomah Kindergarten teachers, and 4 Makarti Kindergarten teachers, Mandiangin Village.

Data were collected using a questionnaire technique which amounted to 20 items. The questionnaire was formulated to determine the effectiveness of interpersonal communication of the Mandiangin Village PAUD teachers which included openness, empathy, supportive attitudes, positive attitudes, and equality. The statement items are arranged based on four alternative favorable answers with their respective values, namely, very often = 4, often = 3, sometimes = 2, and never = 1. The total value shows the effectiveness of interpersonal communication of PAUD teachers. This means that the higher the effectiveness of interpersonal communication, the more effective the level of interpersonal communication of PAUD teachers. Likewise, the lower the effectiveness of interpersonal communication, the less effective the level of interpersonal communication for PAUD teachers.

The collected data were analyzed using an inductive approach to reveal the effectiveness of interpersonal communication for PAUD teachers in Mandiangin Village. The process of data reduction and data presentation is carried out at the time of data collection and then conclusions are made. The three components interact for the final purpose of preparing a research report. The data analysis technique is presented using a quantitative descriptive technique with a percentage calculation

## **III. Discussion**

### **The Effectiveness of Interpersonal Communication for PAUD Teachers**

The effectiveness of teacher interpersonal communication in increasing children's knowledge by using nonverbal communication that the teacher does in interacting with students is through movement, additional objects, cues, facial expressions and expressions, symbols, and various sound intonations. The message conveyed in interpersonal communication between teachers and students is more about the concept of learning and also motivation for students to more quickly understand what is meant by the teacher (Dasmo, D., Binoardi, H., & A'ini, ZF, 2011), then interpersonal communication activities so that collaboration can be realized in achieving educational goals (Utami, et al, 2020).

Interpersonal communication is part of a diverse communication universe that involves two or more physically close together and delivers by answering messages both verbally and nonverbally. Interpersonal communication is not only limited to giving and receiving information, but it can lead to warmth, openness, and support during communication relationships (Wahyuni, 2003; Wood, 2013). According to DeVito (2011), a communicator who is a person who conveys a message must have the quality of openness which refers to several aspects, namely the willingness to open up in the sense of revealing information that is usually hidden and the willingness of the communicator to react honestly to the stimulus that comes.

The desire to be open to each other so that information closure does not occur or obstacles in the delivery of information. An open attitude is related to self-disclosure to know other people, what they think, what they feel, and what they care about. The indicator of openness of a person is influenced by the willingness to reveal one's identity; willingness to express self apart from self-identity as measured by the ability to express attitudes, thoughts, feelings, and expressions; willingness to accept other people as they are as measured by the presence or absence of other people who accept someone; willingness to listen to and understand personal problems; and the level of breadth as measured by the extent of the type of topic that is communicated to someone (Suciati, 2017).

Empathy is the ability to put yourself in someone else's shoes, trying to understand before being understood. The characteristics of someone who has high empathy will do more prosocial actions than those who have low empathy. Empathy is the process of being able to capture things that are contained in communication with others by analyzing speech, tone of voice so that a person can capture thoughts and feelings by the person concerned (Khalik, 2014). Interpersonal communication will run effectively if the communicator and the communicant understand what they are feeling and experiencing.

Supportive behavior is an attitude of supporting others. The supportive atmosphere in interpersonal communication is the opposite of the defensive atmosphere. A supportive attitude puts more emphasis on a person's personality, through this attitude, communication will run better and can contribute to relationships that are full of trust (Suciati, 2017).

Someone who has a positive attitude towards others can encourage other people to participate more actively and create effective interactions. A positive feeling in general communication situations can reflect effective communication and is beneficial for the effectiveness of collaboration. In interpersonal

communication, the relationship between communicators and communicants shows each other a positive attitude and a pleasant atmosphere appears so that it will not cause obstacles in communication.

Similarities in a person's personality can affect interpersonal communication. The existence of differences of opinion in a group is expected to make these differences as motivation, not as a division to reach a mutual agreement for common opinions and views. Appreciating differences without trying to reconcile differences, but understanding the "how" the differences go together (Wahyuni, 2003).

Similarities in a person's personality can affect interpersonal communication. The existence of differences of opinion in a group is expected to make these differences as motivation, not as a split to reach a mutual agreement for safety Time factors occur because they never meet or do not have contact, due to different working times, room factors that occur because they are located far apart from one another. others, both within the work complex and scattered in other areas. Meanwhile, the division factor occurs due to the division of separate units in the form of divisions, departments, and horizontal sections. In the process of communication, it can cause obstacles that become a problem. However, if the principles of interpersonal communication are implemented properly, the communication pattern will be effective. Respecting differences without trying to reconcile differences, but understanding the "how" the differences go together (Wahyuni, 2003).

#### IV. Findings

The results of the research have been carried out by distributing questionnaires with 20 items accompanied by biographies of research subjects totaling 11 PAUD teachers in Mandiangin Village, with the following details: there are 7 people (63.64%) with undergraduate educational background and 4 people (36.36 %) come from high school graduates. Based on the work period, the research results obtained, namely 6 people (54.55%) for 1 - 10 years, 4 people (36.36%) for 11-20 years, and 1 person (9.09%) for 21-30 years. There are 5 people aged 21-30 years (45.45%), 5 people aged 31-40 years (45.45%), and 1 person aged 41-50 years (9.09%).

Based on the results of the data description, it consists of 20 statement items that reveal the factors of interpersonal communication, namely openness, empathy, supportive attitudes, positive attitudes, and similarities.

##### 1). The openness factor

Table 1. Openness Factors on the Effectiveness of Interpersonal Communication

No	Very Often	%	Often	%	Sometimes	%	Never	%
1	8	72,73	3	36,36	0	0	0	0
2	9	81,82	2	27,27	0	0	0	0
3	6	54,55	3	27,27	0	0	2	18,18
4	1	9,09	10	27,27	0	0		
Amount		54,55		29,55		0	2	15,9

Based on the results of data collection, the results showed the openness factor that 54.55% stated that they were very often open in interpersonal communication, 29.55% stated that they often did openness with their fellow teachers and 15.9% stated that they were never open in interpersonal communication among others PAUD teacher.

##### 2). Empathy

Table 2. Factors of Empathy on the Effectiveness of Interpersonal Communication

No	Very Often	%	Often	%
5	7	63,64	4	36,36
6	3	27,27	8	72,73
7	5	45,45	6	54,55
8	10	90,91	1	9,09
Amount		56,82		43,18

According to the results of data collection, the results showed that the empathy factor was 56.82% stated that they often felt empathy in interpersonal communication and 43.18% stated that they often felt empathy in communicating with fellow PAUD teachers.

**3) Attitude Support**

Table 3. Factors of Attitude Support on the Effectiveness of Interpersonal Communication

No	Very Often	%	Often	%
9	10	90,91	1	9,09
10	10	90,91	1	9,09
11	6	54,55	5	45,45
12	7	63,64	4	36,36
Jumlah		75		25

Based on the results of data collection, it was found that 72% were stated to be very often supportive in interpersonal communication and 25% stated that they were often supportive in communicating interpersonally with fellow PAUD teachers.

**4) Positive Attitude**

Table 4. Factors of Positive Attitude on the Effectiveness of Interpersonal Communication

No	Very Often	%	Often	%
13	10	90,91	1	9,09
14	8	72,73	3	27,27
15	7	63,64	4	36,36
16	4	36,36	7	63,64
Amount		65,91		34,09

The results of data processing showed that the positive attitude factor was 65.91% stated that they were very often supportive in interpersonal communication and 34.09% stated that they often had a positive attitude in interpersonal communication with fellow PAUD teachers.

**5) Similarity**

Table 4. Factors of Similarity on the Effectiveness of Interpersonal Communication

No	Very Often	%	Often	%
17	8	72,73	3	27,27
18	3	27,27	8	72,73
19	6	54,55	5	45,45
20	6	54,55	5	45,45
Amount		52,27		47,73

Based on the results of the data description, the results obtained from the similarity factor were that 52.27% stated that they often had a sense of togetherness in interpersonal communication and 47.73% stated that they often had a sense of togetherness in communicating interpersonally with fellow PAUD teachers.

Referring to the results of the description described in the table above by looking at each factor about the effectiveness of interpersonal communication it can be categorized as good, where the five factors with the choice of answers are very often above 50%, including openness (54.55%), empathy (56.82%), a supportive attitude (75%), a positive attitude (65.91%), and similarity (52.27%). The overall results regarding the effectiveness of interpersonal communication for PAUD teachers are listed in the following table:

Table 6. Recapitulation of the Effectiveness of Interpersonal Communication for Early Childhood Teachers

Faktor	Prosentase	Kategori
Openness	54,55	Effective
Empathy	56,82	Effective
Supportive Attitude	75	Very Effective
Positive Attitude	65,91	Effective
Similarity	52,27	Effective
Total	304,55	Effective
Average	60,91	Effective

**The Effectiveness of Interpersonal Communication for PAUD Teachers In Mandiangin Village**

The interpersonal communication of the Mandiangin Village PAUD teachers in this study showed good results, where each factor has functioned effectively in the process, including factors of openness, empathy,

supportive attitudes, positive attitudes, and equality. The success of interpersonal communication depends on eight characteristics, namely involving at least two people, only feedback, it does not have to be face-to-face, does not have to aim, produces some influence, does not have to use words, is influenced by context, and is influenced by crowds (Richard L. Weaver, in Budiyatna, 2011).

Interpersonal relationships among PAUD teachers require openness under certain conditions. The self-disclosure factor is influenced by the size of the group, feelings of liking, the effect of the siblings (reciprocity), competence, topic, and gender (DeVito, in Suciati, 2017). An open attitude between teachers can improve the quality of work in schools and communication patterns will run more effectively, both in the learning process or interacting with students (Murtiningsih, M., Kristiawan&Lian, 2019). Openness is established, character-building will occur so that interpersonal relationships are more harmonious and trust can arise.

Interpersonal communication can acquire knowledge, skills, cognition, social, emotional, and language (Aprianti, E., 2019) to achieve common understanding in solving problems. Feelings that encourage people to behave positively towards others will foster the strength of effective relationships (Magdalena, S., Zulaikha, S., &Nurjannah, N., 2019). In empathy, a person can be himself by understanding what other people feel.

The message conveyed in interpersonal communication among PAUD teachers will quickly understand what colleagues want, as research conducted by Zulkifli (2019) explains that interpersonal communication between teachers and students about learning concepts and motivation to students to more quickly understand the meaning and the teacher's wishes. A supportive attitude in interpersonal communication can create and maintain positive behavioral relationships (Brent, D. R., & Stewart, L. P., 2013). Interpersonal communication works effectively when relationships are formed with others that are positive and supportive so that a sympathetic understanding of the feelings of others arises.

## V. Conclusion

The results of the study concluded that interpersonal communication among PAUD teachers was very effective where the factors of openness, empathy, supportive attitudes, positive attitudes, and equality stated good results. Effective interpersonal communication with fellow teachers can affect teacher attachment to the institution.

For future researchers who are interested in interpersonal communication, they can add variables that can affect personal communication so that research becomes more varied and innovative.

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