

## TEACHER ROOM APPLICATIONS FROM LEARNING COMMUNICATIONS MANAGEMENT PERSPECTIVE

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### ABSTRACT

This research aims to find out how to use the learning space features in teacher room applications from the perspective of learning communication management; The object of the research was class IX students of SMPN 8 Bandung, which is one of the favorite schools in the city of Bandung. The method in this research is descriptive survey; and field data obtained through question questionnaires and distributed to several students of SMPN 8 bandung, as a research sample. Based on the results of the research , the aspects of the learning space features include, Audio Visual Video; Animation Video and Material are included in the category of good where through the study room features students more easily understand the learning material; the conclusion in this study using the perspective of learning communication management, in order to provide an overview of the extent to which the content on the learning space features can be effectively understood by users.

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### 1. INTRODUCTION

The current development of the use of digital technology is not only used for social activities between individuals, but has penetrated into the world of education; one of which is used as a learning medium known as Ruang Guru, which is an education-based service company that uses the largest and most comprehensive technology in Indonesia by using applications on smartphones as learning media; The Ruang Guru company, which was founded in 2014 by Belva Devara and Iman Usman, has more than 6 million users and has collaborated and managed more than 150,000 teachers from 100 subject area ([https://roomguru.com/?user\\_ref=b2c-blog\\_free\\_week](https://roomguru.com/?user_ref=b2c-blog_free_week)); Furthermore, the existence of the Teacher's Room has become a learning phenomenon since it was promoted through television and social media. for example SMP Negeri 8 Bandung, which is located at Jalan Alun-Alun Utara 211 B Bandung City, is one of the favorite schools in Bandung; and when the teacher's room team carried out school visit activities, Bandung 8 Public Middle School managed to get a score of 100 from several students. (<https://www.instagram.com/ruangguru.bdg>), this shows that learning uses the e- Learning is easy for students to follow. Research conducted by Euis Karwati (2014) regarding the Effects of Electronic Learning (E-Learning) on the quality of student learning, shows that electronic learning has a positive and significant influence on the quality of learning. (Journal of Communication Research Vol. 17 No. 1, July 2014 : 41-54)

Furthermore, Riandika Prayogi (2015), explains that learning communication using the e-learning system is carried out using learning communication methods that are varied, efficient, easy to understand and interesting can increase student motivation. (Jurnal of Communication vol.1 no 2 2015).

The results of some of these studies indicate that learning communication media uses the e-Learning system, as was done in the Teacher Room Feature; make it easier for students to learn with full motivation. In other words, face-to-face learning methods are starting to switch to digital methods, where the communication aspects of learning according to Endang Lestari G (2003) include clarity. This means that communication must use language and package information clearly, so that it is easily accepted and understood by the communicant. Accuracy. This precision or accuracy concerns the correct use of language and the truth of the information conveyed. Context. Context or often referred to as situation, the meaning is that the language and information conveyed must be in accordance with the circumstances and environment in which the communication occurs. Channel. The language and information to be presented must be arranged in a clear flow or systematic manner, so that those who receive the information can respond quickly. Culture. This aspect is not only related to language and information, but also related to manners and ethics. This means that in communicating, you have to adapt to the culture of

the person you are communicating with, both in the use of verbal and non-verbal language, so as not to cause misperceptions; Furthermore, so that all of these aspects can be carried out in a systematic and structured manner through digital space, in this case the features of the study room in the teacher's room application; becomes an interesting problem to examine how the use of these study room features from the perspective of learning communication management, namely the interpretation between the management concept and the learning communication concept, is then used to examine the supporting aspects of the study room features which include audio visual aspects, animated videos and material learning. Thus, the purpose of this research is to find out how to use the study room features in the teacher room application from the perspective of learning communication management

## 2. LITERATURE REVIEW

The transition of learning spaces where individuals interact directly changes to digital model learning spaces, resulting in changes in everything that is a benchmark for the success of learning, namely audio, video animation and learning materials carried out in digital spaces. Embodiment in studying problems related to the use of study room features in the teacher room application from the perspective of learning communication management; first examines the elements in the learning space features which include audio, video animation and learning methods, then the effectiveness of these three elements is analyzed through the management concept and learning communication concept and implemented into these three elements in the learning communication management perspective.

Study room features, generally known as learning using the E-Learning model, Taslim (2017) states that the e-Learning model makes it easier for users (students) to access the information available in its features; while the research results of Oktavian Herlambang (2018), that the e-learning program has a positive effect on student learning satisfaction. The two studies reinforce the statement of Rusman et al (2011: 264) that e-learning has characteristics, including (a) interactivity; (b) independence (independence); (c) accessibility; (d) enrichment, so that these characteristics make it easy for users to access information and learning materials contained in the e-Learning feature.

In line with the problems related to the features of the study room, where is the audio visual aspect; animated videos and learning materials, where each aspect must meet the characteristics of e-learning that are designed systematically and attractively to achieve the goals of a lesson. According to Sudjana and Rivai in the book *Teaching Media* (2003: 58) that audio-visual media are a number of tools used by teachers in conveying concepts, ideas by using the senses of sight and listeners; so that audio-visual media is a medium in conveying messages. Whereas Arsyad in the book *Learning Media* (2014: 89) explains that visual animation plays a very important role in the learning process, so that students who learn can facilitate understanding and strengthen memory and learning material; Furthermore, Widodo and Jasmadi in the book *Development of Teaching Materials* (2013: 1) explain that learning tools that contain learning materials, methods, limitations, and how to evaluate are designed systematically and attractively to achieve the goals of a lesson. The learning communication management approach in the study room feature is to find out how far the aspects in these features meet the existing criteria in learning communication management, namely aspects of learning management and the process of learning communication. Suwardi (2007: 1) explains that learning management is the management process in teaching and learning activities that starts from the process of planning, organizing, implementing, controlling and evaluating in order to achieve educational goals and learning communication is the process of conveying ideas / ideas and information in teaching and learning activities, involving educators (communicators) and students (communicants). Thus learning communication management is the process of planning, organizing, implementing, controlling and evaluating communication activities through the teaching and learning process.

In line with the problems related to the Use of Study Room Features in the Teacher Room application from the Perspective of Learning Communication Management and based on exposure to the literature review, the framework of thinking in this study is as follows:

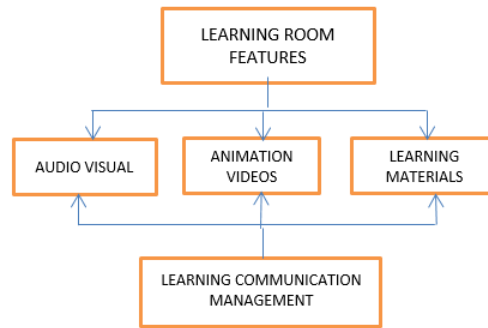


Figure 1. Thinking Framework

### 3. METHOD

Research on "Use of Study Room Features in Teacher Room Applications in the Perspective of Learning Communication Management", uses a descriptive survey method. According to Kusnaka (2004:9) the survey method is a method for obtaining existing data at the time the research was conducted; while descriptive research according to Sugiyono (2001: 6), is research conducted on independent variables, ie without making comparisons, or connecting with other variables. Thus, in this study data containing variables were not compared or connected, but were analyzed and verified based on the results of previous research in this case through the results of Dian Putri Permatasari's research (2019) entitled "The Effect of Using Study Room Features in the Teacher Room Application on the Level of Understanding student ". The sample used in this study were 71 respondents who were students of SMP Negeri 8 Bandung, who used the study room features, namely Audio Visual Video, visual animation and learning materials, then the results of the research were analyzed from the perspective of learning communication management.

### 4. RESULT AND DISCUSSION

According to data from the Ruang Guru Blog, learning activities using digital media (new media) have reached 13 million students. (<https://blog.ruangguru.com/why-they-subscribed-roomguru>). Thus, in general, users of study rooms through digital media can be accepted by audiences, especially school students. This is confirmed by Dian's research (2019), that students feel they understand lessons better through study room features than reading books directly. Numiek (2013), Effective learning can be said to be learning that makes optimal use of information and communication technology in the learning process as a tool. One of the uses of information and communication technology in learning is by utilizing e-learning.

In line with the topics related to the use of Study Room Features, the results of research on the components of Audio Visual Video Use show that 81% can be understood by students because the color display makes it easier for students to digest the information conveyed; then on the component of using Video Animation, 80% of students understand the information conveyed because of the interesting way of delivering it through moving features/images, so it's not boring; Whereas in the learning material component 78% of students find it easy to learn the material presented, because the delivery effects through audio-visual video models and animated videos attract attention and learning material becomes easy to understand.

The embodiment of the research results from the perspective of learning communication management, all material presented must go through the following stages:

**Planning**, includes the communicator aspect, namely the teacher or instructor who will deliver the material, then planning messages in the form of learning material to be delivered, and the communicant, namely the recipient of information or students who use features.

**Organizing**, is the process of distributing and delegating activities at the planning stage. In this case, the people involved in making study room features do their work according to their authority.

**Implementation**, is the process of activities related to the content of the study room features, namely audio-visual videos, animated videos and learning materials carried out according to plan.

**Control and Assessment**, after the three stages have been carried out, the manager of the study room features should conduct a study and analysis to find out how far the study room features are going according to plan and if they are not according to plan, improvements will be made immediately.

Based on the explanation above, so that the implementation of learning communication through study room features can be more easily understood by users, the entire system in the assessment process must be planned and directed to achieve the goal of making learning room features; To achieve this, all individuals involved in the activity features of the study room must have the ability to communicate, according to Irwin ((1994:23-25) 10 (ten) things that individuals need to have in order to have the ability to communicate, namely:

1. *Competence in listening* Competence in listening and responding actively which aims to understand, evaluate, reinforce decision making. In this case the communicator in the teacher's room is not just giving directions/lessons like a teacher in class to feature users, but is able to listen to and respond to feedback from users of the teacher's room feature.
2. *Competence in overcoming reticence/shyness*. This can happen anywhere during communication activities, so the role of the communicator is needed to be able to overcome embarrassment or difficulty speaking between communication participants. in the teacher room feature the communicator (teacher) is able to generate a fun and interactive atmosphere, so that participants / users are motivated to interact.
3. *Competence in being open and frank*. Disclosure of ideas and feelings openly in communication activities is necessary for the communication process to run effectively and successfully. The limitations of the teacher's room feature as a medium, the communicator (teacher) has the creative ability to compose messages that are easily understood by participants/users of the teacher's room feature.
4. *Competence in establishing and sustaining a smooth pattern of interaction*. . Fun interactions can help one another to like each other. Comfort / pleasant atmosphere is needed to build awareness of how individuals interact. The feature of the teacher's room as standard media requires the ability for communicators (teachers) to convey ideas or ideas with interactive and interesting learning methods.
5. *Competence in being assertive (not aggressive)*, is the ability to communicate positively or negatively – from real ideas and feelings to gain individual participation in interactions. Characteristics of the limited teacher space features require flexible intelligence for communicators (teachers) to package communication messages that are easy to understand in simple and interesting language.
6. *Competence in questioning*. The ability to ask questions is especially important in the context of a formal interview. Questions are used directly to seek information and confirm ideas, opinions and feelings. Asking is one of the skills in discussing interactions related to individuals, information, ideas and feelings in a relationship.
7. *Competence in understanding people from the "stories" they tell*. All interactions are influenced by the values and beliefs of each communication participant, which makes each participant understand or not understand the effect of communication on their environment. Identifying values and beliefs as a basis for facilitating interactions or relationships between individuals. Thus interaction activities between individuals can occur where each communication participant understands the meaning of ideas/ideas based on their values and beliefs.
8. *Competence in negotiating and resolving conflict*. Its implementation in communication activities in the teacher's room features, it is necessary to have a clear division of work in accordance with their respective fields, so that in the process of delivery there is no overlapping of both messages and simulation of the material.
9. *Competence in interpreting nonverbal behaviour*. Lots of exchange of information and understanding between individuals is done by nonverbal communication or body language. Experts estimate that in every communication activity, the similarity in interpreting messages is mostly emphasized by nonverbal behavior between individuals, around 60-70% through gestures, body movements, facial expressions, eye contact, and voice intonation.
10. *Competence in adapting communication behaviour to suit the circumstances*. Communication behavior is the ability of communication participants to consciously carry out special interactions. Socio-cultural differences are one of the things that cause individuals to need to adapt in every communication activity in order to obtain the same understanding and understanding. (adaptation from: soedarsono, (2020:72)

## 5. CONCLUSION

Based on the results of the discussion regarding the use of study room features in the perspective of learning communication management, it can be concluded that the use of digital media that is applied to the Teacher Room concept is an effective way for smartphone users, especially school students, to be able to use it for things that are capable of educating and increase students' knowledge and as another alternative how learning methods do not only have to be in the classroom in direct contact, but by using digital media students will indirectly learn independently, and the ability to communicate is important so that the use of study room features can be effectively used.

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