



# Interpersonal communication between teachers and students in pancasila education learning

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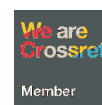
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# Interpersonal communication between teachers and students in pancasila education learning

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## ABSTRACT

This study aims to evaluate the effectiveness of interpersonal communication between teachers and students in the Pancasila Education learning process, specifically in grades IV and VI. The research also identifies the factors that hinder effective communication in the classroom, including barriers to message delivery and student engagement. Interpersonal communication is crucial in the learning process as it influences student understanding and participation, especially in moral and civic education subjects such as Pancasila Education. The research utilizes a qualitative approach with descriptive methodology, focusing on data gathered through observations, interviews, and documentation. A purposive sampling method was employed to select key informants, including teachers and students from the Pancasila Education classes. Data analysis followed the steps of data collection, reduction, display, and conclusion drawing. The findings indicate that while interpersonal communication between teachers and students is generally effective, challenges persist, such as the lack of learning media and excessive verbal or emotional messages from teachers that hinder student participation. These communication barriers contribute to misunderstandings and decreased student engagement during lessons. Based on these findings, the study recommends that teachers enhance their communication strategies by incorporating visual aids and reducing overly emotional or complex verbal communication. Furthermore, fostering a more interactive and inclusive classroom environment could help improve students' comprehension and active involvement in Pancasila Education.

## Keywords:

Interpersonal communication  
Pancasila education  
Learning process  
Teacher-student interaction  
Communication barriers  
Civic education

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## Introduction

Education is very important and occupies a central position in development because it is oriented towards improving the quality of human resources (Agu et al., 2022). In education, there is a transformation of values that continue to develop from one generation to another. Education can be derived from normative and technical perspectives. As a normative formulation, education must adhere to values such as life norms, views on individuals and society, moral values, and morality (Joyce, 2024). Communication is essential for humans. Since the first human being was born, humans have been engaged in communication activities. Humans need and always try to open and establish communication. Humans are not used to living alone, they definitely need communication (Döring et al., 2022).

Interpersonal communication, according to Littlejohn et al., (2014) is one of the communication contexts (Hargie, 2021). The focus is not only on the communicators involved but also on the

communication atmosphere. One of the aspects affected by communication is the relationship between individuals (Okoye, 2024). As explained above, this relationship distinguishes interpersonal communication from other communication contexts. Communication is also vital in the learning process. What happens to the learning process without communication? Teachers explain the learning material in the classroom, students discuss, educators and students engage in a topic of discussion—these are all forms of communication that take place in learning (Hasanuiddin & Ciptaningrum, 2021). The learning communication process will run effectively when information or messages are easily received and understood by the recipient of the message, and the message bearer is able to eliminate noise or interference that can affect the smooth communication process (Kapnoola et al., 2021).

Sudirman & Cahyani (2024) states that the learning of Pancasila education in elementary schools must be carried out seriously to achieve educational goals to the maximum (Sudirman & Cahyani, 2024). Changes in the curriculum are also followed by a shift from teacher-centered learning, where students play an active role in learning (Awacorach et al., 2021). In this context, teachers act as facilitators and motivators. Learning should be seen as an interactive and reflective process that involves teachers in guiding students to participate in various activities (Nguyen et al., 2023). It is through the interaction between teachers and students with the teaching materials that students build the meaning of the learning materials they have obtained.

Good interpersonal communication is characterized by closeness, showing that communication between teachers and students does not only take place in the classroom during the learning process. Interpersonal communication can take place inside and outside the classroom (Waite, 2020). Teachers can also carry out effective learning if they have established interpersonal relationships, one must often possess some form of attraction. Everyone has an attraction, some have attraction due to beauty, intelligence, dressing style, or friendliness (Edwards et al., 2022). This attraction is an important lubricant in establishing interpersonal relationships. Teachers can have an attraction for their students, so that students become close and willing to build interpersonal relationships in the context of learning. Thus interpersonal communication is a purposeful communication that occurs between two or more people in a familiar atmosphere, where each party influences the other (Rachmad, 2022).

According to the results of my observations, several obstacles exist in the interpersonal communication between teachers and students at SDN 15 Kendari City. For example, when teachers deliver learning materials, they often focus only on active students and pay attention to the teacher's explanations. As a result, communication tends to run in one direction, leading to uneven interpersonal communication during learning (Meluch et al., 2023). Teacher sometimes uses words that are not understood by students and do not ask whether the students understand the material being explained. Despite students not understanding, teachers continue to explain the material. Teachers rarely open question and answer sessions, so students become passive and embarrassed to ask questions. When students ask questions, teachers seldom respond, instead assigning tasks. This lack of discussion between teachers and students hampers communication (Rahmat & Jon, 2023). These obstacles occur because teachers do not create conducive classroom conditions and focus only on active students, neglecting others who do not understand Pancasila education material. This leads to distractions and students not paying attention to the teacher's explanations (Farris et al., 2022).

Based on the author's observations and interviews with one of the classroom teachers, the author found that interpersonal communication between teachers and students was not optimal. Andika et al. (2025) stated that to achieve a good education in Pancasila education, a teacher must not only master the knowledge or material they teach but also be adept at effective communication techniques (Andika et al., 2025). Teacher must be skilled in communicating with students and create an educational communicative climate that allows students to actively participate in expressing opinions and developing their imagination and creativity based on their potential (Derakhshan et al., 2023). Based on the above background, the researcher conducts a study on the interpersonal

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Purification of Teachers and Students in the Learning Process of Pancasila Education at SDN 15 Kendari City.

The word communication or “communication” in English comes from the Latin *communis*, which means “same”, *communico*, communication, and *atur communicare*, which means “to make common” (Kumar, 2024). The first term (*communis*) is the root of the word “communicator”, and it forms the foundation for other related Latin terms. Communication pattern are often referred to as a system, consisting of interconnected components that work together to achieve educational goals (Gunasekaran et al., 2023). A pattern is a model (or regulation) commonly used to create something, especially when it is sufficiently demonstrated to reach a certain type (Winter, 2022). The communication pattern process is designed to express the relationships or elements involved and their continuity, facilitating logical thinking and relationship (Salimi et al., 2022).

Dineva et al. (2020) formulates communication objectives into two broad categories (Dineva et al., 2020). First, communication is used to accomplish tasks essential to our needs, such as feeding and clothing ourselves, satisfying our sense of the environment, and enjoying life. Second, communication is used to create and build relationships with others. So, communication serves both a content purpose, which involves exchanging information to complete a task, and a relational purpose, which involves exchanging information about how we relate to others.

Richter et al. (2023) states that the purpose of communication is to create common understanding or change perceptions, even behaviors (Richter et al., 2023). Meanwhile, Katz and Kahn emphasize that the primary function of communication is the exchange of information and the delivery of meaning within social systems or organizations. Communication is not just about conveying messages; it is an ongoing process of meaning formation and fulfilling expectations.

Indainanto et al. (2023) states that the communication process is inseparable from the form and function of communication, where effective communication cannot exist without addressing the faults that hinder it (Indainanto et al., 2023). The communication functions include (1) informing—providing information to the public, (2) educating—disseminating knowledge to improve the community's effectiveness and cultural development, (3) entertaining—providing entertainment to fulfill a sense of security and social awareness, and (4) influencing—using communication to change attitudes, opinions, and behaviors in the community.

The communication process is the process of how the role of the communicator can be accepted by the communicator. The communication process is every step starting from the moment of message creation until the message is understood by the communicator so that the communicator is able to give a response. The communication process talks about the process of conveying and receiving messages, but rather as a process of sharing and dialogue that affects each other. as a result of the interaction process through messages in dialogue which can cause a continuous feedback effect. This continuous process is called dialogue, which is interpreted as a series of interactions between communication actors in their cooperation to equalize meaning. Further understanding of communication is always related to its needs/interests and context (Pierson, 2021).

Hargie (2021) defines interpersonal communication as communication between individuals where information is exchanged, with the opportunity for immediate feedback (Hargie, 2021). This two-way communication process fosters better relationships between teachers and students, enhancing learning and engagement. Effective interpersonal communication helps bridge the gap between teachers and students, allowing for more active participation in the classroom (Shakoor et al., 2025).

Al Mamun & Lawrie (2023) stated that the intensity of the learning experience that students have will be maximum when viewed from how much involvement students have in teaching and learning activities and learning objects provided by teachers (Al Mamun & Lawrie, 2023). In the implementation of learning in the classroom, teachers need to have the skills to ask questions to conduct a pre-test before the learning process takes place, this activity will certainly stimulate students to participate in learning activities. Through questioning skills, educators involve students

so that interpersonal communication occurs in the classroom. Furthermore, students who are involved in interpersonal communication with teachers in pre-test activities have been the beginning of a good opening of learning between educators and students. One of the absolute abilities that educators must have in socializing with the environment or outside the environment is interpersonal skills.

Disturbances or obstacles that exist in the communication process will usually cause misunderstandings between the communicator and his communicator or commonly called miscommunication. Interpersonal communication is a necessity in human life, both individuals and groups. The implementation of effective interpersonal communication is everyone's desire. With this effective communication, the parties involved in it get the benefits they want. Some factors that greatly determine the success of interpersonal communication when viewed from the perspective of communicators, communicators, and the press are (1) Success factors are seen from the perspective of communicators. (2) Success factors are seen from the perspective of communicator. (3) Success factors seen from the perspective of the message (Gohoungodji et al., 2023).

In conclusion, the successful implementation of interpersonal communication in the learning process plays a critical role in enhancing the quality of education. Effective communication helps establish a closer relationship between teachers and students, promotes understanding, and ensures active participation. However, various obstacles in communication must be addressed to improve the learning experience, especially in the context of Pancasila Education.

## Methods

This research employs a descriptive research design with a qualitative approach. Descriptive research is aimed at systematically and accurately explaining the facts and characteristics of a particular population, specifically focusing on the interpersonal communication between teachers and students in Pancasila Education. The qualitative approach was chosen because it allows for a deep understanding of the communication dynamics in the learning process, offering insights into the subjective experiences of the participants. By using this approach, the study can capture the nuances of teacher-student interactions and identify the obstacles that hinder effective communication. A qualitative method is particularly suited for exploring complex social phenomena, such as communication patterns, where understanding the context and personal experiences is essential to achieving the research objectives (Creswell & Creswell, 2014; Lim, 2025).

In this study, purposive sampling was used to select informants. The criteria for selecting informants included teachers and students involved in the Pancasila Education learning process. Specifically, teachers who have been teaching Pancasila Education for at least one semester, and students from grades IV and VI, were chosen due to their exposure to the Pancasila Education curriculum. The sample included 6 teachers and 12 students, selected based on their relevance to the study's focus on interpersonal communication in the classroom. This approach ensured that the informants had direct and relevant experience with the phenomena being studied. The purposive sampling method was selected because it allows for selecting participants who have specific knowledge or experience that is directly related to the research topic, thus providing rich and meaningful data (Nyimbili & Nyimbili, 2024).

Data were collected using three techniques: observation, interviews, and documentation. The observation technique involved observing the interaction between teachers and students in real classroom settings. Observations focused on how teachers communicated the material, how students responded, and the dynamics of teacher-student interactions during Pancasila Education lessons. The observation was conducted over a period of three weeks to capture the natural communication flow during regular classroom activities (Tisdell et al., 2025).

Interviews were semi-structured and conducted with both teachers and students. Semi-structured interviews allowed for flexibility in exploring the interviewees' experiences and perspectives, while



also ensuring that specific topics relevant to the research objectives were addressed. Each interview lasted approximately 30-45 minutes, and the questions were designed to explore issues related to communication effectiveness, barriers, and the teachers' and students' perceptions of their communication in the classroom. Additionally, documentation, including lesson plans and teaching materials, was reviewed to provide context and background for understanding the communication strategies employed by the teachers (Hernández-Rodríguez et al., 2021).

The data analysis process involved several stages, as outlined by (Bingham, 2023). The first stage was data collection, where raw data were gathered through observations, interviews, and document review. Data reduction followed, where irrelevant or redundant information was removed, and the remaining data were organized into themes and categories. The next stage was data display, which involved presenting the data in an accessible format to help with interpretation. Finally, conclusion drawing/verification was conducted to identify the main findings and verify them through cross-checking with interviewees and observation data. This process ensured the reliability and validity of the research findings (Coleman, 2022).

To ensure the validity and reliability of the data, several strategies were employed. Member checking was used, where interview transcripts were returned to informants for validation to ensure the accuracy of the data. Triangulation of data sources, such as comparing interview responses with observational data and documents, was also applied to reduce bias and enhance the credibility of the findings (Natow, 2020).

The research was conducted at SDN 15 Kendari City during the second semester of the 2024 academic year. The duration of data collection spanned three months, allowing for a comprehensive analysis of the teaching and learning process in the classroom. Contextual factors, such as the classroom environment and the teachers' teaching styles, were considered in the analysis of the communication dynamics. These factors played a significant role in shaping the effectiveness of communication (Zatoga, 2024).

Limitations of this study include the small sample size, which may limit the generalizability of the findings to other schools or educational contexts. Additionally, the study was limited to one school in Kendari City, which may not fully represent the diversity of educational settings across the country. Despite these limitations, the study provides valuable insights into the specific challenges and opportunities for improving interpersonal communication in the context of Pancasila Education.

Ethical considerations were taken into account throughout the study. Informed consent was obtained from all participants, ensuring that they understood the purpose of the research and their role in it. Participants were assured of their anonymity and the confidentiality of their responses. The study adhered to ethical research principles, and all data were handled with care to protect the privacy and rights of the informants (Gabriel, 2023).

## Results and Discussion

### Interpersonal Communication of Teachers and Students in the Learning Process of Pancasila Education

The interpersonal communication between teachers and students at SDN 15 Kendari is generally positive; however, some obstacles still exist, particularly among students who have slower comprehension or lack confidence. These students need further guidance and encouragement to effectively engage in communication. As one student noted in an interview:

"Sometimes I feel shy to ask questions because I am afraid the teacher might think I'm not paying attention."

This comment illustrates the barrier created by a lack of self-confidence, which is a key factor hindering effective communication.

Overall, interpersonal communication between teachers and students at SDN 15 is marked by the active participation of students. For example, one teacher shared:

"I often see students raise their hands to ask questions about the Pancasila material, which shows their interest and involvement in the lesson."

This reflects an environment where students feel comfortable interacting with the teacher, fostering an atmosphere of mutual respect and engagement. Teachers' warm and empathetic attitudes further promote communication, making students feel more courageous in expressing their opinions and asking questions.

However, not all students display this level of comfort. Some students, especially those who struggle to grasp the material, require additional encouragement. One teacher explained:

"I notice that some students hesitate to speak up, especially when they do not understand the material. It's important to give them extra support."

This aligns with the findings of Xie & Derakhshan (2021), who suggested that effective interpersonal communication occurs when both parties teachers and students react simultaneously and influence each other in a culturally meaningful way (Xie & Derakhshan, 2021). Despite this, the lack of confidence remains a barrier for certain students, as noted earlier.

### **Factors Inhibiting Interpersonal Communication between Teachers and Students in the Learning Process of Pancasila Education**

Several factors were identified that hinder effective interpersonal communication in the classroom. One key barrier is the lack of teaching media or props used by the teacher. One teacher acknowledged this in an interview:

"Sometimes we don't have enough teaching media, which makes it harder for students to visualize the Pancasila concepts I am explaining."

This lack of resources can limit the effectiveness of communication and reduce students' understanding, particularly for visual learners. Another factor is emotional and psychological barriers. As one teacher stated:

"There are days when I get frustrated, especially when students don't seem to be paying attention, and that can affect the way I communicate with them."

This highlights how the emotional state of the teacher can influence communication dynamics, as also noted by Qobilovna (2024), who identified emotional and social barriers as significant factors hindering effective communication (Qobilovna, 2024).

The classroom environment also contributes to communication challenges. Noise and disruptions caused by students who are less engaged in the lesson often prevent others from focusing on the material. One student observed:

"Sometimes, when students are noisy, it's hard to hear what the teacher is saying, and that makes it harder to understand the lesson."

This suggests that external factors, such as classroom noise and distractions, interfere with the flow of communication between teachers and students.

The number of students in the classroom also presents a challenge. A teacher noted:

"With so many students, it's difficult to pay attention to everyone. Some students get lost in the crowd and may not get the help they need."

This factor exacerbates the difficulties in ensuring that each student receives individualized attention, as also observed by Vakili et al. (2024), who emphasized how large class sizes can negatively impact the quality of communication (Vakili et al., 2024).

## Discussion

The findings of this study show that interpersonal communication in the learning process of Pancasila Education at SDN 15 Kendari is generally positive, but several barriers exist that hinder its effectiveness. The barriers identified—lack of teaching media, emotional challenges, noisy classroom environments, and large class sizes—are consistent with the literature on communication in educational settings (Bratchuk & Smith, 2023). These barriers align with existing theories on communication, particularly the notion that effective interpersonal communication requires an open, responsive, and empathetic environment (Matlhaba, 2025).

The lack of media and resources impacts the teacher's ability to engage students effectively, a concern also highlighted in previous studies. For instance, Gunawan et al. (2022) found that when teachers fail to use appropriate media, communication in the classroom suffers (Gunawan et al., 2022). Similarly, the emotional state of the teacher, particularly frustration and stress, affects the quality of communication, which is consistent with findings from Sudhakar (2024) regarding the role of emotional regulation in effective communication (Sudhakar, 2024).

Moreover, the classroom environment and student behavior, such as noise and lack of engagement, hinder the effectiveness of communication. This finding corresponds with the work of Zaman et al. (2023), who discussed how classroom dynamics—like noise or disruptions—can significantly affect communication between teachers and students (Zaman et al., 2023).

## Implications and Recommendations

Based on these findings, several recommendations can be made. First, teachers should be provided with adequate teaching resources and media to enhance communication in the classroom. The use of visual aids, multimedia, and interactive activities can help clarify complex Pancasila concepts and improve student engagement (Istiqomah & Wibowo, 2024). Teachers should also be encouraged to create a more inclusive and supportive environment where students feel comfortable expressing their thoughts without fear of judgment.

Additionally, schools should consider providing professional development programs for teachers on managing classroom dynamics and emotional regulation. Training on effective classroom management techniques can help reduce disruptions and create a more conducive environment for communication (Akhtar et al., 2024). Lastly, reducing class sizes could help ensure that every student receives the attention they need and is not overlooked in a large group.

The findings of this study contribute to the broader field of educational communication by providing insights into the specific communication barriers faced in Pancasila Education and offering practical solutions to address these challenges. These recommendations can assist teachers, schools, and policymakers in improving the quality of interpersonal communication in the classroom.

## Limitations and Future Research

This study has some limitations, including the small sample size and the focus on a single school, which may limit the generalizability of the findings. Future research could expand the sample size and include multiple schools to assess the applicability of the findings in diverse educational settings. Additionally, further studies could explore the impact of different teaching strategies on improving interpersonal communication in Pancasila Education and other subjects.

## Conclusion

This study aimed to explore the interpersonal communication between teachers and students in the Pancasila Education learning process at SDN 15 Kendari, and to identify the factors that hinder effective communication in the classroom. The research also sought to examine how these communication dynamics influence the learning process and the overall quality of education.

Based on the findings, it can be concluded that interpersonal communication between teachers and students at SDN 15 Kendari is generally positive, with teachers displaying warmth and empathy,



fostering a comfortable and supportive learning environment. This positive communication dynamic has encouraged students to actively participate in discussions and express their opinions more confidently. However, some barriers were identified that hinder the full effectiveness of communication. These include a lack of teaching media, emotional barriers such as teacher frustration, noisy classroom environments, and the large number of students, which make it difficult for teachers to address the needs of all students.

The study successfully identified these barriers to effective communication and provided valuable insights into their impact on the Pancasila Education learning process. The research highlighted the importance of interpersonal communication as a core competency for teachers, particularly in promoting student engagement and understanding of Pancasila values. The lack of resources and classroom disruptions were found to negatively affect the communication process, limiting student participation and comprehension.

This study contributes to the field of educational communication by providing empirical evidence of how interpersonal communication can enhance or hinder the learning experience in a Pancasila Education context. It also offers practical implications for improving communication strategies in classrooms. Teachers are encouraged to use more diverse teaching media, manage classroom dynamics effectively, and engage emotionally with students to create a more conducive learning environment.

Additionally, the research provides recommendations for educational policymakers to consider when developing strategies to improve teacher training, classroom management, and resource allocation in schools. Addressing these communication barriers can significantly improve the quality of education, particularly in subjects like Pancasila Education, where moral and civic understanding is crucial.

In conclusion, the study has met its objectives by identifying key factors influencing interpersonal communication in the classroom, assessing their impact on the learning process, and offering practical recommendations for improvement. Future research could further explore the relationship between teacher-student communication and student learning outcomes in other educational settings.

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