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### Teachers' Communication Strategies in Fostering Effective Learning Interactions: A Case Study at MTs Negeri 1 Wonosobo

*Strategi Komunikasi Guru dalam Menciptakan Interaksi Pembelajaran yang Efektif: Studi Kasus di MTs Negeri 1 Wonosobo*

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#### Abstract

Learning communication plays an essential role in creating active and participatory interactions; however, classroom practices still face challenges related to teacher dominance and limited student involvement in communication processes. This study aims to analyze communication problems, communication implementation strategies, and factors influencing the effectiveness of learning interactions at MTs Negeri 1 Wonosobo. This study employed a descriptive qualitative approach using participant observation, in-depth interviews with three teachers, and documentation, which were analyzed through an interactive analysis model. The findings reveal that communication problems are influenced by the dominance of lecture-based methods, the lack of confidence among some students to participate actively, and differences in students' characteristics in receiving information. The implementation of two-way communication, group discussions, adaptive language use, and learning media utilization contributed to increasing student engagement and creating more dialogical learning interactions. This study contributes to the understanding that effective learning communication depends not only on teachers' ability to deliver materials but also on their capability to apply communication strategies based on students' needs and characteristics.

**Keywords:** Learning Communication; Learning Interaction; Communication Strategies; Two-Way Communication; Student Participation

#### Abstrak

Komunikasi pembelajaran memiliki peran penting dalam menciptakan interaksi yang aktif dan partisipatif, tetapi praktik pembelajaran masih menghadapi tantangan berupa dominasi guru dan keterbatasan keterlibatan peserta didik dalam proses komunikasi. Penelitian ini bertujuan untuk menganalisis problematika komunikasi, strategi penerapan komunikasi, serta faktor yang memengaruhi efektivitas interaksi pembelajaran di MTs Negeri 1 Wonosobo. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi partisipan, wawancara mendalam terhadap tiga guru, dan dokumentasi yang dianalisis melalui model interaktif. Hasil penelitian menunjukkan bahwa problematika komunikasi pembelajaran dipengaruhi oleh dominasi metode ceramah, rendahnya keberanian sebagian peserta didik untuk berpartisipasi, serta perbedaan karakteristik siswa dalam menerima informasi. Penerapan komunikasi dua arah, diskusi kelompok, penggunaan bahasa yang adaptif, dan pemanfaatan media pembelajaran terbukti mampu meningkatkan keterlibatan peserta didik serta menciptakan interaksi pembelajaran yang lebih dialogis. Penelitian ini memberikan kontribusi berupa pemahaman bahwa efektivitas komunikasi pembelajaran tidak hanya bergantung pada penyampaian materi, tetapi juga pada kemampuan guru menerapkan strategi komunikasi yang sesuai dengan kebutuhan peserta didik.

**Kata Kunci:** Komunikasi Pembelajaran; Interaksi Pembelajaran; Strategi Komunikasi; Komunikasi Dua Arah; Partisipasi Peserta Didik



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## INTRODUCTION

The learning process is fundamentally an interactive activity involving teachers and students in achieving educational goals.<sup>1</sup> The success of learning is not only determined by mastery of instructional materials but also by teachers' ability to establish effective communication with students. Effective communication enables the exchange of information, ideas, and learning experiences that can encourage students' active participation throughout the learning process.<sup>2</sup> Therefore, communication plays a strategic role as a means of creating a dialogic, participatory, and student-oriented learning environment.

In educational practice, learning communication is not merely related to the delivery of subject matter by teachers but also involves how interactions between teachers and students are developed during teaching and learning activities.<sup>3</sup> Open and effective interactions provide opportunities for students to ask questions, express opinions, engage in discussions, and construct understanding based on their learning experiences. Thus, the quality of communication becomes one of the crucial aspects influencing the success and effectiveness of the learning process.

Although communication has a significant role in learning, classroom realities indicate that communication processes do not always occur effectively. Based on preliminary observations conducted at MTs Negeri 1 Wonosobo, an Islamic junior high school in Indonesia, it was found that classroom communication still tended to be teacher-centered, particularly through the dominant use of lecture methods. Meanwhile, students' involvement in asking questions, expressing opinions, and providing responses to learning materials remained limited. Furthermore, the variety of communication strategies applied in classroom activities had not fully encouraged active and collaborative interactions. These conditions potentially hinder the development of critical thinking skills, communication abilities, and students' understanding of learning materials.

Previous studies have demonstrated that communication strategies play an essential role in improving the quality of classroom interactions.<sup>4</sup> The implementation of two-way communication, group discussions, question-and-answer methods, the use of learning media, and the integration of digital technologies have been proven to enhance students' participation, motivation, and engagement in learning activities.<sup>5</sup> However, previous studies have generally emphasized the effectiveness of communication strategies from conceptual perspectives or their implementation in broader educational contexts.<sup>6</sup> Studies specifically examining how

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1 Deborah K. Palmer and others, 'Bilingualism, Biliteracy, Biculturalism, and Critical Consciousness for All: Proposing a Fourth Fundamental Goal for Two-Way Dual Language Education', *Theory Into Practice*, 58.2 (2019), 121–33 <<https://doi.org/10.1080/00405841.2019.1569376>>.

2 Mohammad Alawamleh, Lana Mohannad Al-Twait, and Gharam Raafat Al-Saht, 'The Effect of Online Learning on Communication between Instructors and Students during Covid-19 Pandemic', *Asian Education and Development Studies*, 11.2 (2022), 380–400 <<https://doi.org/10.1108/AEDS-06-2020-0131>>.

3 Nicholas C. Burbules, Guorui Fan, and Philip Repp, 'Five Trends of Education and Technology in a Sustainable Future', *Geography and Sustainability*, 1.2 (2020), 93–97 <<https://doi.org/10.1016/j.geosus.2020.05.001>>.

4 Jie Ding, 'Exploring Effective Teacher-Student Interpersonal Interaction Strategies in English as a Foreign Language Listening and Speaking Class', *Frontiers in Psychology*, 12 (2021) <<https://doi.org/10.3389/fpsyg.2021.765496>>.

5 Ángela Novoa-Echaurren, Isabel Pavez, and Marco Esteban Anabalón, 'Reflective Practice and Digital Technology Use in a University Context: A Qualitative Approach to Transformative Teaching', *Education Sciences*, 15.6 (2025), 643 <<https://doi.org/10.3390/educsci15060643>>.

6 Lei Bao and Kathleen Koenig, 'Physics Education Research for 21st Century Learning', *Disciplinary and Interdisciplinary Science Education Research*, 1.1 (2019), 2 <<https://doi.org/10.1186/s43031-019-0007-8>>.

communication strategies are implemented based on real interaction dynamics between teachers and students in Islamic school environments through a participant observation approach still require further exploration.

This research gap highlights the importance of conducting studies that not only position communication as a theoretical concept in learning but also investigate how communication actually occurs in real classroom activities. Therefore, this study seeks to describe communication problems occurring in the classroom, analyze communication strategies implemented to improve the effectiveness of learning interactions, and identify factors influencing the success of communication between teachers and students.

Based on this research gap, this study aims to analyze communication problems in the learning process, identify the implementation of communication strategies that can improve the effectiveness of classroom interactions, and examine the factors influencing successful communication between teachers and students at MTs Negeri 1 Wonosobo, an Islamic junior high school in Indonesia. The findings of this study are expected to contribute to the development of more effective, participatory, and adaptive learning communication strategies that are aligned with students' needs in the contemporary educational era.

## **Method**

This study employed a descriptive qualitative approach aimed at obtaining an in-depth understanding of the implementation of communication strategies in improving the effectiveness of classroom interactions.<sup>7</sup> The research was conducted at MTs Negeri 1 Wonosobo, an Islamic junior high school in Indonesia, involving teachers and students who participated in learning activities. Participants were selected using a purposive sampling technique based on their involvement and experiences relevant to the focus of the study, enabling them to provide information that supported the achievement of the research objectives.

Data were collected through participant observation, in-depth interviews, and documentation. Participant observation was conducted to directly examine communication patterns between teachers and students, the forms of interaction that occurred, and the communication strategies applied throughout the learning process.<sup>8</sup> In-depth interviews were conducted with three teachers who were directly involved in classroom activities to obtain information regarding their experiences, perspectives, communication strategies, and challenges in establishing effective learning interactions. Meanwhile, documentation was used as supporting data in the form of learning materials, activity records, and other relevant documents related to the implementation of the learning process.

The data were analyzed using the interactive analysis model consisting of data reduction, data display, and conclusion drawing. The analysis process was conducted continuously from the data collection stage to the final interpretation of the research findings.<sup>9</sup> To ensure data credibility, this study employed source triangulation by comparing information obtained from the three teacher informants and technique triangulation by comparing data obtained from observations, interviews, and documentation. Therefore, the data obtained possessed a level of trustworthiness and validity that could be scientifically justified.

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7 Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan RD*, Cet. ke 23 (Bandung: Penerbit Alfabeta, 2016).

8 J Moleong Lexy, *Metode Penelitian Kualitatif*, Bandung: Rosda Karya, 2002.

9 Matthew B Miles, A Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th edn (Thousand Oaks, CA: SAGE Publications, 2019).

## RESULTS AND DISCUSSION

### Communication Problems in Learning Interactions

Modern learning places communication as a fundamental element in creating active and participatory interactions between teachers and students.<sup>10</sup> However, in practice, classroom communication still faces a paradox, as learning that ideally adopts a student-centered approach often remains dominated by teacher-centered communication patterns. Such conditions result in students acting more as recipients of information rather than actively constructing understanding through questioning, discussion, and expressing ideas. This phenomenon indicates that changes in educational paradigms have not been fully accompanied by changes in communication practices during the teaching and learning process. This finding is consistent with previous research indicating that teacher dominance in classroom communication remains a major barrier to establishing active and dialogical learning interactions.<sup>11</sup>

Participant observations conducted at MTs Negeri 1 Wonosobo, an Islamic junior high school in Indonesia, revealed that teachers still played a dominant role in delivering learning materials. The lecture method was frequently applied because it was considered effective in ensuring that learning objectives and curricular targets were achieved within the available time. Yanto explained that limited instructional time became one of the considerations for teachers in using lecture-based methods, although more interactive communication approaches were considered more effective in increasing student engagement. This finding supports previous studies suggesting that time limitations often encourage teachers to maintain lecture-based approaches in classroom learning.<sup>12</sup>

The dominance of lecture methods in the learning process potentially limits communication opportunities between teachers and students. Based on observational findings, opportunities for students to ask questions, provide responses, and express opinions had not occurred equally among all students. Active participation was mainly demonstrated by a small number of students with higher levels of confidence, while other students tended to remain passive listeners throughout the learning activities. Dewi stated that not all students possess the same level of confidence to participate actively in classroom discussions; therefore, teachers need to provide encouragement and appropriate approaches to increase students' willingness to express their ideas. This finding aligns with previous research demonstrating that low student participation in classroom communication can inhibit the development of critical thinking abilities and communication skills.<sup>13</sup>

Communication problems in learning interactions are also associated with differences in students' characteristics in receiving and responding to information. Observations showed variations in students' levels of understanding, activeness, and confidence during the learning process. Adi explained that teachers need to adjust their language, methods of delivering

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10 Maria Odinkaya and others, 'The Culture of Professional Self-Realization as a Fundamental Factor of Students' Internet Communication in the Modern Educational Environment of Higher Education', *Education Sciences*, 9.3 (2019), 187 <<https://doi.org/10.3390/educsci9030187>>.

11 Peter Teo, 'Teaching for the 21st Century: A Case for Dialogic Pedagogy', *Learning, Culture and Social Interaction*, 21 (2019), 170–78 <<https://doi.org/10.1016/j.lcsi.2019.03.009>>.

12 Nouralsalhin Abdalhamid Alaagib, Omer Abdelaziz Musa, and Amal Mahmoud Saeed, 'Comparison of the Effectiveness of Lectures Based on Problems and Traditional Lectures in Physiology Teaching in Sudan', *BMC Medical Education*, 19.1 (2019), 365 <<https://doi.org/10.1186/s12909-019-1799-0>>.

13 Teguh Prasetyo, Helmia Tasti Adri, and Fachri Helmanto, 'The Role of Lecturer–Student Interaction in Developing Critical Thinking Skills: Insights from a Private University in Indonesia', *F1000Research*, 14 (2025), 1455 <<https://doi.org/10.12688/f1000research.173679.1>>.

materials, and communication approaches according to students' characteristics to ensure that learning messages are effectively received. This indicates that successful communication depends not only on teachers' ability to deliver materials but also on their capacity to understand students' needs and conditions. This finding corresponds with previous research emphasizing that adapting communication strategies based on students' characteristics plays a crucial role in creating effective learning environments.<sup>14</sup>

Overall, communication problems in learning interactions demonstrate that successful classroom communication is not solely determined by teachers' ability to deliver learning materials, but also by their ability to create communicative spaces that provide equal opportunities for students to participate actively. Teacher dominance, limited instructional time, students' lack of confidence, and differences in student characteristics represent challenges that need to be addressed to establish more dialogical and participatory learning. These findings are in accordance with previous research suggesting that effective learning communication requires a balance between the teacher's role as a facilitator and students' active involvement in the learning process.<sup>15</sup>

### Strategy of Communication Implementation in Improving the Effectiveness of Learning Interactions

Effective communication in learning is not merely determined by teachers' ability to deliver learning materials, but also by their capacity to create interactive spaces that encourage students' active participation during the learning process. Therefore, communication strategies implemented by teachers become an essential aspect in transforming conventional teacher-centered learning into more dialogical and collaborative interactions. The application of appropriate communication strategies enables a reciprocal exchange of ideas between teachers and students, allowing learning to focus not only on knowledge transfer but also on the development of meaningful understanding.

**Table 1.** Communication Strategies Applied to Improve the Effectiveness of Learning Interactions

Communication Strategies	Implementation in Classroom Activities	Impact on Learning Interaction
Two-way communication	Teachers provide opportunities for students to ask questions, express opinions, and respond to learning materials through question-and-answer activities.	Encourages students to participate more actively and creates a more open classroom atmosphere.
Group discussion	Students are involved in small-group discussions to exchange ideas and collaboratively solve learning problems.	Improves student collaboration, confidence, and communication skills.
Adaptive communication approach	Teachers adjust language use, explanations, and examples according to students' characteristics and levels of understanding.	Reduces communication barriers and improves students' comprehension of learning materials.

14 Ju Wang and others, 'How to Build Better Environments That Reinforce Adaptation of Online Learning?—Evidence from a Large-Scale Empirical Survey of Chinese Universities', *Education and Information Technologies*, 29.14 (2024), 1–23 <<https://doi.org/10.1007/s10639-024-12556-8>>.

15 I Wayan Redhana, I Nyoman Suardana, and Ida Bagus Nyoman Sudria, 'A Socio-Cognitive Conflict-Integrated Challenge-Based Learning Model to Improve Scientific Argumentation Skills and Scientific Literacy', *Pedagogical Research*, 11.1 (2026), em0253 <<https://doi.org/10.29333/pr/17917>>.

Utilization of learning media	Teachers use visual media, presentations, and learning videos to support the delivery of learning materials.	Increases students' attention, motivation, and engagement during the learning process.
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*Source: Compiled by the authors based on participant observations and interviews with Yanto<sup>16</sup>, Dewi<sup>17</sup>, and Adi.<sup>18</sup>*

Table 1 presents the communication strategies implemented by teachers to improve the effectiveness of classroom interactions based on the findings of participant observations and interviews with three teachers.

One of the communication strategies identified during the learning process was the implementation of two-way communication through question-and-answer activities. Observation findings showed that teachers provided opportunities for students to ask questions and express their responses to the learning materials. Although not all students participated actively, this strategy created a more open learning atmosphere compared to learning that solely relied on teacher explanations. Dewi explained that providing stimulating questions and appreciating students' responses became one of the strategies to increase their confidence in communicating. This finding supports previous studies indicating that the question-and-answer method can effectively improve students' participation and confidence in expressing their ideas.<sup>19</sup>

In addition to two-way communication, group discussions became another strategy that strengthened interactions among students. Observation results demonstrated that students were more willing to exchange opinions when they were given opportunities to discuss and solve problems collaboratively. Students who were generally passive during whole-class learning tended to become more active in smaller discussion groups. Yanto explained that organizing students into groups helped create a more communicative classroom atmosphere because students could ask questions and respond to their peers. This finding aligns with previous research suggesting that discussion-based learning contributes to the development of communication skills, collaboration, and critical thinking abilities.<sup>20</sup>

Another communication strategy was reflected in teachers' ability to adjust their language and instructional approaches according to students' characteristics. Observation findings showed that teachers did not solely use formal explanations but also provided contextual examples related to students' daily experiences to facilitate understanding. Adi explained that simplifying language and using familiar illustrations helped reduce students' difficulties in understanding learning materials. This indicates that successful communication depends not only on teachers' ability to deliver content but also on their understanding of students' needs and learning characteristics. This finding is consistent with previous studies emphasizing that adaptive communication strategies play a significant role in creating effective learning interactions.<sup>21</sup>

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16 Yanto, interview by the author, MTs Negeri 1 Wonosobo, 2026.

17 Dewi, interview by the author, MTs Negeri 1 Wonosobo, 2026.

18 Adi, interview by the author, MTs Negeri 1 Wonosobo, 2026.

19 Jumana Awawda, 'Questioning Strategies in EFL Teaching: Their Role in Fostering Learners' Critical Thinking', *Language Teaching Research*, 2026 <<https://doi.org/10.1177/13621688261421817>>.

20 Xinke Song, Abu Bakar Razali, and Joanna Joseph Jeyaraj, 'How Project-Based Learning Improves College EFL Learners' Critical Thinking Skills and Reading Comprehension Ability: A Case Study', *Language Teaching Research*, 2025 <<https://doi.org/10.1177/13621688251352275>>.

21 Yousri Attia Mohamed Abouelenein and others, 'Impact of a Serious Games-Based Adaptive Learning Environment on Developing Communication Skills and Motivation among Autistic Children', *Education and Information Technologies*, 30.17 (2025), 24201–32 <<https://doi.org/10.1007/s10639-025-13728-w>>.

Apart from verbal communication strategies, the use of learning media also supported the establishment of more effective classroom interactions. Observation findings indicated that visual materials, presentations, and learning videos attracted students' attention and helped teachers explain concepts more clearly. The use of learning media made students more engaged and encouraged them to participate actively during classroom activities. This finding reinforces previous studies explaining that learning media contribute to increasing students' motivation and strengthening communication effectiveness between teachers and students.<sup>22</sup>

Overall, the implementation of various communication strategies demonstrates that effective learning interaction cannot be achieved through a single approach but requires a combination of strategies adjusted to classroom situations and students' characteristics. Two-way communication, group discussions, adaptive language use, and the utilization of learning media become important strategies in creating a more active and participatory learning environment. Therefore, teachers' roles are no longer limited to knowledge transmitters but also function as facilitators who establish communication spaces that encourage students' active involvement in the learning process. This finding supports previous studies stating that successful learning is strongly influenced by teachers' ability to implement adaptive, interactive, and student-oriented communication strategies.<sup>23</sup>

## **CONCLUSION**

This study found that the effectiveness of learning interactions still encounters various communication challenges, including teacher dominance in delivering learning materials, limited student participation, and differences in students' characteristics in receiving and responding to learning communication. These conditions occur because communication patterns have not fully provided balanced dialogical opportunities between teachers and students, alongside limitations in implementing communication strategies that are adjusted to classroom situations. To address these challenges, teachers implement various communication strategies, including two-way communication, group discussions, the use of adaptive language according to students' characteristics, and the utilization of learning media. The implementation of these strategies has been proven to create more open learning interactions, enhance students' confidence in expressing their opinions, and encourage more active participation throughout the learning process.

This study contributes to the development of learning communication studies by demonstrating that the effectiveness of classroom interactions is not only determined by teachers' ability to deliver learning materials but also by their capability to establish communication strategies that are adaptive to students' needs and characteristics. However, this study has limitations because it was conducted in only one Madrasah Tsanawiyah (Islamic junior high school) with a limited number of participants; therefore, the findings cannot fully represent broader conditions of learning communication. Future studies are recommended to expand the research context across different educational levels and settings and to employ more diverse research approaches in order to obtain a more comprehensive understanding of communication dynamics within the learning process.

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22 Ajeng Alfiyani HD and Didit Darmawan, 'The Influence of Classroom Management and the Use of Learning Media on Increasing Student Learning Motivation', *Hikmah*, 20.2 (2023), 372–82 <<https://doi.org/10.53802/hikmah.v20i2.336>>.

23 Panfeng Shi and Weijun Liu, 'Adaptive Learning Oriented Higher Educational Classroom Teaching Strategies', *Scientific Reports*, 15.1 (2025), 15661 <<https://doi.org/10.1038/s41598-025-00536-y>>.

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