



Teacher Communicative Action with Students in Habermas Perspective (Qualitative Analysis at Sanggar Anak Alam Yogyakarta)

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Abstract

Good communication between teachers and students can build a pleasant learning atmosphere so that it can provide motivation for students to achieve. The Sanggar Anak Alam is a school without rules, to help the learning activities run between the facilitators making an agreement as a substitute for the rules based on an agreement, the learning process runs with understanding, awareness and responsibility. The facilitator builds communicative actions towards students, namely making communication openly, each individual can give opinions or rebuttals to get intersubjective recognition oriented to understanding and reaching consensus (agreement) together according to Habermas's perspective. The research method is qualitative with a case study approach. The results of this study are the open communication between the facilitator and the students with the facilitator placing themselves on par with students and conducting dialogue to reach an understanding towards mutual agreement so as to provide comfort in the learning process and motivate students to excel.

Keywords: *Communicative Action; Teacher with Students; Habermas Perspective*

Introduction

The world of education continues to experience development, one of which can build quality individuals so that they can compete globally. However, schools today are still bored educational institutions, teachers' communication styles are only one way and students are still seen as passive individuals in receiving information, teacher-student relationships are stiff and dialogue is not built. They should be able to adapt their communication methods to all students regardless of ability or learning style. They are able to "read" their students and adapt to individual needs. Effective communication includes changing boredom to be attractive and having the ability to convey material well and fun. Positive classrooms, teachers who can create a sense of community, respond to student needs in a timely manner, and foster positive relationships can improve academic achievement.

The dynamics of communication are currently progressing very rapidly, the presence of technology is an unlimited medium to make it easier for people to be more active and productive in

producing messages and information that can easily be accepted by the public. Communication style is defined as how someone packs a message to be conveyed and does it in the form of communication. Style means a special way of receiving messages, a personal way of interpreting messages, giving and receiving feedback, feedback. Communication style is an indicator of how a person communicates in a structured manner with the social world.

Communication style is also an indicator of how to interpret information and transform information into action behavior according to social assessments. What is also very important is "the combination of styles that are right in the context, not reducing to one style. Communication that should be built is relational communication - dialogue between teachers and students as a tutoring activity and communicating ideas, information and expectations in various ways - through speak, through gestures and other body language, through the written word because communicating effectively can help teachers have a "presence" in the classroom that motivates students and facilitates learning. Communication can also be through technological media which can provide opportunities to communicate with students (Nicoleta Dutaa, Georgeta Panisoara, Ion-Ovidiu Panisoara, 2015).

The communication that is built between students and teachers, namely communication between all subjects in the teaching process is an important factor in a quality school. Students in quality schools use democratic means of communication to achieve better learning outcomes. To help students learn well, a quality life is needed. Quality schools have five basic needs: love, strength, freedom, fun and learning related to survival. Quality schools have six requirements for quality work as follows: 1. The classroom environment must be pleasant and provide a stimulus for learning 2. Useful learning for students 3. Students are asked to do their best according to their potential 4. Students are asked to evaluate and improve if fail 5. Quality learning atmosphere always feels fun 6. Quality lessons, namely materials that can build the quality of teachers and students (Shih, 2018). Quality schools need qualified teachers. There are various kinds of tasks that must be done by a modern teacher: always new teaching programs, new teaching strategies, students have a role in the learning process, use of various sources of knowledge, training students to hone their abilities (Semir Šejtanić & Mustafa Džafić, 2017)

A dialectic in communicating towards understanding so that it can create an agreement and that can occur in an egalitarian communication. In the Communicative Action Theory, Habermas said that communication activities are oriented towards valid claims that are distinctly different, but related and complementary to one another, namely: 1) Truth claims, namely claims regarding the objective natural world. 2) Rightness claims, namely claims regarding the implementation of social norms. 3) Claims of authenticity or honesty (sincerity), namely claims about the congruence between mind and expression; and 4) Comprehensibility claims, namely claims about the agreement due to the fulfillment of the three claims above as sufficient reasons for consensus. The classroom is supposed to be a place for the development of democratic practices in education that are built by teachers and students, but often this is not the case in schools, there are no two-way dialogue, top-down systems are still widely encountered. Teachers have the privilege of giving information without reciprocity. So that students have a negative impression of the school (Leach, 2018)

Habermas defines communicative actions as actions that have been jointly produced and which are signs of the success of these actions that can lead to reciprocity in the form of mutual understanding and agreement. Awareness that can lead to mutual understanding. This is part of the process of self-belief and the relationship between subjects that are parallel (intersubjective) (Radita Gora & Sandra Olifia, 2017) his concept of "communicative action" became a very powerful pedagogical field. with a clear emphasis on micro-pedagogical processes, learning and interactions in education. As such, Habermas's theoretical work is set against the backdrop of a nominally different pedagogical theory - from critically manipulated social pedagogy with a dialectical-critical approach to education.

Communication that can guarantee freedom is that every individual can be heard, and can be intersubjectively unified and education is an activity and theory that can be institutionally applied intersubjectively. Habermas thought is characterized by a focus on universals consensus which is then developed intersubjectively through communicative competence (Koomen, 2019) According to Paulo Freire, dialogue requires mutual trust based on a relationship of love, humility and faith (Milić, Jovana Marojević dan Saša, 2017). Communicative action is a communication activity that is independent and leads to understanding. To achieve understanding in the space of intersubjective mutuality, namely mutual understanding, mutual trust and conformity with one another to reach an agreement.

In implementing learning in order to carry out dialogue well, both teachers and students need awareness of equality, openness and factualism. In equality are the points of view and premise applied to the teaching of dialogue. The communication relationship between teacher and student carries out teaching dialogue smoothly in an equal position, not in a superior-subordinate relationship. The sense of openness is a crucial point and emphasis. Because everyone has the right to express their views without being pressured by teachers or students. Simultaneously, teachers and students are expected to express who they are and express their thoughts and feelings in an appropriate manner. Only in this way can they achieve mutual psychological communication. In equality here it can be interpreted that the teacher not only acts as an individual who has power but the teacher can act as a partner for students, by building honest, warm and close communication with students so that a pleasant learning atmosphere can be formed. A pleasant atmosphere can also motivate students to excel. Through question and answer, question and answer, debate, and other special means, the teacher encourages students to express their own ideas and thoughts, and helps them change from passively absorbing knowledge to participating in teaching activities independently (Zhou, 2017).

Sanggar Anak Alam in Indonesia, located in the city of Yogyakarta, is a research-based school. Through research students can develop themselves according to their potential, it is different if schools have to study subjects, students are only seen based on their intellectual aspects so that students do not get the opportunity to develop their potential. Students will be recognized as objects, namely individuals who have the obligation to study the material provided by the teacher which is then written down, repeated and memorized without the need to understand what students are studying the material for. conversely, if learning is based on research and themes are raised based on what is happening around the student's environment so that the research will run according to students' abilities but can provide understanding for students. A pedagogy that tries to develop critical awareness is "student-centered dialogue that also questions generative themes from everyday life. as a matter of topic from society and academic subject matter for a particular discipline".

The facilitator acts as a student companion in learning to apply egalitarian communication, the facilitator does not only act as a teacher but also acts as a friend, friend to students. Communication has an important role in building interpersonal relationships (Rachel A. Gisewhite, Michelle M. Jeanfreau & Chelsey L. Holden, 2019) Effective communication and a class environment that is built positively is a very important role for improving student performance in achievement, especially if the teacher can provide a warm and pleasant attitude during the learning process and the teacher not only gives a positive response when students succeed but when Even failed students should still be given a positive response while still providing support (Cangyang Li, Jihong Shi, Li Wang, 2014) knowledge based on the theory of communicative action in which the focus is not only on the professional attainment of the individual, but first and foremost, the fullness of his life in the community, and the quality of life of that community that is, society, can be achieved only through an open discourse of the "world of life". The pedagogical re-conceptualization and actualization of this term which, based on everything, carries an important and universal, humane potential of education (Milić, Jovana Marojević dan Saša, 2017).

Methodology

In this study the method used was a qualitative case study approach. Qualitative research is research that produces analytical procedures that do not use statistical analysis or other means of quantification which are formed with words, a holistic picture to understand the phenomena experienced by research subjects by means of descriptions and by various natural methods. Research in terms of other definitions suggests that qualitative research utilizes open interviews to examine and understand the attitudes, views, feelings and behavior of individuals or groups of people and qualitative research is based on efforts to build views to be studied in detail in the form of words and to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivation, actions by means of the description of the research report will contain excerpts of data from in-depth interviews, field notes, photos, personal documents, memos or other official documents. Questions with the word Ask why, what reason, how it happened which is always used by researchers (Moeloeng, 2017).

Collecting data by conducting interviews with 3 facilitators and 3 students of the natural children group using purposive sampling method with the condition that the informant who is considered to know how the learning process takes place and is directly involved in it, is willing to provide data honestly and is registered as a member of the Sanggar Anak Alam. In addition to interviews, data is also obtained through observation during learning activities, photographs, written documents related to research.

Results and Discussion

In learning activities, there are no rigid rules or regulations, everything runs on the basis of mutual agreement, students and the facilitator form a mutual agreement such as school entry hours, pickets, use of cellphones during study hours and others if there are consequences for students who violate. The facilitator acts as a companion and facilitates students in activities at school in determining what to learn that determines students, at the beginning of the semester students determine what will be studied during the next semester, starting from Monday to Friday including research, themes what will be appointed is handed over to students starting with what they are passionate about and then the facilitator helps make stages starting from planning, interviews, data processing, presentations and then making a whole research report. If in the learning process there are students who are not active in discussions, cannot express opinions, cannot complete the assignment and violate an agreement that has been mutually agreed upon, the facilitator will communicate in the discussion forum but if the students cannot solve the problem, the facilitator will personally approach the student. the facilitator must understand each student's character so that there are no misperceptions or cause other problems.

In order for students to be open to the facilitator, the facilitator acts not only as a teacher but also as a friend so that the child does not feel there is a distance between the teacher and students. Students can communicate anything with the facilitator. It is not uncommon for students to feel enthusiastic about learning at the natural children's center because they feel comfortable by communicating with the facilitator. Research based learning also provides opportunities for students to develop curiosity, develop their potential, learn with full awareness, understand what is being learned because students do it directly and students can be responsible for what will be learned. In order for an individual to develop lifelong learning competencies, which is responsible for his learning from time to time, so that he is able to participate appropriately in public discourse, it is necessary for him to develop certain qualities, skills, attitudes and values that reflect his learning strengths, namely each individual knows his ability to learn and to change, namely awareness to learn and to have critical curiosity, creating meaning in connecting the old and the new theoretically and practically, having persistence, creativity, awareness of the interconnectedness of the learning process - learning is not an isolated process, internal and personal, but develop in relationships at different levels; strategic awareness about one's own learning process (Joldersma & Deakin Crick, 2010).

Conclusion

Communication plays a very important role in education, especially in the relationship between teachers and students. Through egalitarian communication between teachers and students, it can be freed from a sense of power, seen only as an object and monotony that only receives information conveyed by the teacher, but of course the learning will become a burden and not motivate to achieve. On the other hand, comfortable communication will build open, honest and respectful communication. The facilitator really appreciates every student's opinion, so the communication that is built is two-way and the Sanggar Anak Alam is a school that prioritizes students where students are seen as subjects and in determining learning activities students are involved so that students can understand what is being learned, can work together, be aspirational and responsible.

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