

THE FUNCTION OF COMMUNICATION IN THE ACTIVITIES OF THE TEACHING LEARNING PROCESS IN THE CLASS ON ACCOUNTING DEPARTMENT STUDENTS OF SEMARANG STATE POLYTECHNIC

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Abstract: *Teaching and Learning Process Activities in the classroom are an organizational communication activity. In organizational communication there will be a communication function: such as informative, regulatory, persuasive, integrative, recreational, argumentative, controlling, emotional expression, motivational, social and educational functions. This study aims to determine the function of communication in the teaching and learning process activities in the classroom for Accounting Department students of Semarang State Polytechnic. The data collection is done by delivering a questionnaire to the respondents. The respondents of this study consist of Accounting Department students of the Semarang State Polytechnic. The data of this study are more qualitative, i.e. descriptions of the characteristics of respondents and not much related to numbers. Sampling is carried out by purposive sampling, namely students from the Accounting Department who had taken the Business Communication course. This study also aims to systematically and accurately describe facts and characteristics about the function of communication in teaching and learning activities in the classroom for Accounting Department students of Semarang State Polytechnic. The results have showed that the level of frequency of application of the communication function in the teaching and learning process in the classroom gives a result of mean score 4.23 which means it has a very high frequency; while the percentage of the application of the communication function in the teaching and learning process in the classroom gives a result of mean score 3.79 which means it has a high percentage. These results are in line with the results of previous studies.*

Keywords: *organizational communication, communication function, teaching and learning process, and purposive sampling*

Abstrak: *Kegiatan Proses Belajar Mengajar di dalam kelas merupakan suatu kegiatan komunikasi organisasi. Di dalam komunikasi organisasi akan tercipta adanya fungsi komunikasi: seperti fungsi informatif, regulatif, persuasif, integratif, rekreatif, argumentatif, pengendalian, pengungkapan emosi, motivasi, sosial dan edukasi. Penelitian ini bertujuan untuk mengetahui Fungsi Komunikasi Dalam Kegiatan Proses Belajar Mengajar Di Dalam Kelas Pada Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang. Metode pengumpulan data dilakukan dengan penyampaian kuesioner kepada para responden. Responden penelitian ini terdiri dari mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang. Data penelitian ini lebih bersifat kualitatif yaitu lebih banyak berupa deskripsi atau uraian karakteristik responden dan tidak banyak berkaitan dengan angka-angka. Pengambilan sampel dilakukan dengan purposive sampling yaitu mahasiswa Jurusan Akuntansi yang sudah mengikuti mata kuliah Komunikasi Bisnis. Penelitian ini juga bertujuan untuk menggambarkan secara sistematis dan akurat fakta dan karakteristik tentang Fungsi Komunikasi Dalam Kegiatan Proses Belajar Mengajar Di Dalam Kelas Pada Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang. Hasil penelitian menunjukkan bahwa tingkat frekuensi penerapan fungsi komunikasi dalam kegiatan Proses Belajar Mengajar di dalam kelas memberikan hasil nilai rata-rata sebesar 4.23 yang berarti memiliki frekuensi sangat tinggi; sedangkan besaran persentase penerapan fungsi komunikasi dalam kegiatan Proses Belajar Mengajar di dalam kelas memberikan hasil nilai rata-rata sebesar 3.79 yang berarti memiliki persentase tinggi. Hasil ini seiring dengan hasil penelitian yang sudah ada sebelumnya.*

Kata kunci: *komunikasi organisasi, fungsi komunikasi, proses belajar mengajar, dan purposive Sampling*

INTRODUCTION

Experts give slightly different definitions with regard to organization. An organization is a collection of people arranged in groups, who work together to achieve a common goal. (Organization is a collection of people, arranged into groups, working together to achieve some common objectives). (Preston and Zimmerer, 2019). Organization is a system of cooperation between two or more people (a system of cooperation of two or more persons) who both have the same vision and mission (Bernard, 2019). Organization is a pattern of relationships through which people under the direction of superiors pursue common goals (Stoner, 2019). Organization is the form of every human association to achieve common goals (Mooney, 2019). From some of the definitions above, it can be concluded that the organization is basically used as a place or container where people gather, cooperate rationally and systematically, planned, organized, guided and controlled, in utilizing resources (money, materials, machines, methods, environment).), facilities, data, and so on that are used efficiently and effectively to achieve organizational goals. In other words, an organization has at least five components; namely the

existence of a group of people, a system of cooperation, common goals, regulations, and division of tasks.

The importance of communication in an organization in order to achieve common goals is an indisputable thing. The competence of a group of people in the organization strongly supports the achievement of the common goals of an organization. A person's excellent appearance in a group will have a positive impact on himself, his business, his institution/institution, and his organization. Good communication competence of everyone in the organization is an important asset for the organization. In short, communication is the formation of one's self-concept, and helps a person in understanding oneself, solving problems, learning new things, and building a career (McLean and Moman, 2012: 12-14).

Communication has occurred since humans were created in this world; the history of communication is the same as the history of human life in this world. Communication and humans are like the relationship between soul and body; inseparable dual. Communication is also a fundamental discipline for humans in pursuing a career or profession. Communication skills will be very useful both in human

relations and work relations, or human relations as citizens. In short, communication is the key to success in life. "Communication is key to your success—in relationships, in the workplace, as a citizen of your country, and across your lifetime. Your ability to communicate comes from experience, and experience can be an effective teacher (McLean and Moman, 2012: 10)."

A study states that the ability to communicate both verbally and in writing is a bridge to success and promotion of a position. This type of communication competence includes 9 things; namely oral communication, writing, reading, document use, numeracy, working with others, thinking, computer use, and continuous learning (McLean and Moman, 2012: 12-13)."

Semarang State Polytechnic Accounting Department consists of six (6) study programs; namely D3 Accounting, D3 Banking Finance, Computer Accounting (Applied Bachelor), Islamic Banking (Applied Bachelor), Financial Analyst (Applied Bachelor), and Managerial Accounting (Applied Bachelor). All study programs organize teaching and learning activities in the classroom. Teaching and

Learning Process Activities in the classroom are an organizational communication activity. A class in an educational institution is an organization so that it has organizational components such as groups of people, a cooperative system, common goals, the existence of leaders and subordinates, regulations, and division of tasks. Communication is basically a process of delivering or sending information from one party to another. While organizational communication is a way in which a group of people maintain structure and order through their symbolic interactions and provide freedom for each individual to achieve their goals. allow individual actors the freedom to accomplish their goals") (Pearson, et. al., 2018). In organizational communication there will be a communication function; such as informative, regulatory, persuasive, integrative, recreational, argumentative, controlling, emotional expression, motivational, social, and educational functions. Informative function is that class activities function as a means of delivering and receiving information and sharing information between students and lecturers, between individual students, and between groups of students. The regulatory function is the function of

regulating and enforcing class rules and academic regulations among students and lecturers. The persuasive function is the act of persuading among lecturers and students to achieve common goals. The integrative function is the function of integrating all class components, both lecturers and students, to achieve common goals. The recreational function is a recreational or entertaining function for all class components, both lecturers and students. The argumentative function is a function for arguing in solving problems or existing tasks. The control function is the function of controlling the behavior (actions) of all class members (students) and lecturers in order to achieve common goals. The function of expressing emotions is that class activities serve to express the emotions of class members and lecturers, both positive (satisfied, happy, patient, and grateful) or the opposite (disappointed, hateful, phobic, antipathetic, unsympathetic, and not empathetic) in the context of evaluation. class activities. The motivation function is the function of providing motivation by the lecturer for student success. Social function is a function in teaching and learning activities to socialize among class members or between class members and lecturers. The latter; the educational function is a function to

transfer knowledge, values, and skills from lecturers to class members (Suyatni and Zanny, 2019: 6), (Robbins, 2006), and (Arbainah and Machmud, 2002: 6). Once the importance of teaching and learning process activities in the classroom for improving student skills and competencies and achieving national education goals, it is time to conduct a study on "Communication Functions in Teaching and Learning Process Activities in the Classroom for Students of the Semarang State Polytechnic Accounting Department".

METHODS

This study aims to determine the extent to which the application of "Communication Functions in Teaching and Learning Process Activities in Classrooms for Students of the Semarang State Polytechnic Accounting Department" which consists of informative, regulatory, persuasive, integrative, recreational, argumentative, controlling, emotional expression, motivational, social, and education. The first: how big is the level of frequency of application of "Communication Function in Teaching and Learning Process Activities in the Classroom for Students of the Accounting Department at Semarang State Polytechnic" and the second: how

big is the percentage level of application of "Communication Function in Classroom Teaching and Learning Activities for Students of the Department of Semarang State Polytechnic Accounting. The method of data collection is done by submitting a questionnaire to the respondents. Sampling was carried out by "purposive sampling" namely students of the Semarang State Polytechnic Accounting Department who had taken the Business Communication course. The data of this study are more qualitative in nature, namely in the form of descriptions or descriptions of the characteristics of respondents and are not much related to numbers. Data analysis is carried out using a Likert scale with 5 scales; 0.01 – 1.00 very low, 1.01 – 2.0 low, 2.01 – 3.00 sufficient, 3.01 – 4.00 high, and 4.01 – 5.00 very high for the level of frequency of application of the communication function in teaching and learning activities in the classroom; meanwhile, the percentage level of the application of the communication function in teaching and learning activities in the classroom is also analyzed using a Likert scale with 5 scales: 20% - 0.01 - 1.00 very low, 40% - 1.01 - 2.0 low, 60 % - 2.01 - 3.00 sufficient, 80 % - 3.01 – 4.00 high, and >80 % - 4.01 – 5.00 very high.

RESULTS AND DISCUSSION

The importance of communication in an organization in order to achieve common goals is an indisputable thing. The competence of a group of people in the organization strongly supports the achievement of the common goals of an organization. A person's excellent appearance in a group will have a positive impact on himself, his business, his institution/institution, and his organization. Good communication competence of everyone in the organization is an important asset for the organization. In short, communication is the formation of one's self-concept, and helps a person in understanding oneself, solving problems, learning new things, and building a career (McLean and Moman, 2012: 12-14).

Teaching and Learning Process Activities in the classroom are an organizational communication activity. While organizational communication is a way in which a group of people maintain structure and order through their symbolic interactions and provide freedom for each individual to achieve their goals. (Pearson, et. al., 2018). In organizational communication there will be a communication function; such as

informative, regulatory, persuasive, integrative, recreational, argumentative, controlling, emotional expression, motivational, social and educational functions. Informative function is that class activities function as a means of delivering and receiving information and sharing information between students and lecturers, between individual students, and between groups of students. The regulatory function is the function of regulating and enforcing class rules and academic regulations among students and lecturers. The persuasive function is the act of persuading among lecturers and students to achieve common goals. The integrative function is the function of integrating all class components, both lecturers and students to achieve common goals. The recreational function is a recreational or entertaining function for all class components, both lecturers and students. The argumentative function is a function for arguing in solving problems or existing tasks. The control function is the function of controlling the behavior (actions) of all class members (students) and lecturers in order to achieve common goals. The function of expressing emotions is that class activities serve to express the emotions of class members and lecturers, both positive (satisfied, happy,

patient, and grateful) or the opposite (disappointed, hateful, phobic, antipathetic, unsympathetic, and not empathetic) in the context of evaluation. class activities. The motivation function is the function of providing motivation by the lecturer for student success. Social function is a function in teaching and learning activities to socialize among class members or between class members and lecturers. The latter; the educational function is a function to transfer knowledge, values, and skills from lecturers to class members (Suyatni and Zanny, 2019: 6), (Robbins, 2006), and (Arbainah and Machmud, 2002: 6).

The frequency level of application of "Communication Functions in Teaching and Learning Process Activities in Classes for Students of the Semarang State Polytechnic Accounting Department" reaches an average score of 4.23 which means it has a very high frequency level. Likewise, the application of various informative, regulatory, persuasive, controlling, emotional expression, motivational, social, and educational communication functions reached a magnitude above 4.00 which means very high, while the other three types of communication functions, namely: integrative, recreational, and argumentative,

reached a score above 3.00 which means it has a high frequency level. In the end, it can be concluded that all kinds of communication functions are in great demand by students of the Accounting Department at the Semarang State Polytechnic. The complete results are shown in table 1 as follows:

Table 1. The level of frequency of application of "Communication Functions in Teaching and Learning Process Activities in Classes for Students of the Semarang State Polytechnic Department of Accounting"

No	Description	Score	Interpretation
1	Informative function, namely class activities function as a means of delivering and receiving information and various information between students and lecturers, between individual students, and between groups of students.	4.50	Very high
2	The regulatory function is the function of regulating and enforcing class rules and academic regulations among students and lecturers.	4.20	Very high
3	The function of persuasion is the act of persuading among lecturers and students to achieve common goals.	4.30	Very high
4	The integrative function is the function of integrating all class components, both lecturers and students to achieve common goals.	3.97	High
5	The recreational function is a recreational or entertaining function for all class components, both lecturers and students.	4.00	High
6	The argumentative function is a function for arguing in solving existing problems or tasks.	4.00	High
7	The control function is the function of controlling the behavior (actions) of all class members (students) and lecturers in order to achieve common goals.	4.20	Very high
8	The function of expressing emotions is that class activities function to express the emotions of class members and lecturers, both positive (satisfied, happy, patient, and grateful) or the opposite (disappointed, hateful, phobic, antipathetic, unsympathetic, and not empathetic) in order to evaluation of class activities.	4.27	Very high
9	The function of motivation is the function of providing motivation by lecturers for student success.	4.43	Very high
10	Social function is a function in teaching and learning activities to socialize among class members or between class members and lecturers.	4.23	Very high
11	The educational function is a function to transfer knowledge, values, and skills from lecturers to class members (Suyatni and Zanny, 2019: 6), (Robbins, 2006), and (Arbainah and Machmud, 2002: 6).	4.47	Very high

Mean/Average	4.23	Very high
<p>The percentage level of "Communication Functions in Teaching and Learning Process Activities in Classes for Students of the Semarang State Polytechnic Accounting Department" reaches an average score of 3.79 which means it has a high percentage. The very high percentage, above 4.00, is in the functions of informative, persuasive, motivational, social, and educational communication. Meanwhile, the functions of regulatory, integrative, recreational, controlling, and expressing emotions are over 3.00, which means high; while the position of the sufficient percentage, which is above 2.00 is in the argumentative communication function. Thus, it is clear that there are symptoms of students in the accounting department of the Semarang State</p>	<p>Polytechnic preferring dominantly the existence of informative, persuasive, motivational, social, and educational communication functions; while the second place is in the regulatory, integrative, recreational, controlling, and emotional expression functions, and the argumentative communication function is less attractive to students of the Semarang State Polytechnic Accounting Department. The complete results are shown in table 2 as follows:</p>	<p>Table 2. The percentage level of application of "Communication Functions in Teaching and Learning Process Activities in Classes for Students of the Semarang State Polytechnic Department of Accounting"</p>

No	Description	Score	Interpretation
1	Informative function, namely class activities function as a means of delivering and receiving information and various information between students and lecturers, between individual students, and between groups of students.	4.47	Very high
2	The regulatory function is the function of regulating and enforcing class rules and academic regulations among students and lecturers.	3.33	High
3	The function of persuasion is the act of persuading among lecturers and students to achieve common goals.	4.13	Very high
4	The integrative function is the function of integrating all class components, both lecturers and students to achieve common goals.	3.90	High
5	The recreational function is a recreational or entertaining function for all class components, both lecturers and students.	3.80	High
6	The argumentative function is a function for arguing in solving existing problems or tasks.	2.77	Sufficient
7	The control function is the function of controlling the behavior	3.43	High

	(actions) of all class members (students) and lecturers in order to achieve common goals.		
8	The function of expressing emotions is that class activities function to express the emotions of class members and lecturers, both positive (satisfied, happy, patient, and grateful) or the opposite (disappointed, hateful, phobic, antipathetic, unsympathetic, and not empathetic) in order to evaluation of class activities.	3.10	High
9	The function of motivation is the function of providing motivation by lecturers for student success.	4.20	Very high
10	Social function is a function in teaching and learning activities to socialize among class members or between class members and lecturers.	4.13	Very high
11	The educational function is a function to transfer knowledge, values, and skills from lecturers to class members (Suyatni and Zanny, 2019: 6), (Robbins, 2006), and (Arbainah and Machmud, 2002: 6).	4.43	Very high
	Mean/Average	3.79	High

CONCLUSION

Teaching and Learning Process Activities in the classroom are an organizational communication activity. In organizational communication there will be a communication function; such as informative, regulatory, persuasive, integrative, recreational, argumentative, controlling, emotional expression, motivational, social and educational functions. The results of data processing show that the level of frequency of application of the "Communication Function in Teaching and Learning Process Activities in Classes for Students of the Semarang State Polytechnic Accounting Department" reaches an average value of 4.23 which means it has a very high frequency level, so it can be concluded

that all communication functions need get the same portion in the activities of the teaching and learning process in the classroom. The magnitude of the percentage level of the application of "Communication Functions in Teaching and Learning Process Activities in Classes for Students of the Semarang State Polytechnic Accounting Department" reaches an average value of 3.79 which means it has a high percentage level. It can also be concluded that there are symptoms of students from the Accounting Department at the Semarang State Polytechnic who prefer dominantly the existence of informative, persuasive, motivational, social, and educational communication functions; while the second place is in the regulatory, integrative, recreational, controlling,

and emotional expression functions, and the argumentative communication function is less attractive to students of the Semarang State Polytechnic Accounting Department. This research needs to be followed up with further research with an adequate number of samples that includes students from all Study Programs or Departments at the Semarang State Polytechnic.

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