

INHERITANCE OF KNOWLEDGE, CULTURE, AND VALUES THROUGH NONVERBAL COMMUNICATION AT SMP BINA NEGARA 2 KAB. BANDUNG AND MTS AT-TAWAZUN KAB. SUBANG

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Abstract

Education is a process of transferring knowledge, culture, and values. The form of the transfer process is communication and teaching and learning interaction. According to Mehrabian and nonverbal communication experts, the effectiveness of nonverbal communication is higher than verbal communication. This study aims to describe a model of using nonverbal communication in the process of transferring knowledge, culture, and values in two junior high schools. This research uses a qualitative approach with a case study method to SMP Bina Negara 2 Kab. Bandung and MTs At-Tawazun Kab. Subang. The respondents of this study were principals, teachers, education staff, and students. The results showed that in the two schools there was already an awareness of the importance of utilizing nonverbal communication in the education and learning process. The implementation of this awareness has been shown in the form of distance (proxemic) and seating arrangements. However, the use of nonverbal communication has only been implemented by individual teachers, not yet in the form of an institutionalized program.

Keywords: Communication, Nonverbal, Education, Learning

PRELIMINARY

Education is the process of preparing human resources for development. According to Syahidin (in Sulham & Shoim, 2013: 10), there are three main missions of education, namely the transfer of knowledge, the transfer of culture, and the transfer of value. This process is often faced with several problems. As a system, of course education consists of several components that are related to one another. The education components include the curriculum foundation and objectives, teacher competence and professionalism, teacher-student relationship patterns, learning methodologies, infrastructure, evaluation of financing and so on.

The process of transfer of knowledge, transfer of culture, and transfer of value takes place, of course, only when there is a process of communication/interaction between teachers and students. Knowledge, culture, and values formed in students are strongly influenced by the teacher's strategy in creating conditions for students to experience learning that facilitates the transfer process. The teacher's competence in pedagogy, professional, personality, and social becomes decisive.

The description of the condition of teacher competence in Indonesia has been studied by Sumarni (2017) with a sample of Madrasah Tsanawiah teachers. He examines the competence of general lesson teachers (mathematics, English, and Indonesian). The competencies studied include professional competence, individual or personal competence, social competence, and pedagogic competence. The results showed that the professional competence and pedagogic competence of general subject teachers in madrasas were still low. the average value of professional competence is 53.4 and the average value of pedagogic competence is 53.32. while the individual competence and social competence of general subject teachers in madrasas are mostly good enough. the average value of individual competence is 83.06% and the average value of social competence is 74.47%. The question that arises then is: with such conditions of teacher competence, can the process of transferring knowledge, culture, and values be realized optimally. To answer this question, of course, it must be answered through research with the main question whether the teacher has the ability to communicate and interact that creates conditions that facilitate student learning.

There are many ways that teachers can do to communicate and interact. Teachers can use a variety of spoken language, written language, or sign, or all three at once. Likewise with the learning process in the classroom. The effectiveness of learning will depend on the effectiveness of the use of the three languages in communication and interaction between teachers and students. Generally, people assume that communication that can be directly understood is spoken language. This assumption is refuted if we read the results of research concluded by Albert Mehrabian (in Goman, 2008: 26; Bowden, 2010: 6-7). According to Mehrabian, it turns out that only 7 percent of communication results are determined by the use of words. Message comprehension is 38 percent based on tone of voice, and 55 percent based on facial expressions, hand gestures, body position, and other forms of nonverbal communication. In the context of face to face communication, Bowden (2010: 6) classifies the use of words as verbal language, the use of tone of voice and body language as nonverbal language. Based on Mehrabian's research, Goman (2008:5-6), argues that in the world of education,

If we look through the Garuda and Moraref portals, research on the use of nonverbal communication in Indonesia, especially in the field of education, has attracted the attention of researchers, although not too much. One of the studies related to nonverbal communication and learning was conducted by Razak et al. (2019). He conducted training on optimizing nonverbal communication skills for 10 teachers, and researched its impact on 26 of their students (aged 4-6 years). The nonverbal communication skills in question are facial abilities; (2) gestural abilities; (3) postural abilities; (4) artifactual abilities. The results showed that nonverbal communication training for teachers was significantly able to shape the prosocial behavior of their students better. The prosocial behaviors are 1) sharing, 2) helping, Research on nonverbal communication related to learning has been conducted by Rokhayat (2002) in the training process, Panggabean & Natasha (2019) in communication with autistic children, and Meria (2016) who examined proxemic nonverbal communication in uninhabitable homes. Although the topics of study are

different, there are the same findings that awareness in optimizing nonverbal communication will have an impact on the effectiveness of teaching and learning interaction communication. With the above background, researchers are interested in examining the awareness and ability of teachers in making learning strategies that utilize nonverbal communication in learning (inheritance of knowledge, culture, and values). Is there any impact on the application of the use of nonverbal communication on students?

RESEARCH METHODS

This study uses a qualitative approach with a case study method of SMP Bina Negara 2 Baleendah Kab. Bandung and MTs At-Tawazun Subang. Research respondents were principals, teachers, and students. Data collection techniques were carried out by questionnaires, interviews, observations, and documentation studies. Interviews with principals were conducted to find out the general description of school management to improve the quality of education. Interviews with teachers were conducted to determine their awareness of nonverbal communication and its use in the teaching-learning interaction process. Observations were made to obtain an overview of the forms of nonverbal communication carried out by school residents.

The research data are qualitative data from interviews and observations. In addition, there is also quantitative data in the form of student academic achievement obtained from a study of school documents in the form of report cards. Data from interviews and observations were analyzed qualitatively to obtain an overview of the use of nonverbal communication in the inheritance of knowledge, culture, and values carried out by teachers and school principals.

RESEARCH RESULTS AND DISCUSSION

1) Teacher's Nonverbal Communication Awareness and Ability

Based on the results of interviews with all teachers, they agreed that nonverbal communication is needed in learning. They agree with Mehrabian theory (Goman, 2008:5-6) that nonverbal communication is important. This means that among teachers there is already an awareness of the importance of using nonverbal communication in learning. Although some do not believe that nonverbal expressions are more effective than verbal expressions.

In terms of understanding the definition of nonverbal communication, respondents interpret it differently. Some interpret that nonverbal communication is communication that is carried out using hand gestures or symbols. There is also a broader definition, namely by adding appearance (clothing, neatness, touch, and spacing) as part of nonverbal communication. A neat appearance, according to one respondent, is a way to set a good example. All teachers agree that establishing emotional and physical closeness is very helpful in teaching and learning interactions. Physical closeness has been recognized as a form of nonverbal communication that is correlated with emotional or emotional closeness. For teachers, one of the important aspects in ensuring the

creation of successful learning and in accordance with what is expected it is necessary to create closeness with students. By creating closeness, there will be chemistry between teachers and students, although there must still be limits so that the honor of the teacher is maintained. However, there are those who make it part of the strategy in learning but generally do it naturally. Not explicitly noted in the lesson plan.

The form of regulating proximity that is carried out by respondents is by arranging student seats and paying attention to the movement of the teacher in the classroom. Because according to them, when they teach to class then just sit at the teacher's place and then monitor from the table, usually students who will pay attention are only students sitting in front or closest to the teacher's desk. Students who sit far behind usually fall asleep or they can play on their cellphones and scribble on books. Some teachers believe that "Position determines Achievement". Usually students sitting in the front are more prepared to learn than those sitting at the back. Therefore, teachers generally agree that it is necessary to arrange seating in the classroom. However, the seating arrangement is not flexible for all classes in these two schools. Generally, students stay in a certain table position until forever unless he can barter with his friends. Sometimes the teacher helps with seating arrangements when there are group activities. While helping to determine the group so that the group varies between diligent students and ordinary students.

Some teachers argue that seats are not always correlated with achievement. It's not always that those who sit behind have bad grades, sometimes there are some who have good grades, actually it depends on how far they pay attention to their teacher when teaching. To help students with low grades, there are teachers who move their seats closer to the teacher, or with friends who are better academically. The form of expression of closeness, apart from physical closeness, is also accompanied by greetings. There are many reactions shown by students, for example if there are students who pay less attention in class and then when approached while asking whether they understand or not, can do it or not, usually the student will immediately pay attention and look focused on learning.

Although not all teachers agree that physical contact and touch are forms of nonverbal communication, all respondents agree that physical contact with students such as touching, shaking hands or giving praise by patting students on the shoulder is important in class. This action shows the teacher's attention to students. This action can also be done to create a sense of comfort. Examples of high-fives treatment with students usually please them. When students go home or enter school, students shake hands with the teacher, or partly kiss the teacher's hand, it can also foster students' respect for teachers, it can be said that there is a character value that is built in students. Although there is already an awareness of the importance of nonverbal communication in teaching and learning interactions, not all teachers manifest it in explicit actions. The strategy of utilizing nonverbal communication is not included in the activities in the lesson plan (RPP). For them, RPP usually only contains learning steps, learning objectives and determining student assignments in the chapter being taught. Although sometimes in their lesson plans there are groupings of students, seating arrangements, and the like, it is because

of the learning approach guidelines (e.g. cooperative learning). Not because it is based on awareness of nonverbal communication theory.

In the assessment, for the academic cognitive aspect, the teacher assesses the success of learning as measured by the Minimum Completeness Criteria (KKM). If the number of students whose scores are more than the KKM, it means that the learning activities were successful in class, but if many are lacking, it means that the learning activities must be evaluated. For the affective and psychomotor aspects, there is a description of the criteria which is more in the form of performance which is shown in the form of nonverbal expressions. According to one respondent from MTs At-Tawazun, non-verbal communication is optimized because it has great potential in teaching and moral education and student character. According to him, the non-verbal communication method directly provides Uswatun Hasanah or a good example to students. Examples include the teacher dressed neatly and cleanly, the teacher picking up the scattered trash and then throwing it into the trash, the teacher reading the Qur'an before the learning process begins.

It was all done to give Uswatun Hasanah to students to do the same without having to be directed by verbal communication such as with lectures or expectations. According to him, the use of nonverbal communication is far more powerful if all teachers do it, because teachers are digugu and imitated. He also gave the argument 'Man lam yanfa' lahduhu Lam yan fa' lafduhu' which means 'Whoever does not bring benefits to his behavior, his words will not bring benefits'. Because good behavior will bring the benefits of his speech, if he is heard it will be easy to change the morals and character of students.

2) Model Inheritance of Knowledge, Culture, and Values

There is no explicit formulation of the model for the inheritance of knowledge, culture and values by optimizing non-verbal communication, both at SMP Bina Negara and MTS At-Tawazun. However, from the explanations of the principal and teacher, both schools have used nonverbal communication as a model for passing on knowledge, culture, and values to their students.

Efforts made by school principals to improve the quality of teachers are by organizing In House Training (IHT), inter-school MGMP meetings, and Local MGMPs. IHT is usually attended by school supervisors. Teacher group meetings (MGMP) activities between schools must be attended by all teachers according to the subject at least 2 times in one semester. Local MGMPs are also conducted so that each teacher can exchange ideas with other teachers to discuss techniques for educating students at school. These activities are a form of effort to improve teacher competence, both professional and pedagogic. Nonverbal competency improvement training, specifically, has never been carried out. They already realize that nonverbal communication is important and necessary, but is seen as a skill that forms itself. In line with the experience of each teacher in interacting with fellow teachers, school leaders, staff, and students.

To ensure the school's program is carried out properly, the principal regularly supervises each class. Efforts were made to ensure that there were teachers on duty in the classroom. Theoretically, what the principal does is in line with the proxemic theory (nonverbal communication). This theory Proxemics is a term coined by anthropologist Edward Hall, is one of the theories about the perception of people and the use of interpersonal distance to mediate their interactions with other people (Marquardt et al. 2015). Hall's study reveals patterns in how certain physical distances correlate with social distance when people interact. Other observations further refine this understanding of people's spatial use. For example, spatial features of the environment (e.g., location of walls, doors, furniture) affects people's use of proxemics. One's orientation relative to others is another driving factor in how people greet and communicate with one another. Overall, proxemics mediate many aspects of social interaction.

As the research findings above, that the transfer of knowledge, culture, and values, although it is realized that there is an influence on aspects of nonverbal communication, the program design has not really paid attention to it. Awareness is embedded in a part of the teacher, but has not yet become institutional awareness. This condition does not seem to be different from what is described by Sulham and Shoim (2013: 9). According to him, in Indonesia, the various components contained in this education often run as they are, natural and traditional because they are carried out without careful conceptual planning. As a result of the ongoing implementation, the quality of education is not optimal.

Similar conditions were also found by Kurniasah et al. When researching the implementation of Total Quality Management (TQM) in two elementary schools in Bandung. The application of Total Quality Management (TQM) of Principals in improving the professional competence of teachers if they have not applied the principles of TQM optimally, among others, will have an impact on the low quality of education delivery. Kurniasih's research (2022) shows that the implementation of TQM principles has not been optimally impacted on the lack of integration of socialization activities at the planning stage and the lack of effective communication relationships with parents and the institution. Conditions that have not been optimal are also seen in the not yet optimal increase in teacher competence.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of interviews, observations, and documentation studies on the Model of Inheritance of Knowledge, Culture, and Values Through nonverbal communication at SMP Bina Negara 2 Baleendah and MTs At-Tawazun Subang, the researchers obtained the following conclusions.

1. There is already awareness of school leaders and teachers about the potential use of nonverbal communication in the inheritance of knowledge, culture, and values. This awareness was stated explicitly when interviewed and has been carried out in school activities and teaching and learning interactions in the classroom. The

salient finding is the awareness of the importance of managing physical proximity (proxemic) and physical contact which is expressed in seating arrangements and physical contact such as shaking hands, patting the shoulder and the like. Some have realized the importance of neatness in dress and politeness to act as a form of nonverbal communication that has exemplary value.

2. This awareness has been implemented in school activities and learning in the classroom naturally, has not been explicitly stated in lesson plans or training programs to improve nonverbal communication skills.

Based on the conclusions above, the researcher recommends that the utilization of the potential of nonverbal communication is not only done naturally, but scientifically programmed. Teachers need to receive training to improve their competence in communication, especially nonverbal communication.

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