

## Exploring the Impact of Effective Learning Communication on the Motivation of Elementary School Students in Poso City

Sartika Andi Patau

Universitas Sintuwu Maroso, Poso, Indonesia; [sartikaandipatau24@gmail.com](mailto:sartikaandipatau24@gmail.com)

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### ABSTRACT

This study explores the influence of effective learning communication on the motivation of elementary students in Poso City, Central Sulawesi. Adopting a quantitative approach, the research was carried out across multiple elementary schools, with the schools forming the study's population. The sampling was purposive, targeting students from third to sixth grade who could understand and respond to the questionnaire, with the ability to communicate, absorb, and feedback information, as well as interact effectively with educators and peers. Data collection entailed administering questionnaires and examining written documents, while simple linear regression analysis was used to evaluate the impact of effective communication (independent variable) on learning motivation (dependent variable). The findings reveal that effective communication significantly boosts student motivation in elementary schools, underscoring its necessity for impactful teaching. The study posits that while effective communication is crucial at the elementary level, its importance escalates in higher education due to the diversity in student characteristics and the intensified teacher-student communication. Hence, it suggests the need for adaptable communication strategies to ensure effective teaching and learning across different educational levels.

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**Corresponding Author:**

Sartika Andi Patau

Universitas Sintuwu Maroso, Poso, Indonesia; [sartikaandipatau24@gmail.com](mailto:sartikaandipatau24@gmail.com)

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### 1. INTRODUCTION

Learning constitutes a systemic process where various components interact synergistically to fulfill educational objectives. It necessitates student readiness for both classroom and independent home study. This process involves individual engagement with the environment, leading to positive behavioral changes across knowledge, attitudes, and psychomotor skills (Afif & Kaharuddin, 2015). Such engagement fosters habitual learning behaviors through consistent practice, underscoring the significance of learning preparedness, an internal factor crucial for the educational process (Ferdian et al., 2018; Karwono & Mularsih, 2017).

Preparedness equips students for effective classroom learning, as exemplified by the student-centered approach of the 2013 curriculum, which demands high levels of student readiness. Active student participation in learning is contingent upon this preparedness, ensuring the process aligns with curricular expectations. Ferdian et al. (2018) note that internal readiness positively influences learning

outcomes and behaviors, which can shift from negative to positive or vice versa. Therefore, fostering student motivation is essential. According to Eva (2016), learning motivation significantly impacts academic success. It serves as a driving force that propels students toward their educational goals, shaping their actions and responses. Motivation is divided into intrinsic, originating within the learner, and extrinsic, deriving from external factors.

Motivation is also essential in learning because learning is the main activity in the educational process at school. Learning is a conscious effort to change attitudes and behaviour. Motivation is needed in an effort to achieve changes in behaviour. Motivation is one of the factors that encourage students to want to learn. Learning motivation can be classified into two, namely intrinsic motivation (a state of affairs that comes from within the student himself which can encourage him to take action to learn) and extrinsic motivation (a situation that comes from outside the individual student who encourages him to carry out learning activities). The presence or absence of learning motivation greatly affects the success of student learning. Learning success will be achieved with a willingness and drive to learn.

Learning is a process where there is positive interaction between teachers and students to achieve learning goals. Achieving learning objectives is one of the factors that determine the success of teaching and learning. Learning is the main activity in the whole process of education at school. Educational goal achievement relies heavily on the effectiveness of the learning process. Meanwhile, learning is a relatively permanent change in individual behaviour caused by experience and involves cognitive skills and attitudes to achieve educational goals. Learning is effective when the interaction between educators and students occurs actively and the expected goals can be achieved within a predetermined time frame.

In connection with the achievement of learning and educational goals, fostering student learning motivation is an essential task for teachers. Learning will take place effectively if students have the motivation to learn (Emda, 2018). Teachers must make maximum effort so that students are motivated to learn. Therefore, learning motivation is one of the keys to success in achieving learning goals. Learning motivation must be generated in students so that students are motivated to learn. Emde further states that the learning process will succeed if students have good learning motivation. Therefore, learning motivation is fundamental for every student, as well as intrinsic and extrinsic motivation.

The description presented shows that learning motivation is essential for students or learners because this motivation encourages the desire and interest of students in the learning process. Not only that, but learning motivation is also influenced by the communication provided by the teacher, in the sense that teacher communication with students must be effective because it will provide meaning and good understanding to the targeted students. Concerning the location of this research, which was conducted in elementary schools in Poso City, teachers need to practice effective communication so that learning objectives can be achieved.

In addition, Asmani states that two indicators can be used to measure the success of the learning process, namely the absorption of lessons and changes in student behaviour. One factor that can affect students' low absorption is concentration (Aviana & Hidayah, 2015). Factors that affect learning concentration include motivation obtained, desire or interest in something, pressure situations that can threaten him, physical, psychological, emotional, and experiential conditions, the level of intelligence possessed, the surrounding environment, weak interest and motivation in the lesson, feelings of anxiety, pressure, anger, worry, fear, hatred and resentment, the atmosphere of the learning environment is noisy and messy health conditions, being passive in learning, not having skills in suitable learning methods (Hasminidiarty, 2015).

The study by Setiawati et al. (2023) underscores the necessity for teachers to enhance their interaction with elementary school students, particularly those who are reticent. Similarly, research by Ndrahah & Harefa (2023) points out that students face learning challenges due to disruptions in the learning process and a conventional classroom environment. These studies, while examining various learning methods and their impact on student motivation, reveal that students remain passive and that inadequate teacher-student interaction negatively affects their motivation. The ineffectiveness of the applied learning methods contributes to this issue.

Consequently, this research aims to thoroughly investigate learning methods with a focus on enhancing student motivation. It specifically targets effective learning communication, positing that despite the use of diverse learning media in previous studies, such approaches have fallen short in boosting motivation. The premise is that for elementary students, comprehension and engagement are best facilitated through effective communication, which this study seeks to explore. Thus, this research is vital to understand the influence of effective communication on augmenting student learning motivation.

Observations showed that students lack concentration when receiving lessons. This is caused by several things, one of which is the influence of social media and online learning conducted during COVID-19. Social media indirectly has a positive impact on the development of students' knowledge, but it should be noted that its negative impact can affect students' motivation to learn. Previous research shows that social media affects students' academic achievement in both positive and negative ways (Wibisino & Mulyani, 2018). It depends on the purpose of each student. If social media is used as a tool to add insight into knowledge or one of the motivations to study hard and not disturb study hours, the influence of social media on student academic achievement may have a positive impact. Conversely, if it is just playing around and cannot divide study time, it is likely to have a negative effect on student academic achievement.

The transition to online learning during COVID-19 has had lasting effects on students' learning motivation. The nature of the learning environment, notably in an online setting, plays a crucial role in shaping student motivation. Unlike in-person classes, where teachers can directly foster a supportive and engaging classroom atmosphere to enhance student motivation, the online format presents challenges in creating and sustaining an optimal learning climate. The constraints of virtual spaces hinder teachers' ability to monitor and influence the learning environment effectively, leading to a decline in student motivation. This reduction in motivation not only impacted learning during the height of the pandemic but continues to affect students' educational engagement and outcomes even after the pandemic has subsided, illustrating the profound and enduring impact of the online learning experience on student motivation.

This research delves into the dynamics of learning communication and student motivation in elementary schools, emphasizing the pivotal role of communication variables. Effective communication is underpinned by several essential aspects: clarity, where language and information should be articulated in a way that is easily understood; accuracy, which pertains to the preciseness of language and the veracity of the conveyed information; context, meaning that the communication should resonate with the specific situation and environment; flow, ensuring that the information is presented in an organized and systematic manner to facilitate quick comprehension and response; and culture, requiring adjustments to the cultural nuances of the audience in both verbal and non-verbal expressions to prevent misunderstandings. In terms of learning motivation, the study identifies six indicators: the presence of a desire to succeed, the need for and encouragement in learning, the recognition of achievements, the harboring of future aspirations, the enjoyment of learning activities, and the establishment of a supportive learning environment. These factors collectively contribute to the effective learning experience of students (Hamzah, 2010).

Effective communication must be targeted and adapted to the intellectual level and comprehension of the audience, using language that is appropriate and understandable. The mode of communication varies significantly depending on the audience: interactions with scholars differ from those with the general public, just as the manner of speaking to elementary school children is distinct from addressing university students. Academic contexts necessitate academic language, while mass media communications require journalistic language, tailored to the broad audience. Student success in learning processes is closely tied to their motivation, with high motivation being a key indicator of learning quality. Motivated students are driven to achieve specific outcomes or goals. Komprti (2016) posits that learning motivation is a developmental psychological aspect influenced by students' physiological conditions and psychological maturity. Given these considerations, this study seeks to explore and analyze the impact of

effective learning communication on the learning motivation of elementary school students in Poso City, Central Sulawesi Province.

## 2. METHODS

This study adopts a quantitative research methodology, as advocated by Arikunto (2006), which necessitates the use of numerical data from the inception of data collection through to the interpretation and presentation of findings. Its goal is to observe, assess, and describe the research subject through numerical data, enabling the drawing of conclusions from the phenomena observed throughout the research process. Additionally, this research falls under the category of survey research, which aims to collect data from a population sample to discern patterns, distributions, and relationships among various sociological and psychological factors, as described by Kerlinger (1973) and elaborated by Sugiyono (2013).

This study was conducted in selected elementary schools in Poso City, namely SDN 7 Poso City, SDN 6 Tabalu, and SD GKST 2 Tentena. The objective was to elicit a wide range of perspectives on educational practices within the region. Employing purposive sampling, the investigation focused on students from grades three to six who were deemed capable of understanding and responding to the questionnaire. Each class provided ten participants, resulting in a total of thirty respondents per school, culminating in ninety respondents across the three institutions. These schools were selected based on their established reputations within Poso City and preliminary findings that indicated a significant lack of student motivation, highlighting the need for an in-depth scientific exploration.

Data for this study are collected utilizing both primary and secondary sources. Primary data are obtained through structured research questionnaires designed to gather specific information directly from the participants. Secondary data are sourced from existing written documents relevant to the educational practices within the selected schools. The methodology comprises several distinct data collection techniques: Observations are conducted to gather real-time data on classroom interactions and communication patterns; Questionnaires are administered to obtain structured responses that provide quantitative insights into student perceptions and experiences; Document review is employed to perform a comprehensive analysis of existing records and reports, aiding in contextualizing the primary data within the broader educational framework. For the data analysis, a simple linear regression is employed to examine the relationship between effective communication (the independent variable) and student learning motivation (the dependent variable). This analysis is intended to quantitatively assess the impact of communication practices on educational engagement and outcomes.

The data analysis phase is pivotal, entailing the systematic processing and interpretation of the collected data to ensure rigorous examination of the research hypotheses. Upon completion of data collection, the data are meticulously organized by variables and subjected to statistical analysis. The analytical process initiates with the sorting of data and grouping into frequency distribution tables. This preliminary step facilitates a clear visualization of data trends and distributions, which is essential for the subsequent stages of analysis.

Following this, regression analysis is employed to test the research hypotheses. This involves:

1. **Regression Analysis:** A statistical method used to understand the relationship between the independent variable (effective communication) and the dependent variable (student learning motivation).
2. **Hypothesis Testing:** The hypotheses are tested using the F-test in the regression analysis. The null hypothesis ( $H_0$ ) posits that there is no significant relationship between effective communication and student learning motivation. This hypothesis is evaluated by comparing the calculated F-value from the regression model to the critical F-value from the F-distribution table at a predetermined significance level:
  - o If the calculated F-value exceeds the critical F-value from the F-table, the null hypothesis ( $H_0$ ) is rejected, indicating a significant relationship between the variables.

- Conversely, if the calculated F-value is less than or equal to the F-table value,  $H_0$  is accepted, suggesting no significant influence between the independent and dependent variables.

This structured approach to data analysis ensures a rigorous evaluation of the hypothesized relationships, grounded in statistical evidence.

### 3. FINDINGS AND DISCUSSION

This research discusses the problem of effective communication that affects students' learning motivation in several elementary schools in Poso City. This study presents the results of research and discussion conducted from the results of several tests, and then the results obtained are discussed based on the findings in the field. More details can be seen in the following sections.

#### 3.1. Findings

The results of this study include some results of testing the validity and reliability of the instrument, as well as the results of simple linear regression analysis. The following are the results of testing the validity and reliability of the instrument on each research variable.

**Table 1.** The results of testing the validity and reliability of effective communication (X).

| Item-Total Statistics      |                                |                                  |                                  | Reliability Statistics |                  |
|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------------|------------------|
| Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | Cronbach's Alpha       | Cronbach's Alpha |
| xq01                       | 30.8000                        | 33.757                           | .489                             | .917                   | 0.914            |
| xq02                       | 30.8667                        | 32.813                           | .523                             | .916                   |                  |
| xq03                       | 31.0444                        | 31.616                           | .778                             | .899                   |                  |
| xq04                       | 31.1111                        | 31.493                           | .769                             | .900                   |                  |
| xq05                       | 30.8111                        | 31.413                           | .802                             | .898                   |                  |
| xq06                       | 30.8556                        | 31.743                           | .763                             | .900                   |                  |
| xq07                       | 30.9000                        | 32.451                           | .609                             | .910                   |                  |
| xq08                       | 30.9667                        | 32.212                           | .749                             | .901                   |                  |
| xq09                       | 30.9444                        | 31.649                           | .767                             | .900                   |                  |
| xq10                       | 30.7000                        | 33.920                           | .649                             | .907                   |                  |

Source: Output SPSS, 2024.

The validity and reliability testing for the effective communication variable in this study demonstrated positive results. The validation was ascertained through the Corrected Item-Total Correlation values, which all exceeded the 0.3 thresholds, thereby meeting the validity criteria as per Ghazali (2011). This approach establishes that if the Corrected Item-Total Correlation value surpasses 0.3, the test result is deemed valid.

For reliability assessment, the Cronbach's Alpha coefficient was utilized, adhering to Nunnally's (1975) guideline that a value above 0.7 signifies a reliable measure. The data presented in Table 1 revealed a Cronbach's Alpha value of 0.914, indicating a high level of reliability for the research

instrument concerning the effective communication variable. This substantiates the robustness of the instrument used in gauging effective communication within the study.

Furthermore, the test results on the dependent variable (learning motivation). The results of validity and reliability testing can be seen in Table 2.

**Table 2.** The results of testing the validity and reliability of learning motivation (Y).

| Item-Total Statistics      |                                |                                  |                                  |                  | Reliability Statistics |
|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|------------------------|
| Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | Cronbach's Alpha |                        |
| yq11                       | 30.5556                        | 27.508                           | .669                             | .932             | 0.934                  |
| yq12                       | 30.5889                        | 27.279                           | .679                             | .931             |                        |
| yq13                       | 30.3000                        | 28.415                           | .780                             | .925             |                        |
| yq14                       | 30.1111                        | 27.853                           | .791                             | .924             |                        |
| yq15                       | 29.9222                        | 27.556                           | .741                             | .927             |                        |
| yq16                       | 29.8444                        | 27.346                           | .814                             | .922             |                        |
| yq17                       | 29.8000                        | 26.971                           | .836                             | .921             |                        |
| yq18                       | 29.9333                        | 26.760                           | .807                             | .923             |                        |
| yq19                       | 30.2333                        | 28.069                           | .699                             | .929             |                        |

Source: Output SPSS, 2024.

The testing for the learning motivation variable mirrored the outcomes observed with the effective communication variable, yielding favorable results. All question items related to learning motivation were validated, as evidenced by Corrected Item-Total Correlation values exceeding 0.3. According to Ghazali (2011), this outcome confirms the validity of each item on the learning motivation scale.

Furthermore, the reliability of the learning motivation variable was affirmed through the Cronbach's Alpha coefficient, which exceeded the 0.7 benchmark, aligning with the criteria set by Nunnally (1975). This indicates that the instrument used to measure learning motivation is both valid and reliable, ensuring the integrity and dependability of the data collected in this aspect of the study.

Furthermore, the last testing stage is simple linear regression. The test aims to determine the effect of effective communication on student learning motivation. The test results can be seen in Table 3.

**Table 3.** ANOVA<sup>a</sup>.

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 932.456        | 1  | 932.456     | 38.293 | .000 <sup>b</sup> |
|       | Residual   | 2142.833       | 88 | 24.350      |        |                   |
|       | Total      | 3075.289       | 89 |             |        |                   |

a. Dependent Variable: learning\_motivation

b. Predictors: (Constant), effective\_communication

Source: Output SPSS, 2024.

The results in Table 3. show that the F value obtained is 38.293, to determine the effect of the variable effect of effective learning communication on student learning motivation, it is necessary to

compare the value of the F count with the F table. If the F count is greater than the F table, then this research hypothesis is accepted, which means that effective learning communication has a significant effect on student learning motivation. This is evidenced by the calculated F value obtained (38.293), which is greater than the F table value (3.949) with Sig .000 smaller than Alpha 0.05. Furthermore, to find out the effect of effective learning communication on student learning motivation, it can be seen in Table 4.

**Table 4.** Model Summary<sup>b</sup>.

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1     | .551 <sup>a</sup> | .303     | .295              | 4.93461                    | .303              | 38.293   | 1   | 88  | .000          |

a. Predictors: (Constant), effective\_communication

b. Dependent Variable: learning\_motivation

Table 4 indicates that effective learning communication accounts for 30.3% of the variance in student learning motivation, as reflected by an R square value of 0.303. This statistic suggests that while effective communication plays a significant role in influencing student motivation, a substantial 69.7% of the variation in learning motivation is attributable to other factors not examined in this research model.

### 3.2. Discussion

In many elementary schools, the learning process is predominantly teacher-centred, with the teacher playing the central role while students remain passively engaged, merely listening, taking notes, and memorizing. Rosidah (2018) notes that this approach often results in limited active student participation in learning activities. A contributing factor to this situation is the lack of diversity in the strategies and methods employed by teachers during instruction. Given this context, there is a pressing need for effective learning communication that can stimulate and encourage students to engage more actively in their learning process. This approach would help transition from a teacher-centred to a more student-centered learning environment, where students are actively involved in and take responsibility for their learning experiences.

Effective learning communication requires teachers to play a full role in creating a conducive, active and fun class to motivate students to learn. Effective learning communication is one of the learning strategies that teachers can apply in the learning process. The strategy is expected to motivate students to learn because it is used directly by the teacher so that students can understand the meaning of the material more quickly. The consideration is that elementary school children are still in the scope of play, so learning must be fun so that students can be motivated and enjoy every learning activity they do.

This research focused on assessing the impact of effective learning communication on the motivation of elementary school students in Poso City. It found that effective communication in the learning process significantly boosts the motivation of these students, highlighting its critical role for educators. Communication in an educational setting involves the use of various symbols—like numbers, pictures, and words—to express and exchange ideas within the community, encompassing teachers, peers, and groups.

In the context of mathematics education, for instance, communication is pivotal for sharing and elucidating concepts. Suryadi (2008) emphasized the importance of mathematical communication in fostering a comprehensive understanding of the subject. Challenging students with problems encourages them to engage actively in the learning process, think critically, and attempt solutions. According to Takahashi, the diverse ideas and solutions that emerge from students' attempts to tackle

problems serve as valuable resources that promote collaborative learning. They inspire students to exchange, compare, and rationalize their thoughts.

Moreover, interaction among students during classroom activities is instrumental in developing both their conceptual and procedural knowledge. By exploring diverse perspectives, students can enhance their understanding and refine their skills in communicating, justifying, and discussing various concepts. Therefore, fostering an environment where effective communication thrives can lead to deeper student engagement and improved learning outcomes.

The teacher plays a pivotal role in curriculum implementation and achieving goals. In learning, a teacher, in addition to being required to have extensive knowledge, can create a learning atmosphere that is not monotonous and boring. They must also have a strong desire to develop students' thinking skills, which can be done through effective learning and communication. Teachers must provide opportunities for students to develop these abilities, one of which is providing tasks because these tasks are a crucial factor in classrooms, with communication as the main goal. Students should be empowered to take risks and encouraged to explain their thinking. Teachers should construct tasks that generate discussion and provide opportunities for students to explain their understanding of concepts through pictures or symbols, words and numbers. In this way, learners can communicate and articulate their ideas proficiently.

Communicative learning can be recognized by the dynamic interaction between various elements. What a teacher does with his students may not be the same or not optimal if done by another teacher with a different group of students. The learning process will be effective when there is intense communication and interaction between teachers and students. Teachers have a role in designing learning models so that students can learn optimally. Communication in the classroom runs well between teachers and students, or between students and teachers. Learning material is a message that becomes the core of learning activities. Learning communication involves educational interactions that involve the exchange of messages, which in the context of learning is the learning material itself. Teachers act as communicators in the learning communication process because of their duties and roles as learning leaders, while students act as communicators or learners. Good interaction and communication between teachers and students within the framework of good manners can have benefits in building motivation and enthusiasm for learning. When there is harmonious communication, teachers can easily provide motivation in learning, both at the end of the lesson and during the learning process (Vitasari, 2021).

Effective communication plays a crucial role in successful classroom management (Juniarti, 2023). In a busy classroom, teachers must establish good relationships with students and facilitate positive communication between students and each other. Proper communication can influence the classroom climate, create an inclusive environment, and improve student motivation and learning outcomes. In classroom management, effective communication involves more than just conveying information. Teachers must be able to listen actively, understand students' needs and concerns, and provide constructive feedback. In addition, teachers also need to be able to explain instructions clearly, respond responsively to students' questions, and create discussion opportunities that encourage active participation.

The process of facilitating learning is not only challenging but also intrinsically complex, necessitating a multifaceted approach. Teachers must be equipped with a diverse array of strategies and experiences to effectively transmit information and facilitate experiential learning (Mustafa et al., 2020). Their role extends beyond the confines of expertise and academic qualifications, impacting the overall quality and effectiveness of the educational experience. Thus, the teaching profession demands a deep-seated passion for education, coupled with a comprehensive understanding, proficiency, and application of various learning methodologies (Mustafa et al., 2020). Additionally, successful teaching hinges on effective communication skills, which are essential for engaging students and enhancing the learning process (Juniarti, 2023; Kusumaningtyas, 2019).

Effective learning communication in this study is accomplished with clarity, accuracy, context, flow, and culture. Related to culture, some elementary schools in Poso City, which are used as the location of this research, have implemented communication strategies based on local culture so that delivery to students can be conveyed effectively through the "*mompau mpodago*" communication strategy. It teaches students to behave according to the norms or rules underlying their local culture. "*mompau mpodago*" means speaking politely, one of the communication strategies passed down from generation to generation by the people in Poso district. People in Poso district have applied "*mompau mpodago*" in every communication and social interactions, including in elementary schools that are the location of this research. In "*mompau mpodago*", speakers and interlocutors carry out an interaction process that applies polite, courteous, and cooperative values that make it easier for interlocutors to understand the message "*mompau mpodago*" is well used in the teaching and learning process as a social interaction in the world of education (Andi Patau et al., 2023). Culture in effective communication is related to manners and ethics. The point is that in communicating must adjust to the culture of the person being communicated with, both in the use of verbal and non-verbal language. (Oktifa, 2022). This is to prevent misperceptions.

Looking at the description put forward. It can be seen that effective communication is essential for students. As a result of this study, communication can affect students' learning motivation because communication is the art of conveying information (messages, ideas, attitudes, or ideas) from communicators or news delivery to change and shape the behaviour of communication or news recipients (patterns, attitudes, views, and understanding), management and knowledge of the desired together. Communication must be carried out effectively so that communication can be easily understood by communicants. Effective communication can be accomplished if someone who communicates understands the meaning of effective communication, the process of effective communication and the elements of effective communication (Suprapto, 2018).

The study's results align with expert opinions, highlighting the essential nature of effective communication for teachers in schools, contributing to the development of learning models in elementary schools. Not only that but the results of this study can also be applied at various levels of education by utilizing communication in the learning process at school, especially in increasing learning motivation.

#### 4. CONCLUSION

This study demonstrates that effective learning communication significantly impacts student motivation. Enhancing student motivation involves addressing a variety of influencing factors, necessitating the need for innovative teachers capable of fostering an engaging and enjoyable learning environment through effective communication. It is crucial to design and cultivate a classroom atmosphere that encourages student interaction and utilizes appropriate learning models to facilitate optimal educational outcomes. The findings reveal that the deployment of effective communication, encompassing clarity, accuracy, context, flow, and cultural considerations, plays a vital role in this process. Particularly, the adoption of culturally sensitive communication strategies like "*mompau mpodago*" in the researched elementary school reflects the importance of polite and cooperative interaction, aiding in the clear comprehension of the conveyed messages. While effective communication in the aspects of clarity, accuracy, context, and flow has been successfully implemented by teachers in the study's schools, it is evident that such communication strategies can significantly enhance learning motivation across the elementary schools in the Poso District. However, the research has its limitations, primarily its focus on only three elementary schools in Poso City, which may not fully represent the broader educational landscape of the area. Future research should, therefore, extend its scope to include a larger sample of schools to gain a more comprehensive understanding of the impact of effective learning communication on student motivation.

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