ICAIS — FAI UNISMUH MAKASSAR —	International Conference on Actual Islamic Studies		
	Vol. 4 No. 1	April 2026	ISSN: 2988-7925

Strategi Komunikasi Guru dalam Meningkatkan Motivasi Belajar Siswa di MA Darul Istiqamah Timbuseng Kecamatan Pattalassang

Teacher Communication Strategies in Enhancing Students' Learning Motivation at MA Darul Istiqamah Timbuseng, Pattalassang District

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Kata Kunci: Komunikasi Guru; Motivasi Belajar; Siswa; Madrasah Aliyah; Pendidikan Islam

Abstrak

Penelitian ini bertujuan menganalisis strategi komunikasi guru serta faktor pendukung dan penghambat dalam meningkatkan motivasi belajar siswa di MA Darul Istiqamah Timbuseng, Kecamatan Pattalassang, Kabupaten Gowa. Penelitian menggunakan pendekatan kualitatif deskriptif berbasis penelitian lapangan. Enam guru dipilih secara purposif sebagai informan karena keterlibatan langsung mereka dalam pembelajaran dan pendampingan siswa. Pengumpulan data dilakukan melalui wawancara semi-terstruktur, observasi kegiatan pembelajaran, dan dokumentasi pada rentang 26 Mei sampai 3 Juni 2025.

Data dianalisis dengan mengorganisasi temuan, mengelompokkannya ke dalam tema motivasi belajar, strategi komunikasi, serta faktor pendukung dan penghambat, kemudian membandingkan hasil wawancara dengan observasi dan dokumentasi sebagai triangulasi teknik. Bukti wawancara dalam artikel disajikan sebagai parafrasa teratribusi dalam bahasa Inggris, bukan sebagai kutipan verbatim terjemahan, untuk membedakan secara jelas antara ucapan asli informan dan penyajian analitis penulis.

Hasil penelitian menunjukkan bahwa strategi yang dominan meliputi komunikasi relasional dan empatik, pendekatan individual, penggunaan bahasa sederhana, pengulangan penjelasan, diskusi dan proyek, pemanfaatan teknologi, pengaitan materi dengan kehidupan sehari-hari, serta pendekatan persuasif tanpa paksaan. Faktor pendukung meliputi kerja sama guru-siswa, keterbukaan dan kepercayaan, serta dukungan manajemen madrasah. Faktor penghambat meliputi

rendahnya respons sebagian siswa, perbedaan karakter, bahasa dan budaya, keterbatasan dukungan, penguasaan materi, serta sarana pembelajaran.

Keywords: *Teacher Communication; Learning Motivation; Students; Islamic Senior High School; Islamic Education*

Abstract

This study analyzes teacher communication strategies and the supporting and inhibiting factors that shape students' learning motivation at MA Darul Istiqamah Timbuseng, Pattalassang District, Gowa Regency. A descriptive qualitative field-study approach was employed. Six teachers were selected purposively because of their direct involvement in classroom instruction and student mentoring. Data were collected through semi-structured interviews, observation of learning activities, and documentation between 26 May and 3 June 2025.

The data were organized into themes concerning learning motivation, communication strategies, and supporting and inhibiting factors, and were cross-checked across interviews, observations, and documents as a form of method triangulation. Interview evidence is reported as attributed paraphrase in English rather than as translated verbatim quotation, thereby preserving the distinction between the informants' original speech and the authors' analytical rendering.

The findings indicate that teachers rely on relational and empathetic communication, individual approaches, simple language, repeated explanation, discussion and project work, technology use, contextual examples, and persuasive rather than coercive interaction. Supporting factors include teacher-student cooperation, openness and trust, and school-management support. Inhibiting factors include low student response, differences in character, language and culture, limited support, insufficient mastery of learning material, and inadequate learning facilities.

INTRODUCTION

Communication is inseparable from educational practice because teachers and students continuously exchange information, expectations, emotions, and interpretations during learning. Communication therefore does more than transmit instructional content; it also shapes relationships, classroom climate, and students' willingness to participate. Edward Ariyanto describes communication as a central process through which individuals express identity and build social relations. In educational settings, effective communication is equally important because it supports interaction and helps teachers respond to problems that arise during the learning process.[1][2]

1Ujang Mahadi, "Komunikasi Pendidikan: Urgensi Komunikasi Efektif dalam Proses Pembelajaran," Journal of Public Policy and Administration Silampari 2, no. 2 (2021): 81.

2Edward Ariyanto, Pengantar Ilmu Komunikasi (Yogyakarta: Diva Press, 2021), 11.

An Islamic educational perspective adds an ethical dimension to this communicative process. The Qur'anic account in Q.S. al-Rahman 55:1–4 associates human creation with the capacity for expression, emphasizing communication as a fundamental human endowment. For teachers, this implies responsibility not only for what is communicated but also for how messages are delivered, interpreted, and connected to students' needs.[3]

Learning motivation is one of the factors that strongly influences whether students engage actively with instruction. When teacher-student communication is distant, unclear, or insensitive to students' difficulties, motivation can decline because students may feel unheard or unable to follow the learning process. Conversely, communication that is clear, supportive, and responsive can strengthen participation and help students interpret learning as meaningful. Educational communication therefore functions as both an instructional and relational resource.[4][5]

Teachers also act as motivators. A positive classroom atmosphere, respectful interaction, recognition of individual differences, and creative learning strategies can encourage students to participate more actively. This role is particularly important in a madrasah environment, where academic learning is combined with religious formation and, in the case of MA Darul Istiqamah Timbuseng, with a pesantren setting that includes additional religious learning and tahfidz activities.[6]

The present study focuses on how teachers at MA Darul Istiqamah Timbuseng communicate with students to strengthen learning motivation and on the contextual factors that support or constrain those efforts. The analysis addresses two questions: what communication strategies are used by teachers to increase students' motivation, and what factors support or inhibit those strategies?

RESEARCH METHODS

This study employed a descriptive qualitative field-study design at MA Darul Istiqamah Timbuseng, Pattalassang District, Gowa Regency. The fieldwork dates recorded in the manuscript range from 26 May to 3 June 2025. These dates are retained consistently throughout the revised article and are chronologically compatible with publication in the April 2026 volume.

Informants were selected purposively. Six teachers whose interview records appear in the study were included: Muh. Yusuf, Hijrah, Nurkholis, M. Yasir, Kiki Reski Handayani, and Surya Sutriana. They were selected because they were directly involved in classroom teaching

3Kementerian Agama Republik Indonesia, Al-Qur'an dan Terjemahannya (Bandung, 2016), 531.

4Nofrion, Komunikasi Pendidikan: Penerapan Teori dan Konsep Komunikasi dalam Pembelajaran (Jakarta: Kencana, 2018), 45–46.

5Idarmawati Laia, "Analisis Komunikasi Guru dengan Siswa dalam Meningkatkan Motivasi Belajar," Jurnal Ilmiah Mahasiswa Keguruan 2, no. 1 (2023).

6Fitria Hanaris, "Peran Guru dalam Meningkatkan Motivasi Belajar Siswa: Strategi dan Pendekatan yang Efektif," Jurnal Kajian Pendidikan dan Psikologi 1, no. 1 (2023): 2–3.

and student mentoring at the research site. Data were collected through semi-structured interviews, observation of learning activities, and documentation. The operational use of multiple sources is consistent with qualitative research that seeks to understand educational communication in its natural context.[7]

Data analysis proceeded through four practical steps: organizing interview and observation notes; coding information related to student motivation, communication strategies, and supporting or inhibiting factors; comparing patterns across informants; and interpreting the patterns in relation to the research questions. Credibility was strengthened through method triangulation by comparing interview accounts with observations and available documentation, and through source comparison among the six teacher informants. This procedure follows the general logic of qualitative data verification described by Moleong.[8]

The interviews were conducted in Indonesian. To avoid presenting an English translation as though it were the informants' original verbatim wording, the revised Results and Discussion reports interview evidence as attributed paraphrase in English. The interview dates attached to the original notes are retained in footnotes so that each empirical statement can be traced to its recorded source.

RESULTS AND DISCUSSION

1. Student Learning Motivation as a Dynamic Condition

The teachers described student motivation as uneven rather than fixed. Muh. Yusuf distinguished between students with stronger and weaker motivation and associated lower engagement partly with limited facilities and learning needs that were not always accommodated by the available environment. Hijrah similarly observed that many students entered the madrasah with strong enthusiasm, especially because the pesantren offered religious learning and tahfidz opportunities, but that motivation could fluctuate as students progressed through the semester.[9][10]

These accounts suggest that motivation should not be treated simply as a stable personal trait. It is shaped by the fit between students' expectations, the learning environment, available facilities, task difficulty, and the social relationships surrounding learning. Teacher communication becomes important precisely because it allows these changing conditions to be recognized rather than assuming that low participation reflects laziness alone.

2. Relational and Empathetic Communication

A recurring strategy was to build communication beyond formal classroom instruction. Hijrah reported approaching students after lessons or during breaks to ask about difficulties that might originate at home or at school. The aim was to reduce distance so that

7Agus Triyono, Metode Penelitian Komunikasi Kualitatif (Yogyakarta: Bintang Pustaka Madani, 2021), 39.

8Lexy J. Moleong, Metodologi Penelitian Kualitatif (Bandung: PT Remaja Rosdakarya, 2009).

9Hijrah, teacher at MA Darul Istiqamah Timbuseng, interview, May 26, 2025.

10Muh. Yusuf, teacher at MA Darul Istiqamah Timbuseng, interview, May 31, 2025.

students could regard the teacher as a trusted adult with whom they could discuss problems. Nurkholis also emphasized communication as a means of identifying personal, peer, or academic difficulties that interfere with students' readiness to learn.[11][12]

This relational approach is important because students who feel heard and understood are more likely to disclose obstacles before those obstacles become prolonged disengagement. The finding supports the view that educational communication is not limited to the transfer of information; it also provides emotional and interpersonal conditions that make instruction possible. In this context, empathy and attentiveness function as motivational resources rather than as additions to "real" teaching.

3. Instructional Communication Strategies

Teachers also used concrete instructional strategies to make communication more accessible. M. Yasir described the use of projects or discussions, technology, and examples connected with students' everyday lives in order to make learning more engaging. Kiki Reski Handayani emphasized simple language, brief explanations, easily understood examples, and repetition when students had not understood an earlier explanation. These practices reduce communicative barriers by adjusting the form of instruction to students' level of comprehension.[13][14]

Individualization was another strategy. Muh. Yusuf described approaching students who responded more slowly and asking what they needed so that they felt noticed and supported. Surya Sutriana emphasized persuasion rather than command or coercion, particularly when students appeared distracted or unmotivated; the teacher first sought to understand the reason for the student's loss of focus and then explained the value of learning.[15][16]

Taken together, these findings show that teacher communication at MA Darul Istiqamah Timbuseng operates through three complementary mechanisms: making learning understandable, making it relevant, and making the student feel personally recognized. This helps explain why varied voice, language, examples, discussion, contextualization, and individualized attention can influence motivation even when the formal subject matter remains unchanged.

4. Supporting Factors

Three supporting factors appear consistently in the data. First, cooperation between teachers and students creates a classroom climate in which both parties can respond to each other's needs. Second, openness and trust make it easier for students to communicate difficulties without fear of immediate judgment. M. Yasir

11Nurkholis, teacher at MA Darul Istiqamah Timbuseng, interview, May 31, 2025.

12Hijrah, interview, May 26, 2025.

13Kiki Reski Handayani, teacher at MA Darul Istiqamah Timbuseng, interview, June 2, 2025.

14M. Yasir, teacher at MA Darul Istiqamah Timbuseng, interview, May 31, 2025.

15Surya Sutriana, teacher at MA Darul Istiqamah Timbuseng, interview, June 3, 2025.

16Muh. Yusuf, interview, May 31, 2025.

identified openness, trust, and active student involvement as important conditions for effective communication. Third, support from madrasah and pesantren management can strengthen these strategies through facilities, policies, and organizational encouragement.17

These factors are interdependent. Management support has limited impact if students do not trust teachers, while teacher empathy is difficult to sustain when the learning environment lacks time, facilities, or institutional support. Effective communication should therefore be understood as a school-level process as well as an individual teacher skill.

5. Inhibiting Factors

The study also identified several barriers. Some students gave limited responses when teachers asked questions, which could reflect low confidence, lack of understanding, emotional difficulties, or low motivation. Character differences require teachers to avoid a one-size-fits-all approach. Language and cultural diversity can also affect perceived closeness and politeness. Yasir noted that differences in ways of speaking among students from different regional backgrounds can easily be misinterpreted if teachers do not understand the cultural context.18

Other barriers concern support, subject-matter mastery, and facilities. Students who do not receive sustained encouragement from home or school may struggle to maintain motivation. Nurkholis highlighted the importance of mastery of learning material, especially when students must handle demanding language content. Inadequate books, media, and other facilities can further reduce the range of strategies available to teachers.19

The inhibiting factors therefore do not operate separately. A student with weak material mastery may become less responsive; limited facilities may make explanation more difficult; and cultural misunderstanding may reduce trust. Addressing motivation requires teachers and school management to respond to these interacting conditions rather than relying on a single motivational technique.

CONCLUSION

First, teachers at MA Darul Istiqamah Timbuseng use communication as both an instructional and relational strategy for strengthening learning motivation. Their practices include empathetic dialogue, individual approaches, simple and repeated explanations, discussion and project work, technology use, contextual examples, and persuasive rather than coercive interaction.

Second, the effectiveness of these strategies is supported by teacher-student cooperation, openness and trust, and management support. At the same time, motivation is constrained by low student responsiveness, differences in character, language and culture, uneven external support, limited mastery of learning material, and inadequate facilities. The findings indicate that learning motivation is produced through interaction between individual students, teacher communication, and the wider educational environment.

17M. Yasir, interview, May 31, 2025.

18M. Yasir, interview, May 31, 2025.

19Nurkholis, interview, May 31, 2025.

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