

The Effectiveness of Communication Strategies in Learning

Communication
Strategies

Mohammad Ali Wafa
Universitas Wijaya Putra; Surabaya, Indonesia
E-Mail: papanyatita26@gmail.com

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Chamariyah
Universitas Wijaya Putra; Surabaya, Indonesia
E-Mail: chamariyah27@gmail.com

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ABSTRACT

This study aims to help educators, particularly teachers at An Nur Kodak Sampang Islamic Middle School, implement effective learning communication strategies. By applying the right communication methods, the learning process can have a positive impact, especially in motivating students and increasing their interest in learning. Effective communication between teachers and students is essential to ensure that information is clearly delivered and understood by students. The research focuses on finding the most appropriate communication strategy for teaching, allowing teachers to foster a dynamic, interactive learning environment. One of the study's goals is to increase student motivation, which plays a crucial role in students' commitment to the learning process. Higher motivation and interest will drive active participation and improve students' understanding of the material. Using a qualitative descriptive approach, the study gathers data from interviews, direct observations, and relevant documents, providing a holistic view of the teaching dynamics. The study also explores various factors that can hinder effective communication, such as environmental distractions and language limitations, offering solutions for teachers to overcome these barriers. By improving teacher communication skills and addressing these obstacles, the research aims to enhance the quality of learning and create a more conducive environment for students at An-Nur Kodak Sampang Islamic Middle School.

Keywords: Learning, Strategy, Communication, Effectiveness, A Nur Islamic Middle School

ABSTRAK

Penelitian ini bertujuan untuk membantu para pendidik, khususnya guru di SMP Islam An Nur Kodak Sampang, menerapkan strategi komunikasi pembelajaran yang efektif. Dengan menerapkan metode komunikasi yang tepat, proses pembelajaran dapat memberikan dampak yang positif, terutama dalam memotivasi siswa dan meningkatkan minat belajar mereka. Komunikasi yang efektif antara guru dan siswa sangat penting untuk memastikan bahwa informasi tersampaikan dengan jelas dan dipahami oleh siswa. Penelitian ini berfokus pada pencarian strategi komunikasi yang paling tepat untuk mengajar, yang memungkinkan guru untuk menumbuhkan lingkungan belajar yang dinamis dan interaktif. Salah satu tujuan penelitian ini adalah untuk meningkatkan motivasi siswa, yang memegang peranan penting dalam komitmen siswa terhadap proses pembelajaran. Motivasi dan minat yang lebih tinggi akan mendorong partisipasi aktif dan meningkatkan pemahaman siswa terhadap materi. Dengan menggunakan pendekatan deskriptif kualitatif, penelitian ini mengumpulkan data dari wawancara, pengamatan langsung, dan dokumen-dokumen relevan, yang memberikan pandangan holistik tentang dinamika pengajaran. Penelitian ini juga mengeksplorasi berbagai faktor yang dapat menghambat komunikasi yang efektif, seperti gangguan lingkungan dan keterbatasan bahasa, menawarkan solusi bagi guru untuk mengatasi hambatan tersebut. Dengan meningkatkan keterampilan komunikasi guru dan mengatasi kendala tersebut, penelitian ini

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INTRODUCTION

The development of technology in the world is very rapid, bringing significant changes in various aspects of human life. One of the main goals of this progress is to make various daily activities easier, making work more efficient and faster. Technology comes with increasingly sophisticated innovations, from hardware to software, that supports various human needs. One sector that is greatly affected by this development is communication (Daud, 2021; Runtu, 2022; Theophilia & Wijaya, 2023). If we look back a few decades ago, long-distance communication felt difficult and took a long time. However, with modern technology such as the internet, smartphones, and instant messaging applications, communication has become very easy and can be done in seconds. This development has not only affected the way we communicate personally but also in the world of business, education, and government (Habibah, 2021; Saputra et al., 2023; Okta et al., 2023). Various digital platforms now allow people to connect with each other without being limited by physical distance. However, this progress also brings its own challenges. If we do not follow the development of communication technology, we can be left far behind, both in social and professional aspects. The ability to understand and use the latest technology is important, because modern communication tools continue to develop with new features and functions. Without a good understanding of this technology, we may have difficulty adapting to rapid changes. Therefore, in addition to utilizing existing technology, it is important for us to continue to learn and improve our knowledge in order to stay relevant and not be left behind in this digital era (Fauziyyah, 2022; Indriyani et al., 2024).

Communication in learning plays a very important role in determining how the learning process takes place and its impact on students and teachers (Winata, 2021; Prijanto & De Kock, 2021). This review aims to provide a more comprehensive understanding of the interaction between teachers and students, as well as the interaction between students in teaching and learning activities. The learning process is greatly influenced by the quality of communication that occurs in the classroom. If communication goes well, then learning objectives can be achieved more effectively. Effective communication is a link between the message the teacher wants to convey and the understanding received by students (Annastasya & Romadhan, 2024). Therefore, an effective communication strategy is needed in learning. With the right strategy, teachers can convey material clearly, and students can understand it more easily. This will support the achievement of the learning objectives that have been set. However, in practice, there are still many teachers who do not pay enough attention to the importance of effective communication in the classroom. For example, the interaction between teachers and students is often limited, so that the classroom atmosphere becomes less dynamic and students tend to feel bored. This lack of interaction can reduce students' motivation and activeness in learning. Therefore, it is important for teachers to improve their communication strategies, create a more interactive classroom atmosphere and support active participation from students (Legiana & Yuliana, 2023). That way, the learning process will be more interesting, and learning objectives can be achieved better.

If the problematic learning process is left unaddressed, it can have a negative or even fatal impact on student learning outcomes. This problem is very important because student learning outcomes will determine the quality of education and their success in understanding the material being taught. Based on the problems described, the author feels the need to discuss communication strategies in learning. This strategy is considered important because effective communication between teachers and students is

the key to a successful learning process. According to Nirbita & Widyaningrum (2022), without good communication, the message or material that the teacher wants to convey may not be well received by students, which will ultimately affect their understanding. In learning communication strategies, there are important elements that must be met so that communication can occur properly. These elements include delivering clear messages, using the right methods, and providing feedback that allows students to provide responses or questions. In addition, it is also important that communication is two-way, where both teachers and students are actively involved in the process. With the right communication strategy, the learning process can take place more effectively (Nurkhin et al., 2022). Teachers can deliver materials in a way that is easy to understand, while students can more easily capture and process the information provided. Thus, student learning outcomes will increase and problems that occur in the learning process can be better resolved.

This study aims to contribute to educators, especially teachers, to be able to implement effective learning communication strategies at An-Nur Kodak Sampang Islamic Middle School. The implementation of the right communication strategy is expected to have a positive impact on the learning process, especially in motivating students and increasing their interest in learning. In the context of learning, effective communication between teachers and students plays an important role in ensuring that the information and materials delivered can be received and understood well by students. Therefore, this study focuses on the right communication strategy to be implemented in the teaching process. With an effective strategy, teachers can create a more dynamic and interactive learning environment, so that students are more actively involved in learning. One of the expected results of this study is increased student learning motivation. High motivation can be a driving force for students to be more serious in following the learning process. In addition, an effective communication strategy also aims to foster a higher interest in learning in students (Siregar et al., 2024). When interest in learning increases, students will be more enthusiastic and actively participate in learning activities, which will ultimately increase their understanding of the material being taught. This research is expected to provide guidance for teachers in improving the quality of learning through more effective communication, as well as creating a more conducive and enjoyable learning atmosphere for students at An-Nur Kodak Sampang Islamic Middle School.

LITERATURE REVIEW

According to Webster (1961), communication is a process of exchanging information between individuals through various systems of symbols, signs, or behavior. This definition emphasizes that communication involves the transfer of information from one party to another using symbols or signs that can be understood by both parties. These symbols can be language, gestures, or expressions used to convey messages. Various experts also have their own views on what communication is. One of them is Hovland et al. (1953), who stated that communication is a process in which someone, known as a communicator, conveys a stimulus to another person. This stimulus is usually in the form of words, but can also be other symbols that have a certain meaning. The main purpose of this action is to change or shape the behavior of others who receive the message. In this view, communication is not only limited to conveying information but also functions as a tool to influence the behavior or views of others. An effective communication process allows someone to change the way people think, feel, or act. This makes communication one of the important elements in social interaction and decision-making, both in everyday life and in the work environment or organization. Thus, communication is not just an exchange of information, but a complex process involving understanding, acceptance, and possible behavioral change among the individuals involved.

According to Pace et al. (1979), have three main objectives: to secure understanding, to establish acceptance, and to motivate action. First, secure understanding means

ensuring that the recipient of the message, or the communicator, truly understands the message conveyed by the communicator. This understanding becomes the basis for the next stage. Once understanding is achieved, the next step is to establish acceptance, which aims to build acceptance of the message. It is not enough for the communicator to simply understand the message; they must also accept or agree with it. This acceptance is important to form a strong foundation for further communication. The last stage is to motivate action, which is to motivate action based on this understanding and acceptance. In this context, communication functions as a tool that not only informs or directs understanding, but also as an encouragement to move someone to take certain actions. These three objectives of communication are relevant in various contexts, including education. Teachers, as communicators, must ensure that the messages conveyed in class are understood by students (secure understanding), accepted by them (establish acceptance), and finally motivate them to act or learn further (motivate action).

Educational strategy is an approach used by teachers to achieve learning objectives effectively in the classroom (Kurnianingtyas & Nugroho, 2012; Kartika & Arifudin, 2024). In the context of communication, this strategy plays an important role in fulfilling three main elements of communication: message delivery, acceptance by students, and application in real life. A teacher is not only tasked with conveying information or subject matter, but must also ensure that students understand what is being taught and are motivated to apply the knowledge in everyday life or in real situations. This approach involves various methods, such as the use of visual aids, group discussions, project-based learning, and formative assessments. Each method has an important role in maintaining two-way interaction and communication between teachers and students, so that a deeper learning process occurs. In addition, a good strategy must be able to be adapted to the student's learning style, so that each individual can understand the material in the most effective way for them. The ultimate goal of an educational strategy is not only understanding the material, but also ensuring that students can accept and feel the relevance of what is being learned. Moreover, this strategy also aims to motivate students so that they feel interested and encouraged to apply the knowledge in real action. In other words, effective educational strategies will help students not only know, but also understand and be able to act based on the knowledge they gain in class. Thus, the role of teachers in implementing educational strategies is vital for the success of the learning process which is not only theoretical, but also practical and applicable.

Communication strategies in character education learning are methods used by teachers to convey values and norms that aim to shape good behavior in students. Expected behaviors include discipline, independence, responsibility, and other positive attitudes. This communication process is not just a transfer of information, but more of an interaction that aims to shape students' personalities according to the desired character values. In this context, teachers have an important role as the main facilitator (Inayah et al., 2024). According to Syaripudin (2013), there are several roles that must be carried out by teachers so that learning communication runs effectively in the context of character education. First, teachers act as lecturers, where they convey information, advice, and materials related to moral and ethical values. Second, teachers act as moderators who direct discussions and ensure that learning takes place properly and in a structured manner. This role also includes managing various opinions that arise during the learning process. Furthermore, teachers act as mentors who provide direction and guidance to students so that they can understand and internalize the character values taught. As managers, teachers are responsible for managing time, resources, and learning environments to support the process of forming students' character. As a coordinator, teachers collaborate with other parties, such as parents and the community, to support character education. Finally, teachers act as innovators who continue to seek new and creative ways to convey character values, so that learning becomes more

interesting and relevant to students. These roles ensure that character education can be carried out comprehensively and effectively in shaping good student behavior.

Based on interviews with teachers at An-Nur Kodak Islamic Middle School, Kodak Village, Torjun District, Sampang Regency, as well as direct observation, it was revealed that the teaching method used in this school still relies on lectures. Although the lecture method has been used for a long time, this method is considered less effective in the learning process. This is due to the position of students who tend to be passive, only acting as listeners without being actively involved in the learning process. This inactivity reduces students' opportunities to participate directly in learning activities that should be able to encourage better understanding. To improve the effectiveness of learning, it is recommended that teachers develop public speaking skills. These skills will help teachers deliver material in a more interesting and communicative way, so that students can more easily understand the information conveyed. Effective learning does not only depend on the knowledge possessed by the teacher, but also on the way the material is delivered that is able to attract students' attention and encourage them to interact. On the other hand, students have the expectation that teachers not only master the subject matter, but also can communicate it in a clear and easy-to-understand way. By improving communication skills through public speaking training, it is hoped that teachers can create a more dynamic and interactive learning atmosphere. Thus, it is hoped that the learning methods used can be more varied, not only relying on lectures, but also involving various methods that can increase student involvement and motivation in learning.

METHODS

The approach used in this study is a descriptive approach with a qualitative type (Noor, 2011). This approach is a research method that aims to produce a descriptive research design, which can be in the form of written or spoken words from individuals and observed behavior. According to Sanjaya et al. (2014), this approach provides an opportunity for researchers to describe phenomena through verbal and nonverbal statements from participants. In qualitative research, the data collected usually comes from interviews with informants and is presented in narrative form. This narrative describes the results of the informants' oral statements. In addition to data from interviews, this study also utilizes data from direct observation and documents relevant to the research objectives. These data were obtained from the research location and provide a deeper picture of the phenomena being studied. All information obtained through various sources is then explained in the form of detailed descriptions. The data is presented based on information provided by informants who have direct knowledge of the topic or issue being studied. By using this qualitative descriptive approach, researchers are not only able to document verbal statements from informants, but also capture the dynamics of behavior and context that occur in the field. This method allows for a more holistic understanding of the phenomena that are the focus of the research, resulting in a rich and in-depth description of the issue being investigated.

RESULTS

The research conducted at An-Nur Kodak Sampang Islamic Middle School focused on the analysis of effective communication strategies in the context of education. The findings indicate that good communication strategies are key to creating an optimal learning process, as well as achieving the expected educational outcomes. Several strategies were identified as efforts to improve learning communication in this school. First, the use of varied communication techniques is essential. In practice, teaching does not only rely on one method, such as lectures but needs to combine various techniques. For example, group discussions can provide opportunities for students to interact and share their thoughts, while demonstrations and practical activities allow students to learn through direct experience. This approach accommodates the various learning styles of students, ensuring that all students are involved in the learning process that

suits their preferences. Second, providing constructive feedback is an important element in educational communication. Feedback given to students must be specific, clear, and supportive. This helps students understand their strengths as well as areas that still need improvement. For example, when a student makes a presentation, the teacher can provide feedback on the good aspects and also provide suggestions for improvement. In this way, students feel appreciated and motivated to develop.

Furthermore, the use of structured question-and-answer techniques is one effective strategy to stimulate students' critical thinking. In this context, teachers can ask open-ended questions that trigger discussion and reflection, in addition to more specific closed-ended questions. This method helps ensure that students not only remember information but also understand deeper concepts. By involving students in questions and answers, teachers can also gauge the level of student understanding and adjust teaching methods if necessary. The development of active listening skills is also recognized as an important part of effective communication. This skill involves the teacher's full attention when students are speaking. Through empathetic listening, teachers can build better relationships with students. When students feel heard, they are more likely to actively participate in learning. Developing these skills not only benefits students but also creates a positive learning environment. Finally, the use of technology to improve communication in learning is very relevant in this digital era. By using technological tools such as online learning platforms, messaging applications, and multimedia, interactions between teachers and students can be improved. These tools allow for more interesting and interactive delivery of materials, and support more efficient communication. For example, the use of learning videos can enrich students' understanding of a topic, while messaging applications can facilitate discussions outside of school hours.

Communication barriers in learning are one of the critical aspects that affect the effectiveness of the teaching and learning process, especially in schools such as An-Nur Kodak Sampang Islamic Middle School. In the context of learning communication, there are several factors that can hinder the achievement of effective communication between teachers and students. Research on communication barriers is important to understand how teachers and students can be more effective in interacting and delivering learning materials. Each student has a different learning style, which can generally be grouped into three main categories: visual, auditory, and kinesthetic. These differences in learning styles become challenges when the communication or delivery methods used by teachers do not match the student's learning styles. For example, students with a visual learning style may have difficulty understanding material that is delivered verbally only, while auditory students will find it easier to absorb information through oral explanations. This mismatch can result in a decrease in students' understanding of the material being taught. To overcome this obstacle, teachers need to implement a diversification of teaching techniques that are able to accommodate various student learning styles. One suggested approach is to vary the delivery methods, such as the use of visual media, audio, and kinesthetic activities, so that all students can learn in the way that best suits their preferences.

The learning environment plays a significant role in supporting or inhibiting communication in learning. Environmental disturbances such as noise, visual disturbances, or uncomfortable temperatures can directly affect student concentration and ultimately inhibit the communication process between teachers and students. For example, loud noises from outside the classroom or inadequate lighting can disrupt student focus. Therefore, teachers must strive to create a conducive, calm, and comfortable learning environment. Reducing external distractions and ensuring that the classroom is arranged in such a way as to support student concentration will help improve the effectiveness of communication in the teaching and learning process. Another factor that can inhibit communication in learning is the limited language or vocabulary possessed by students. The use of language that is too technical or jargon that is unfamiliar to students can hinder their understanding of the subject matter. When

students do not understand the terms used by the teacher, they will have difficulty following the learning flow. The solution that can be applied is to use language that is clear, simple, and understandable to all students. Teachers also need to provide definitions or explanations of terms that may be unfamiliar to students to ensure that every concept presented can be understood properly.

Teacher communication competence is also a determining factor in the success of the communication process in learning. The inability of teachers to explain concepts clearly or poor listening skills can hinder the effective delivery of material. To overcome this problem, teachers need to improve their communication skills through continuous training and practice. Clear, structured, and interactive communication techniques can improve student understanding and minimize communication barriers. Students who are less motivated tend to be inactive in the learning process, which results in minimal involvement in communication with teachers. When students are not interested or do not feel involved, they may ignore instructions or not participate in discussions. To overcome this, teachers need to create an interesting and relevant learning environment for students. Providing positive feedback and involving students in interactive and challenging activities can increase their motivation and participation, so that communication in learning becomes more effective. By understanding and overcoming these communication inhibiting factors, it is hoped that the teaching and learning process at An-Nur Kodak Sampang Islamic Middle School can take place better, so that learning objectives can be achieved optimally.

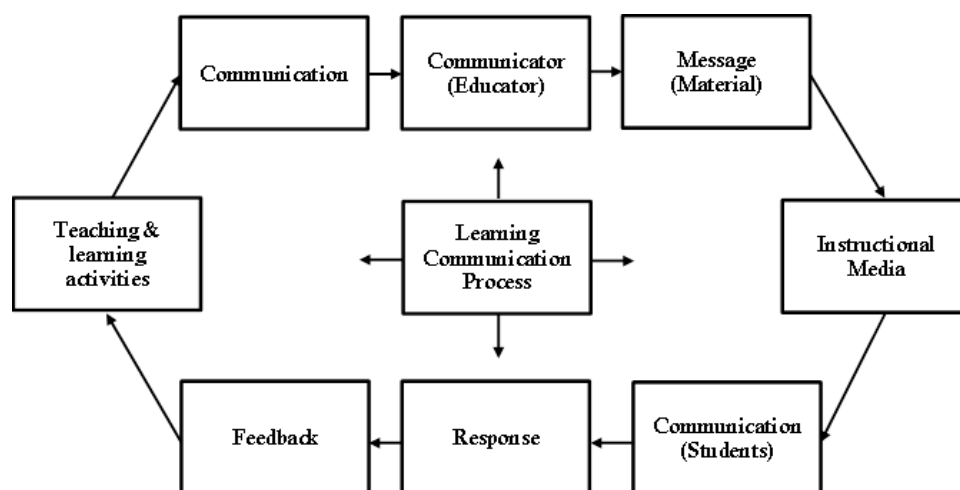


Figure 1. Effective Learning Communication Diagram

Effective learning communication is a key factor in a successful educational process. By understanding and applying the driving factors and overcoming the inhibiting factors, and implementing appropriate strategies, both teachers and students can improve the quality of learning and achieve the desired results. Continuous evaluation and adjustments in communication methods will help create a more productive and enjoyable learning environment.

CONCLUSION

Effective learning communication is an important aspect of the educational process that plays a major role in improving student understanding and engagement. When communication between teachers and students goes well, it can have a positive impact on the quality of teaching and learning. Conversely, ineffective communication can hinder students from achieving the expected learning outcomes. In the context of education, learning communication involves the process of conveying information from teachers to students, accompanied by reciprocal interactions between the two. This is not just a one-way message delivery, but also includes responses and participation from

students. Good communication allows for dialogue that encourages students to be actively involved in learning, so that they can understand the material better. The effectiveness of learning communication is determined by several important factors. First, the clarity of the information conveyed is essential. Teachers must convey the material in a way that is easy for students to understand, using language that is appropriate to their level of understanding. Second, student involvement is also very important. Interactions that involve active student participation will make them more focused and motivated to learn. Third, the communication methods used must be adjusted to the needs and learning styles of students. Teachers need to understand that each student has a different way of learning, so using a variety of methods will help students understand the material better. Thus, effective learning communication is the key to creating a conducive learning environment, which supports the achievement of optimal learning outcomes.

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