

Teachers' Communication Skills in Technology-Based Learning and its Impact on Students' Affective Responses

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Abstract

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This study aims to explore teachers' communication skills in interactive multimedia-based learning and its impact on students' affective responses on Islamic Religious Education (PAI) materials, particularly the Story of the Hijrah of Prophet Muhammad S.A.W. This research was conducted at SDN 05 Merjosari Malang City and SDN Cawang 09 Jakarta, which have started using technology, especially Lectora interactive multimedia software. Using a mixed approach with qualitative dominance, the study combined observations, interviews and questionnaires to measure students' perceptions of teacher credibility and their affective responses. The results showed that the use of Lectora improved teachers' communication from one-way with printed media to more interactive and multimodal. This improvement strengthens teacher credibility, especially in terms of expertise and concern for students. Students' affective responses, such as interest, motivation and emotional engagement, improved significantly, with a 23.4% increase compared to print media. Students' cognitive completion also improved, with 75% of students achieving the Minimum Completion Criteria (MCC), compared to 14.3% in the pre-cycle. This research shows that technology-based learning, particularly interactive media such as Lectora, can improve the quality of learning communication and students' emotional engagement, which supports better understanding of the material. These results provide practical guidance for teachers and educational institutions in designing more effective and meaningful learning.

Keywords:

learning communication, teacher credibility, affective response, interactive media

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INTRODUCTION

The development of technology in the 21st century has a significant impact on various sectors, including the education sector. One of the innovations affecting teaching and learning is the use of interactive multimedia technology. In Indonesia, technology integration in learning has been encouraged through the Merdeka Curriculum policy and school digitization initiatives. However, despite policy encouragement, the implementation of the use of technology in learning has not been fully equitable, especially in Islamic Religious Education (PAI) subjects, which are still dominated by the use of printed media.

One of the key factors in the learning process is the teacher's communication skills. Teacher credibility, which includes aspects of expertise, integrity, and caring, plays an important role in building effective relationships with students. When teachers use various media in delivering materials, such as interactive multimedia,

students' perceptions of teacher credibility can change, either increasing or decreasing. Therefore, this study aims to examine the effect of using interactive multimedia, especially Lectora software, in improving teacher communication and its impact on students' affective responses, especially in learning Islamic Religious Education material about the Story of the Hijrah of the Prophet Muhammad SAW.

The use of technology-based learning, such as Lectora interactive multimedia, is believed to improve learning quality by providing a more visual, interactive, and adaptive learning experience tailored to student needs. However, educational communication theory states that teacher communication skills remain a determining factor in the effectiveness of technology integration. According to Vygotsky's sociocultural learning theory, social interaction between teachers and students is key to knowledge formation (Alkhudiry, 2022). This means that while technology provides cognitive stimulation, learning success is greatly influenced by the teacher's ability to facilitate dialogue, provide appropriate feedback, and create a supportive communication climate.

Furthermore, from the perspective of Affective Engagement Theory, student affective engagement is triggered not only by innovative learning media but also by the emotional closeness built through teacher-student communication (Amerstorfer & Freiin von Münster-Kistner, 2021). If teacher communication is ineffective, students can potentially become disengaged, even if the technology used is engaging. Therefore, the primary challenge in technology-based learning is not simply providing digital tools, but rather how teachers can combine pedagogical communication skills with technology media to create synergy between the cognitive, affective, and social dimensions of learning.

Based on initial observations, although the use of technology has been implemented, teacher communication has not been fully able to build strong credibility and motivate students to be emotionally involved in learning. Therefore, this study aims to identify how teacher communication is affected by the use of interactive multimedia learning media, as well as how students' affective responses are formed through the interaction between such media and teacher credibility. The hypothesis proposed is that the use of Lectora as an interactive learning media can strengthen teacher credibility and improve students' affective responses in learning Islamic Religious Education, especially in the material of the Prophet Muhammad's Hijrah Story.

By integrating source credibility theory and affection theory in education, this study hopes to contribute both theoretically and practically in the development of technology-based learning communication, as well as providing guidance for teachers and educational institutions in utilizing technology to improve the quality of learning.

METHODS

This research uses a mixed-method approach, which combines descriptive qualitative and quantitative approaches. This approach was chosen to provide a more comprehensive picture of teachers' communication skills in interactive multimedia-based learning and its impact on students' affective responses. The

mixed-method approach allows researchers to combine the advantages of both approaches, namely the depth of qualitative understanding of the communication process and quantitative data to measure learning outcomes as well as students' perceptions of the use of learning media.

This research focuses on teachers' communication skills in learning Islamic Religious Education (PAI) by using two types of learning media: printed media (textbooks) and interactive multimedia based on Lectora software. The object of this research is the communication between teachers and students in the learning process, as well as students' affective responses to the media-based learning. The focus of the research involves analyzing the teacher's credibility and students' emotional involvement during the learning of the material "The Story of the Hijrah of Prophet Muhammad SAW".

Operational Definition of Variables

1. Teacher Communication Ability: Measured through language clarity, expression, intonation, two-way interaction, and feedback given by the teacher during the learning process.
2. Teacher Credibility: Students' perceptions of the teacher's expertise, trustworthiness, and goodwill in teaching.
3. Students' Affective Responses: Includes students' interest, motivation, emotional comfort, and engagement during learning.
4. Learning Media: Categorized into two types: print media (textbooks) and interactive multimedia (Lectora).
5. Islamic Religious Education (PAI): The material taught is the story of the Prophet Muhammad's hijrah, with an emphasis on the spiritual and moral values contained in the event.

This research was conducted in two elementary schools, namely SDN 05 Merjosari Malang City and SDN 09 Cawang Jakarta. These two schools were chosen because they have begun to integrate technology-based learning, especially in Islamic Religious Education subjects, by using Lectora interactive multimedia media in learning the material of the Prophet Muhammad's Hijrah Story.

The population of this study consisted of teachers and students involved in learning in the two selected schools, totalling 56 students. The research sample was selected purposively (purposive sampling), namely one Islamic Religious Education (PAI) teacher in each school and grade V students who participated in learning using two types of learning media.

Data Sources and Tools

1. Data Sources: The main data were obtained from classroom observations, in-depth interviews with teachers and students, and questionnaires on students' perceptions of teacher credibility and their affective responses to learning media.
2. Data Collection Tools: The tools used in data collection include observation sheets, Likert scale questionnaires for perceptions of teacher credibility and students' affective responses, and documentation that includes learning materials and teaching notes.

Data Collection Technique

The data collection techniques used in this study include: Participatory Observation: Used to directly observe the communication between teachers and students during learning with both types of media. Data Collection Technique The data collection techniques used in this study include: Participatory Observation: Used to directly observe the communication between teachers and students during learning with both types of media. In-depth Interview: Conducted with teachers to understand the communication strategies used in teaching, as well as with students to explore their perceptions of teacher credibility and their learning experiences. Questionnaires: Questionnaires were used to measure students' perceptions of teacher credibility and their affective responses during learning using print media and interactive multimedia.

Data Analysis Technique

Qualitative Analysis: Observation and interview data were analyzed using a descriptive-interpretative approach to identify key themes related to teacher communication, teacher credibility, and students' affective responses.

Quantitative Analysis: Questionnaire data were analyzed descriptively using descriptive statistics to calculate the percentage score of teacher credibility, students' affective responses, and perceptions of the media. Cognitive completeness data were also analyzed to see the effect of media use on students' understanding of the material.

RESULTS & DISCUSSION

This research was conducted in two elementary schools that use Lectora interactive multimedia technology in learning Islamic Religious Education (PAI) about the material of the Hijrah Story of the Prophet Muhammad S.A.W. at SDN 05 Merjosari Malang City and SDN Cawang 09 Jakarta. The purpose of this study is to analyze how interactive media affects teacher communication and students' affective responses.

In the pre-cycle stage, learning utilized printed media and conventional lectures, focusing on delivering a linear historical narrative. Student interaction was limited to one-way communication. Observations showed that teacher communication on printed media received an average score of 70.91%, which means the "sufficient" category. In addition, students' affective responses were in the insufficient category with a score of 59.2%.

Observations at the pre-cycle stage showed that student engagement was quite low, with most students only passively listening to lectures without participating much. The average score of teacher activity observation on printed media was 39/55, indicating a "fair" category. This was reflected in the low level of two-way interaction and student enthusiasm, although the use of print media was quite structured.

The questionnaire filled out by students showed that they perceived the teacher to have sufficient credibility (60.5%), but their affective response was relatively low (59.2%). This suggests that the communication did not motivate students enough, and they did not feel emotionally connected to the material. The cognitive evaluation showed that only 14.3% of students managed to reach the Minimum Completion Criteria (MCC) with an average class score of 59.77. This shows that the learning communication process using printed media is less effective in facilitating student understanding

In the cycle using Lectora, there was a significant improvement in the quality of teacher communication. Language clarity, intonation-expression, two-way interaction and real-time feedback improved significantly. Observations showed that teacher activity scores increased to 95.5%, and student activity increased to 91.8%. Questionnaires showed that teacher credibility increased to 79.4%, and students' affective responses rose to 82.6%.

The use of Lectora interactive media was able to increase students' motivation, comfort, and engagement. Students' affective responses showed a significant increase from 59.2% to 82.6%, indicating that students felt more emotionally engaged with the material being taught.

The cognitive test results showed that the classical completeness increased to 75%, from only 14.3% in the pre-cycle. This shows that the use of Lectora not only improved communication and affection, but also had a positive impact on students' concept understanding.

The application of interactive media such as Lectora is proven to improve the overall quality of teacher communication. Clarity of message, intonation, expression and more dynamic two-way interaction encourage more active student engagement, in line with Media Richness and Media Equation theories. In addition, instant feedback and supportive visual design enhance students' learning experience, which is also in line with Control-Value theory in education, where positive affection is closely related to motivation and learning achievement.

Increased teacher credibility can also be seen as a result of the use of technology that facilitates the demonstration of expertise and caring, two key dimensions in source credibility theory. Students' affective responses indicated that they felt more valued and cared for, which contributed to their increased learning motivation and comfort in learning.

The results of this cycle provide strong evidence that the integration of technology in learning, particularly in the context of religious learning, can improve communication, enhance students' affections, and support their academic achievement. Thus, the use of Lectora in Islamic Religious Education (PAI) classrooms can be optimized to create more interactive, fun, and meaningful learning.

Table 1. Pre-Cycle and Cycle Comparison

Research Variable	Pre-Cycle (Print)	Lectora cycle	(percentage-points)
Teacher Observation	70,91 %	95,50 %	+24,59
Student Observation	70,91 %	91,82 %	+20,91
Teacher Credibility (Questionnaire D.1)	60,5 %	79,4 %	+18,9
Student Affection (Questionnaire D.2)	59,2 %	82,6 %	+23,4
Media Perception (Questionnaire D.3)	56,5 %	93,0 %	+36,5
Cognitive Completeness	14,3 %	75,0 %	+60,7

This table reflects significant improvements in several key metrics after using the Lectora multimedia tool in teaching the Hijrah of Prophet Muhammad S.A.W. material, especially in terms of communication, student participation, and affective response.

First, the use of Lectora enriched the communication channels between teachers and students, changing the teaching method from linear lectures to multimodal facilitation of dialog. This is evident in the increase in teacher and student observation scores, indicating

the success of more effective communication. Language clarity, teacher expression, as well as two-way interaction improved significantly.

Secondly, students' affective responses also improved after the use of Lectora, which is reflected by the significant increase in students' interest, motivation and comfort in learning. This improvement is in line with affection theory, which states that positive emotions arise when learning materials are valuable and students feel they have control over the learning process.

Third, in terms of cognitive, the use of Lectora contributed to a significant increase in student learning completeness. Classical completeness increased from 14.3% in the pre-cycle to 75% in the cycle after the implementation of Lectora, showing that improved communication and affection play a big role in understanding the material.

Overall, this study confirms that interactive multimedia not only serves as an engaging learning tool, but also as a strategic tool to improve teacher communication, foster student affection, and increase learning outcomes, especially in value-based learning contexts such as Islamic Religious Education.

Based on these conclusions, some suggestions that can be given are as follows: For the Education Office: It is recommended to include training on the use of authoring-tool tools such as Lectora in the continuing professional development (CPD) program for PAI teachers. In addition, the provision of high-lumens projectors and UPS in schools is also recommended to support technology-based learning. For Teachers: It is recommended to integrate the use of interactive learning technology in teaching routines, use digital timers for time management, and improve color contrast and font size in Lectora slides to increase visibility. For Further Researchers: It is recommended to conduct further research with a multi-cycle quasi-experiment approach at the junior high school level to test the consistency of the findings, as well as research with retention tests to examine the durability of students' understanding.

CONCLUSION

Based on the results of the research conducted on "Teachers' Communication Skills in Technology-Based Learning and its Impact on Students' Affective Responses" using Lectora interactive multimedia, it can be concluded that the application of interactive media has a significant impact on the quality of teacher communication, students' affective responses, and material comprehension. As a result, teacher credibility is enhanced, students' emotional engagement in learning increases, and their motivation and enjoyment of learning are enhanced. Furthermore, student cognitive achievement also increased dramatically, from only 14.3% meeting the Minimum Competency (KKM) in the initial phase to 75% after Lectora implementation.

Thus, interactive media such as Lectora not only serves as an engaging learning tool but also as a communication strategy that strengthens teacher-student relationships, fosters motivation and emotional engagement, and supports academic achievement. These findings underscore the importance of integrating technology with teacher communication skills to create more interactive, meaningful, and effective learning.

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