

Student's Interpersonal Communication Skills in Learning History of the 21st Century

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Abstrak

Tujuan penelitian ini ialah menganalisis tantangan dan upaya guru dalam mengembangkan keterampilan komunikasi interpersonal siswa dalam pembelajaran sejarah di SMAN 8 Banjarmasin. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data melalui tahapan observasi, wawancara, dan studi dokumen. Pengambilan data dilakukan secara *purposive*. Pada uji keabsahan data, menggunakan triangulasi teknik. Sedangkan tahapan analisis data dilakukan dengan tahapan mengumpulkan data, mereduksi data, penyajian data, dan kesimpulan. Hasil penelitian, guru sejarah di SMAN 8 Banjarmasin sepakat bahwa kemampuan komunikasi interpersonal merupakan elemen penting untuk mendorong keaktifan dalam pembelajaran sejarah. Namun, dalam praktiknya, terdapat beberapa kendala seperti kesulitan siswa saat mengungkapkan ide, rasa malu, dan kurang percaya diri dalam menyampaikan argumen saat diskusi. Oleh sebab itu, guru sejarah berusaha mengembangkan kemampuan komunikasi interpersonal siswa dengan memberikan contoh sebagai komunikator yang baik, menjadi pendengar yang penuh perhatian serta menciptakan rasa aman dan nyaman melalui penguatan literasi.

Kata kunci: komunikasi interpersonal, upaya guru, pembelajaran sejarah.

Abstract

The aim of this research is to analyze the challenges and efforts of teachers in developing students' interpersonal communication skills in history learning at SMAN 8 Banjarmasin. This research uses a qualitative descriptive method. Data collection techniques through the stages of observation, interviews, and document study. Data collection was carried out purposively. Triangulation techniques were used to test the validity of the data. Meanwhile, the data analysis stages are carried out, which include collecting data, reducing data, presenting data, and coming to conclusions. As a result of the research, history teachers at SMAN 8 Banjarmasin agreed that interpersonal communication skills are an important element in encouraging activeness in history learning. However, in practice, there are several obstacles such as students' difficulties when expressing ideas, shyness, and lack of confidence in conveying arguments during discussions. Therefore, history teachers try to develop students' interpersonal communication skills by providing examples of good communicators, being attentive listeners, and creating a sense of security and comfort through strengthening literacy.

Keywords: interpersonal communication, teacher efforts, history learning.

INTRODUCTION

We are faced with complex problems after digital transformation in all sectors of life. So it is important to have human resources with 21st-century competency readiness to compete in it. Education is currently positioned as a driver of economic growth

and national competitiveness in the era of Industrial Revolution 4.0, by providing a learning system that is inclusive, creative, innovative, and competent with graduates who have 21st-century skills (Learning and Innovations Skills). The foundation of 21st-century learning is directed at the

punctuation to develop competitive skills. Characteristics skills 21st-century society quoted from Partnership of 21st Century consisting of critical thinking and problem solving, communication skills, information and communication technology (ICT), ICT literacy, information literacy, and media literacy (media literacy) (Prihadi, 2018).

Education is a strategic prospect in building a superior society with knowledge and skills. Several characteristics of learners are needed in the 21st century, including having communication skills. Namely, students are required to understand, manage, and create effective communication in various forms and contents orally, in writing, and in multimedia. Communication is crucial in human life. Communication skills are interpreted as a means of expressing thoughts, ideas, or new information, both orally and in writing (Redhana, 2019). So, the existence of good communication will greatly influence the quality of learning outcomes. Communication can be accepted as an important skill to achieve meaningful and effective results in a learning activity.

History education in its learning material content refers to the concept of change and sustainability with the aim of "to prepare students with ways of viewing, behaving, thinking, communicating, collaborating, and other skills necessary to develop a future better quality of life". to face a quality future through several

necessary skills such as behaving, thinking, communicating, and collaborating following life in the 21st-century. Considering that the concepts of change and continuity in history are fundamental, the ongoing learning directs students to interpret history as a science of life from the perspective that change does not happen in one moment ie a single time event, but rather continuously in one long line containing time from the past, present to future (Hasan, 2019).

The demands of learning in the 21st century are certainly a challenge for teachers in the era of hyperglobalization, namely referring to the life of conventional traditional societies that are not relevant to the present. This is because the sophistication of digital technology has taken over many human roles and occupied the top position. On the educational implementation side, several teachers cannot yet master technology. There are many differences in reach between teachers and students in navigating the world of technology, especially in daily activities. Comprehensive changes to all access by reference Internet Of Things and digitalization in all sectors have made it clear that now the implementation of education has also entered a new phase, namely the era of digital-based educational modernization.

When teachers have a position as the spearhead of educational globalization,

teachers are required to have high qualifications to face current developments. Becoming a professional teacher is a big demand for teachers to carry out. Teachers must be able to be good communicators and be able to bridge active communication between students with benchmarks that are aligned with learning. Information is conveyed well and the learning that students get can be digested well. Communication between teachers and students and with technology must go hand in hand. So you need the ability to manage communication, and it starts with interpersonal communication.

Interpersonal communication skills are an important component in education that enables effective interaction between teachers and students in learning activities in the digital era. According to the results of research conducted by Rahman (2023), it is clear that there is a significant relationship between communication skills and student learning activities today. So in such a situation, good interpersonal communication skills are a requirement that teachers and students should have in 21st-century learning activities. This research aims to analyze the various challenges faced by teachers in developing students' interpersonal communication skills in history learning at SMAN 8 Banjarmasin. It examines various things related to the implementation of independent curriculum history learning with efforts to

build effective communication between teachers and students in learning activities that are in line with the needs of the 21st century. Therefore, this research can provide insight into history teachers' efforts to develop interpersonal communication skills for students so that they will be ready to face changes in the digital era and take advantage of the opportunities offered by modern progress.

METHOD

This research uses a qualitative approach with descriptive methods. Moleong (2021) said that qualitative research specifically highlights an activity accompanied by identifying documents and then interpreting the meaning, symptoms, processes, and characteristics of both individuals and groups. Qualitative methods have comparative advantages in developing discussions through steps based on valid concepts (Sahir, 2021). Data mining was carried out through observations of teacher's and students' activities at school, in-depth interviews with teachers and students at SMAN 8 Banjarmasin and reviewing documents adapted to the context of the research objectives (Sugiyono, 2019). Data analysis through data reduction, data presentation and conclusion drawing stages. The validity of the data is seen from the results of the source triangulation process by examining related documents used by history teachers in teaching and learning

activities at SMAN 8 Banjarmasin for the odd academic year 2023-2024.

RESULTS AND DISCUSSION

Challenges for history teachers in 21st Century Learning in High School

The rapid development of technology has completely changed a person's behavior and has been able to significantly change the way they act and think, including changing the way they solve problems in life. Easy, instant, and fast are the keywords in living life in the 21st century. According to Sariyatun (2018), This era is synonymous with the term knowledge age, an era that emphasizes the position of science as the main basis for solving various human needs, both in the political, economic, industrial, community empowerment, and educational sectors.

There are four things that the 21st-century generation should have. First, the way of thinking, namely the ability to think creatively, and critically in solving problems and making decisions. Second, way of working or the ability to manage yourself while working. Third, tools for working or owning and mastering tools for working. So in life in the 21st century, the ability to master information and communication technology (ICT) becomes very crucial. Fourth, skills for living in the world, which include citizenship, career, and personal and social responsibility (Trilling & Hood: 1998).

The Partnership for 21st Century Skills grouping 21st century skills into four criteria, namely:

- (1) Learning skills (creativity and innovation, critical thinking and finding solutions, communication and collaboration),
- (2) Literacy skills (information literacy, media literacy, ICT literacy),
- (3) Life skills (flexibility and adaptability; initiative and self-direction)
- (4) Social and cross-cultural skills (interaction productivity and responsibility; leadership and responsibility) (Van Laar, 2020).

History learning plays a role in preparing the nation's next generation of young people to care for the legacy of previous generations, and the ability to maintain noble values as national identity in a package that is appropriate to today's life. Following the reference in National Education Ministerial Decree No. 22 of 2006, history subjects aim to provide an understanding that there is a process of change and development of society in the dimension of time. Accompanied by efforts to foster historical awareness in discovering, understanding, and interpreting national identity in the past, present, and future amidst world changes. By having historical awareness, students gain inspiration or wisdom from stories of heroes and national tragedies which ultimately encourage the formation of

rational-critical and empirical thinking patterns. This certainly really helps them in solving problems in their lives now and in the future.

The existence of technology in learning in the 21st century plays a very important role, especially in the implementation of history learning in schools. The use of information and communication technology as the main tool is used to achieve an effective and efficient learning process. On the other hand, it needs to be emphasized again that teachers also need to transform to be relevant to the needs of this era. Considering changes in the world of work today, it encourages education to produce individuals who are ready to adapt to a work environment that continues to develop all the time (Krisnawati, 2022). So that education with teachers who are ready and competent in using technology can bring students

Reflecting on the reality in the school environment, history learning in high school in particular is still monotonous with conventional templates such as focusing on material in textbooks, minimal use of varied and interactive learning media, and the dominance of discussions that only go in one direction without any effort to sharpen the level of thinking. critical. The use of historical learning models and media certainly needs to be adapted to the characteristics of 21st-century education so that they are in

line with current developments (contextual). So the history learning model that is suitable to be applied to answer the demands and challenges of history learning in this modern era is to use a personal approach model that is oriented towards 21st century learning (Ambarnis, 2023). In this model, a direct, personal communication approach will provide a deeper understanding.

21st-century learning offers communication skills to build personal relationships that enable students to reach a deeper understanding during learning. In addition, the use of learning media that carries a digital theme, makes historical material closer, more realistic, and truly accommodated to students who are now Generation Z whose lives are closely linked to the use of digital technology and the internet.

Freeman in (Ambarnis, 2023). which says "The teaching of history demands a highly professional approach". From this statement, it is clear that learning history is a process that requires high professionalism to teach it, especially as there are various new demands as a result of rapid changes in the present and the future. Efforts to integrate technology as a learning medium to develop learning skills are a demand in the 21st century. Fahrozy, (2022) explains that history learning in the 21st century is intended so that students are not only able to master essential material in history lessons but

are also able to face various global challenges. It cannot be denied that the acceleration of technology and information has developed rapidly and influenced all areas of human life. It requires hard work and smart work to carry it out, especially in the field of education. Teachers who position themselves as facilitators must be ready to provide creative and innovative learning tools.

This situation certainly makes teachers as educators feel "challenged" to be able to transform in the learning process, especially in positioning themselves to be able to use digital-based technology in learning activities. Therefore, teachers must be willing to get involved directly to continue learning and succeed in mastering the use of digital technology in the Internet of Things era. With the availability of technology as a varied learning medium in learning, students are expected to be able to further explore all information data, participate actively, carry out experiments, and make appropriate decisions so that they have a positive impact on the results they face.

Per the results of an interview with Mr. Fajri (20/11/2023) as a history teacher at SMAN 8 Banjarmasin, he said that "Using digital-based supporting technology in the classroom can facilitate the delivery of historical material which is felt to be quite a lot so that in providing material

reinforcement it can be illustrated by clear and concrete to the students in class. So that the information conveyed by teachers to students can be understood easily by students." The teacher as a facilitator in learning should be able to communicate clearly what goals are to be achieved in student learning activities in class. So in its implementation, Mr. Fajri as a history teacher at SMAN 8 Banjarmasin has of course prepared a learning plan that suits the students' needs and readiness. Aimed at being by the independent curriculum, in the history learning process in high school, in the initial stages of preparation and learning planning, teachers create learning tools in the form of teaching modules that refer to learning outcomes (CP), TP (learning objectives), and ATP (learning objective flow). Presenting a learning atmosphere with variations according to students' needs so that activities become more interesting. The project-based learning model and case-based learning model are the mainstay so that the content in the material can be presented in a concrete, contextual manner and ends by providing learning evaluations that are by the achievement of history learning objectives that have been created through applications affiliated with internet-based digital technology.

Available technological devices or applications based on digital information technology can support student activities

in learning activities, but on the other hand, they also provide their challenges, both for students and teachers. Judging from the abundance of information sources on the internet, teachers should provide clear directions for reaching them. Students must be wise in accessing any information obtained via the internet, technology such as smartphones should be used appropriately in the sense that it is optimally applied to explore one's potential in learning. Apart from that, it is found that there are still many teachers who are still technologically illiterate, namely technologically illiterate, especially teachers who are classified as senior, so they are unable to keep up with the reach of their students in navigating technology.

History teachers at SMAN 8 Banjarmasin continue to make hard efforts to empower themselves with navigation skills and mastery of digital technology that is relevant to students. To build good, appropriate communication and per learning objectives.

Teachers face these problems and challenges openly and are optimistic about being able to provide appropriate learning in the digital era. They increase their self-awareness when surfing the internet by practicing digital literacy, especially in the process of reviewing valid and accountable reference sources. Apart from that, teachers are also facilitated by sharing the latest knowledge and

information in reaching innovative learning models, media, and strategies through PMM (Free Learning Platform). Namely, an application that targets teachers' self-development in teaching, learning, and working in implementing the independent curriculum.

Students'interpersonal communication skills in history learning at SMAN 8 Banjarmasin

The 21st-century educational paradigm through the implementation of learning has now shifted from individual learning to collaborative learning. However, not everyone can carry out interpersonal communication well. This reality shows that students are still less able to develop and develop their communication skills as social creatures, like individuals relating to other individuals in society. In living their lives, humans as individuals certainly need other people to depend on each other, meaning that to interact with each other, an ability is needed to connect oneself with the environment, either directly or indirectly. Communication has become a major part of human survival. In the communication process, togetherness is achieved through exchanging opinions, conveying information, or changing someone's behavior or attitude (Taher, 2023). Carl J. Hovland defines communication as "The process by which an individual (the communicator) transmits stimuli (usually verbal symbols)

to modify the behavior of other individuals (communicates)". This means that communication is the process (the communicator) of conveying stimuli in the form of reinforcement in the form of information (usually symbols in the form of words) to change the behavior of other people (communicants) (So seen, 2014).

To encourage the development of students' communication skills, teachers of course optimize themselves to be skilled in classroom management. So that through teachers who are capable of managing learning activities, students are expected to be able to manage information, organize, analyze critically, solve problems, and create new, deeper learning and understanding. Kamaruzzaman (2016) states that nowadays, the challenges in social life are very complex. One thing that can be seen is that students in Indonesia, from the lowest school level, namely kindergarten to higher education levels at universities, are struggling in the communication flow of the global era. They are faced with the pace of technological development and cultural acceleration that is far different from previous decades. Global life, which is very difficult to predict, means that students must prepare themselves to be able to position themselves more competitively. In accordance with the results of an interview with Mrs. Mursidah (17/11/2023) as a history teacher at SMA 8 Banjarmasin, listening to the presence of

globalization provides many new values for the implementation of special education at the high school level. In the sense that new values are emerging which means the acceleration of change both in terms of behavior and meaning in learning by each individual, especially in the current generation. Apart from being competent in technology, this should be accompanied by being a virtuous person and upholding good manners as is the identity of the Indonesian nation. So that the balance between intelligence and personality continues to grow hand in hand.

Merdeka Curriculum aims to create an educational environment that supports and encourages positive and holistic growth for every student. Implementation of the Independent Curriculum as an answer to 21st-century educational developments involves a more contextual, collaborative, and oriented approach to developing 21st-century skills. This is in accordance with the demands of the times where students need to be equipped with skills such as problem-solving, creativity, communication, and collaboration (Habsy, 2024). Current learning activities in schools tend to be less than optimal in providing more of a portion of the development of student's communication and collaboration skills, which results in low students' lifelong learning, especially in the aspect of effective communication standards (Hayat et al., 2019). Students'

difficulties in expressing ideas, opinions, and criticizing are caused by a lack of knowledge, self-confidence, and motivation as well as an unsupportive learning environment.

Interpersonal communication skills are defined as the ability to interact verbally and non-verbally which is uniquely possessed by an individual and is used to convey information to other people to gain understanding and understanding between the giver of information and the recipient of information. According to (Dahnia, 2010; Utomo, 2024). Interpersonal communication skills (interpersonal communication skills) relate to communication between individuals and other individuals, usually face-to-face in a private setting.

According to Suhanti (2018), interpersonal communication can be divided into three categories; involvement, control/control and attachment. Involvement is the need to maintain satisfying relationships with others and have sufficient involvement and a sense of belonging; control is another manifestation of the need to influence and demonstrate power; and the last one is attachment, which means the need for friendship, closeness, and love.

According to Widjaja (in Utomo, 2024), the positive impact for students with high interpersonal communication skills is (1) being able to get to know

themselves and others; (2) being able to understand the outside world; (3) being able to build and maintain positive relationships with other people; (4) respond well in attitude and behavior to other people; (5) can play a role and position oneself relevantly; and (6) can help fellow humans. Interpersonal communication skills in students need to be developed well and purposefully so that they can create simultaneous relationships between students and other students, teachers, and society at large. Communication skills target someone with an accurate understanding of the information provided and the ability to express ideas or concepts effectively. Skills to communicate clearly describe a human activity using spoken or written language, verbal or non-verbal to provide complete information.

The forms of communication in history learning observed by researchers are divided into two criteria: First, communication verbal, a form of communication where messages are conveyed orally or in writing using a language (speaking, writing, and listening) and second, communication non-verbal namely a form of communication that is produced without words such as (body movements, eye behavior, and touch). In history learning activities, students can communicate in the form of dialogue or discussion to create interaction to exchange information related to the topic

being studied, both in oral and written form. It is known from the results of researchers' observations in class Especially in discussion activities and responding when asked by the teacher, out of a total of 31 students, only 1 to 2 people dared to answer questions.

Students' communication becomes stiff, especially in efforts to transfer learning material information. Several factors are caused by shyness, lack of self-confidence, limited words expressed so that in the end, in explaining personal arguments, information is not conveyed well. According to Soraya, a class One of the reasons for the communication involved in this activity is limited because it is difficult to speak Indonesian. The language insert that is commonly used is the regional language, namely Banjar language, so in expressing the arguments presented by students it is a combination of two languages. Apart from that, Rahmat added (01/12/2023) that there was a feeling of lack of self-confidence and fear of saying something wrong in responding to an existing argument. So they are reluctant to respond to discussion activities. Limited understanding of historical material is also a problem that causes him to rarely take part in discussions.

These problems become obstacles to optimal activeness in learning. In the history learning that is currently emerging, the lack of diction relevant to

the material presented by students during discussions provides feedback that is not on target. Difficulty in expressing is of course related to difficulty in understanding because the information provided is not clear. Arguments become shallow and feelings of shame and lack of self-confidence hinder one's potential. So teachers have the requirement to be able to mediate this problem. Teachers channel positive energy as part of support and motivation to students so that they want to try to be brave enough to express ideas or just give feedback. Through the results of observations and interviews conducted by researchers, the following is the method used by the history teacher at SMAN 8 Banjarmasin in developing interpersonal communication skills for students in class, namely by providing direction to students to dare to appear and speak in everyday language. Make yourself a concrete example of what a good communicator looks like in learning activities, besides trying to position yourself as a good listener so that you can listen to what is given in the lesson.

The next thing is to create a habit or habit of starting the beginning of learning by asking trigger questions that are relevant to students' daily lives. The aim is to allow students to explore information around themselves contextually so that interrelated communication can be built. So it is easy for them to respond.

Encouraging students' self-confidence by allowing communication through the use of everyday (regional) language as a starting point which can enable students to explore their potential regarding discussing the material being provided in discussion activities. To target the goals of effective history learning, increasing literacy is the main key that students must improve. The history teacher at SMAN 8 Banjarmasin always encourages a reading culture to strengthen narratives in historical material for students in class, namely by presenting various digital learning resource references on the internet to students at the beginning of learning activities. This can of course provide information that can enrich students' insight and vocabulary in establishing interpersonal communication in learning.

CONCLUSION

The world of education has a big role and responsibility to overcome the various challenges of life in the 21st century. Teachers need to continue to improve their communication technology skills and have relevant skills in facing digital transformation and the Internet of Things. It needs to be realized that the pace of technological development in the hyperglobalization world order makes the education sector a shield for survival. Apart from that, other aspects become obstacles in creating activity in history

learning. Students' interpersonal communication skills are still far from the expected portion. Obstacles for students, especially at SMAN 8 Banjarmasin, are limited vocabulary so it is difficult to be optimal in discussions, still not used to (stiff) formal dialogue activities, shyness and lack of self-confidence as well as low literacy making the level of understanding difficult to explain clearly. Teachers try various ways to encourage students to develop their interpersonal communication skills. As a facilitator, teachers must be able to bridge problems, provide access to active and effective learning by providing concrete examples, provide a sense of security and trust by being good listeners, and encourage the creation of a culture of literacy, especially in historical studies through various references.

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