



Students - Teachers Communication Patterns in Islamic Elementary Schools: Analyzing the Hierarchical Context of Standpoint's Theory

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Abstract

This study aims to identify the patterns of student-teacher communication in learning as perceived by teachers from the perspective of Standpoint Theory. This descriptive research uses questionnaires distributed to teachers. The results of this research show that *first*, the most dominant attitude in student communication is the desire to always please the teacher; *second*, the most common language use in student communication is frequent complaints; *third*, the most dominant verbal communication style of students is always speaking politely; *fourth*, the most prevalent nonverbal communication style is frequent eye contact, active listening, and silence; and *fifth*, the most dominant personality attitude in student communication is a lack of willingness to make sacrifices. These findings indicate that student-teacher communication remains hierarchical. Teachers are perceived to have more power compared to students, maintaining the stigma of teachers as figures to be "obeyed and emulated." This results in students being more passive, hesitant to take initiative, dependent, and primarily focused on pleasing the teacher.

Keywords: *students-teachers communication pattern, Islamic elementary school, Standpoint theory.*

Abstrak

Penelitian ini bertujuan untuk mengetahui pola komunikasi siswa-guru dalam pembelajaran yang dipersepsi oleh guru ditinjau dari teori Standpoint. Penelitian ini bersifat deskriptif dengan menggunakan kuesioner yang kepada guru. Hasil penelitian ini menunjukkan bahwa *pertama*, sikap dalam berkomunikasi siswa yang paling dominan adalah selalu ingin menyenangkan guru; *kedua*, penggunaan bahasa dalam komunikasi siswa yang paling dominan adalah sering komplain; *ketiga*, gaya komunikasi verbal siswa yang paling dominan adalah selalu berbicara sopan; *keempat*, gaya komunikasi nonverbal siswa yang paling dominan adalah sering melakukan kontak mata, lebih banyak mendengar, dan diam; dan *kelima*, sikap kepribadian siswa dalam berkomunikasi yang paling dominan adalah jarang mau

berkorban. Temuan ini menunjukkan bahwa komunikasi guru-siswa masih bersifat hierarkis. Guru dianggap memiliki kekuasaan lebih besar dibandingkan siswa, sehingga stigma guru masih dipertahankan sebagai figur yang harus "dipatuhi dan ditiru". Hal ini mengakibatkan siswa menjadi lebih pasif, ragu untuk mengambil inisiatif, tergantung, dan lebih berfokus untuk menyenangkan guru.

Kata kunci: *pola komunikasi siswa-guru, sekolah dasar Islam, teori Standpoint.*

INTRODUCTION

Recent studies on the importance of communication in various fields of life and professions have been widely conducted by Batenburg & Smal in (Ihmeideh et al., 2010; Cazan & Anitei, 2010; Chraif & Anitei, 2012; Lunenburg, 2010; Stan, 2012). Effective communication is crucial for every profession that involves interpersonal relationships (Ihmeideh et al., 2010), especially in education, where the learning process cannot occur without communication (McCarthy & Carter, 2001).

Therefore, research on student-teacher communication remains relevant for several reasons: *the first*, many schools face relatively high dropout rates due to poor communication between students and teachers; *second*, creating a positive classroom environment has beneficial effects for both students and teachers; *third*, the excellence of a school is influenced by the quality of the learning process, in which students and teachers collaborate effectively (Hagenauer & Volet, 2014; Wubbels; et al., 2012).

Thus, students and teachers communication is an important factor in learning (Hughes & Chen, 2011; McCarthy & Carter, 2001), whether it involves verbal, non-verbal, or paraverbal communication. However, communication between the two parties is not always effective. Effective communication is essential for both student and teacher success (Aspelin, 2012; Bee Bee, 2012) enabling both parties to find mutually agreed perceptions (Hughes & Chen, 2011; Seghedini, 2012; Liberante, 2012; Roorda' et al., 2011).

Both students and teachers play an important role in creating effective communication by using language and words that are perceived similarly (Osakwe, 2009). Communicators convey messages while communicants receive them, ideally perceiving the messages identically when using the same language. However, misunderstandings often occur when the same words are interpreted differently by the parties involved (Osakwe, 2009). Teachers with strong communication skills can deliver precise messages that are easily understood by students (Maes et al; 1997).

Effective teacher communication helps regulate and mitigate negative emotions, particularly when dealing with less favorable students. A teacher's attitude significantly influences students' academic progress, learning satisfaction, and behavior (Hagenauer & Volet, 2014; Košir & Tement, 2011). Teacher-student communication is a powerful element in cognitive and affective aspects within the learning (Hughes & Chen, 2011; Morreale et al., 2000). Teachers provide ongoing knowledge and new information to students and vice versa. In the current context, educational material is widely accessible through the internet, not solely from teachers (Fenn, 2014). Students' communication skills can develop under the influence of adults, particularly teachers, who provide opportunities for constructive communication (Ehinderro & Ajibade, 2000; Osakwe, 2009).

Several previous studies highlight the significance of this research. Da Luz (2015) researched about relationship between teacher and student in classroom: communicative language teaching approach and cooperative learning strategy to improve learning. The results of this research shows that teachers' care, support, and teaching methods can motivate students to become active learners and stimulate their participation in the learning process. This research focuses on teacher-student relationships using communicative and cooperative approaches. The similarity to the author's study lies in the teacher-student relationship, but the current research emphasizes verbal and non-verbal communication. Asrar, Tariq, and Rashid, (2018) have conducted research on the impact of communication between teachers and students: A case study of the Faculty of Management Sciences, University of Karachi, Pakistan. The results of his research show that the importance of the teacher-student relationship, noting that students spend 7–9 hours daily and nearly 11 months annually with their teachers. The study found a positive relationship between students and teachers. If teachers possess good communication skills and understand their impact, building strong relationships becomes significantly easier. The similarity with this research lies in discussing teacher-student communication, but the focus here is on verbal and non-verbal communication analyzed through Standpoint theory.

And then, Collie, Granziera, and Martin (2018) have conducted research on Teacher-Student Relationships and Students' Engagement in High School: Does the Number of Negative and Positive Relationships with Teachers Matter?". The results of his research show that A predominantly negative relationship leads to lower student engagement, and A predominantly positive relationship increases student engagement. The similarity with this study lies in examining teacher-student relationships in schools, but this research focuses on verbal and non-verbal communication. Hagenauer and Volet (2014) have conducted research on Teacher-Student Relationship at University: An Important yet under-Researched Field. The results of his research show that building teacher-student relationships is crucial as it significantly influences academic progress and success. However, comprehensive and systematic research on this topic remains limited. The similarity lies in the importance of building teacher-student relationships, but this research is more specific to verbal and non-verbal communication.

Pennings, Brekelmans, Sadler, Claessens, Van Der Want and Tartwijk (2018) have conducted research on interpersonal adaptation in teacher-student interaction. The results of his research show that adaptation levels vary across classes. In classrooms with preferred teacher-student relationships, teachers' behavior and adaptation align more closely with professional standards. The conceptualization and findings of this study contribute to the theory of teacher-student interaction. The similarity lies in examining teacher-student interaction, but this research specifically focuses on verbal and non-verbal communication.

Preliminary observations suggest a communication imbalance between teachers and students. Teachers are often perceived or perceive themselves as being in a superior, dominant, independent, and powerful position, whereas students are seen or see themselves as being in an inferior, subordinate, dependent, and weak position. However, to verify the reality of interpersonal communication between teachers and students, more in-depth studies are needed. This study focuses on how teachers perceive students' communication with them in classroom learning situations, analyzed through Standpoint Theory.

Communication in Learning

The meaning of communication is not limited to speaking and providing information (Diloyan, 2017). Communication encompasses all forms of interaction, such as smiling, nodding, body posture, and expressions of interest and attention, which support the acceptance of mutual understanding, attitudes, and feelings. Therefore, achieving "mutual understanding" is the key to effective communication occurs when someone gives a message and another receives it (Petrie & Petrie, 2011). In this communication, ideas, information, opinions, responses are conveyed from one person to another (Duță, 2015). Communication includes listening, speaking, reading, and writing, requiring the communicator to effectively deliver messages in any situation (Khan et al., 2017).

Communication is integral to social life, as humans are social beings. This interaction process can take associative forms, fostering shared goals, or dissociative forms, such as competition and conflict (Pratiwi, 2016). Research by Roorda, et al. (2011) identifies three dimensions of student-teacher relationships: closeness, conflict, and dependency. Closeness measures the level of affection, warmth, and openness in communication. Conflict indicates negativity, anger, and discord. Dependency reflects overreliance and possessiveness in communication (Wubbels et al., 2012).

Communication skills are vital for nearly all professions, especially for teachers in managing classroom relationships and interactions (Duță, 2015; Khan et al., 2017). Teachers with strong communication skills can convey messages in ways that are easily understood by students and align with the context of the interaction (Maes et al., 1997; McCarthy & R. Carter, 2001). Both verbal and non-verbal communication play crucial roles in the learning process. While technology facilitates communication, students generally value and appreciate direct, personal interactions with teachers. Face-to-face communication enables important feedback during the learning process (Duță, 2015).

Students' understanding of right and wrong is often influenced by their teachers' communication skills (Maes et al., 1997; Morreale et al., 2000). Effective communication reduces negative feelings during teaching and learning (Khan et al., 2017). Loss, (2000) suggests that teachers should communicate clearly and comprehensibly, using efficient verbal, non-verbal, and paraverbal communication to ensure that information is easily understood and motivates students to learn.

According to Nicoleta Duță (2015) and Fenn (2014), the quality student- teacher communication encourage positive relationships and increase the effectiveness of learning. Teachers' attitudes, knowledge, and communication skills are related to an effective learning environments (Osakwe, 2009).

Iurea (2015) highlights the teachers should not only demonstrate communication skills but also train and develop these skills in students as prerequisites for effective learning, rich social lives, and high-quality relationships. Constructive communication from teachers helps foster students' communication abilities (Ehintero & Ajibade, 2000; Osakwe, 2009). Research by Ehintero & Ajibade (2000) emphasizes that effective teaching requires teachers to have strong communication skills, classroom management abilities, up-to-date knowledge, and exemplary character. Loss (2000) supports this by stating that good communication strengthens relationships and enhances understanding between teachers and students. Bee Bee (2012) further suggests that good communication skills are essential not

only for teachers but also for students' academic success. This study indicates that effective teaching does not solely depend on the knowledge base but is also closely tied to the methods and communication skills of the teacher. Generally, in the learning process, knowledge contributes only 50%, while the remaining 50% is influenced by communication skills (Nominante, 2016).

Communication plays a key role in the learning process as it provides opportunities for students to transcend their role as mere objects. Students learn depending on how teachers view them and vice versa (Diloyan, 2017). Student-teacher communication should empower both parties. Teachers need to create an environment that fosters multi-directional communication by employing interactive and participatory strategies that stimulate collaboration and reciprocal relationships in the form of dialogical communication, allowing everyone to contribute. Empowering communication involves dynamic transactional communication oriented toward the recipient (Mulyana, 2009). By understanding students' mindsets, teachers can communicate and convey messages effectively. Teachers must also adapt to each generation, as students' ways of thinking and communicating evolve over time. Interpersonal communication between teachers and students significantly impacts students' enthusiasm in the classroom (Diloyan, 2017).

In this study, teacher-student communication will be analyzed across five aspects: First, communication attitude refers to the expression of one's feelings toward others in verbal or nonverbal communication. Second, verbal communication serves as the primary means of expressing thoughts, feelings, and intentions. Third, nonverbal communication encompasses all stimuli, apart from verbal ones, that carry potential message value for the sender or receiver. It represents silent and covert language, embedded in context-specific cues, culturally bound, learned, and not innate. Fourth, language usage analyzed for its variations, often influenced by different levels of social status. Fifth, personality attitude refers to an individual's consistent tendencies in communicating with others.

Standpoint Theory

The Standpoint Theory is utilized in this study as a tool to analyze teacher-student communication, whether it operates within a hierarchical or a mutualistic symmetrical relationship. Standpoint Theory serves as an analytical tool to conceptualize subjects adequately and design strategies that empower and eliminate domination between subjects (Hawkesworth, 1992, 1999; Longino, 1990), in the pursuit of a more equitable society (Brooks, 2006). This includes teacher-student communication patterns, as various forms of discrimination are considered a normal part of the working environment in all fields of knowledge. Equality activists, primarily women and members of other underrepresented groups, vocally challenge these ingrained practices as unjust (Wylie & Sismondo, 2015).

Standpoint Theory can be applied to analyze intersubjective relationships that foster more humane interactions among humans and between humans and their environment, avoiding exploitative and destructive relationships (Purwatiningsih, 2008). Perspectives from individuals in dominant positions tend to be biased as they aim to maintain the status quo (Kroløkke & Sørensen, 2006). Students are often required to understand their teachers' standpoints, but the reverse is rarely the case.

Standpoint Theory is considered relevant for analyzing teacher-student communication because it aligns with and clarifies Feminist Standpoint Theory, based on the following

reasons: (1) Teacher-student communication reflects a hierarchical relationship, (2) It questions the equality of the relationship, (3) Emotional engagement is necessary in such relationships. Different groups often occupy distinct positions within the social hierarchy (Gacer, 2013; Duță, 2015; Freire, 2011; Wood, 2009).

Standpoint Theory can also be used to address issues of gender, race, and class equality. When individuals communicate with those who hold disproportionate power, differences in perspectives frequently arise. Membership in groups based on gender, race, class, or sexual identity creates experiences, ideas, thoughts, and perspectives that are unique to each group (Wood, 2011).

Standpoint Theory offers the potential to eliminate hierarchical dichotomies (Verweij, 2016). Effective teacher-student communication in learning should be built on a dialogical atmosphere without hierarchical relationships (Petrie & Petrie, 2011). Freire (1994) criticized that the teaching-learning process often becomes dehumanizing. According to Freire, education should be a practice of liberation, as opposed to education as a practice of domination in Verweij, 2016). Only dialogical communication, which requires critical thinking, can foster the development of critical thinking skills. Without dialogue, there is no communication, and without communication, there is no genuine education (Diloyan, 2017).

METHODS

Based on the scientific content, this study employs two approaches, namely Educational Psychology and Communication Studies, which are interdisciplinary and integral in forming a new field referred to as "Educational Communication Psychology." Therefore, this research falls under the category of "Interdisciplinary Development."

This study employs a descriptive method to explain students' interpersonal communication with teachers during learning, as perceived by the teachers. Data collection was conducted through questionnaires administered to several teachers as respondents. Respondents were selected purposively, involving 22 teachers who met the criteria of having been in the teaching profession for at least five years, assuming they have sufficient experience in communicating with students.

Data analysis was carried out by calculating the percentage of respondents' answers from the questionnaires, presented in graphical form. The research process followed four stages as outlined by Creswell, (2014): (1) Data collection. Data were collected using a questionnaire technique; (2) Reduction of irrelevant data, The data obtained from the questionnaires were refined, with the items aligned to the indicators of teacher-student communication from the perspective of Standpoint Theory, ensuring no data were excluded (3) Display data. At this stage, the selected data were presented and categorized and (4) Conclusion. The researcher formulated conclusions based on the research questions previously outlined.

The data collection technique utilized questionnaires to gather information about teacher-student communication patterns from the teachers' perspective. The questionnaire instrument was developed by defining operational definitions, determining indicators, and translating each indicator into specific items. Teacher-student communication patterns are operationally defined as verbal and non-verbal communication behaviors between teachers and students during learning, including communication attitudes, language use, verbal

communication styles, non-verbal communication styles, and personality attitudes. Thus, there are five indicators, broken down into 26 items.

The data analysis technique used descriptive quantitative analysis to quantify teacher-student communication patterns in learning at MI (Islamic Elementary Schools). The results were presented in the form of graphical representations and average scores for each indicator.

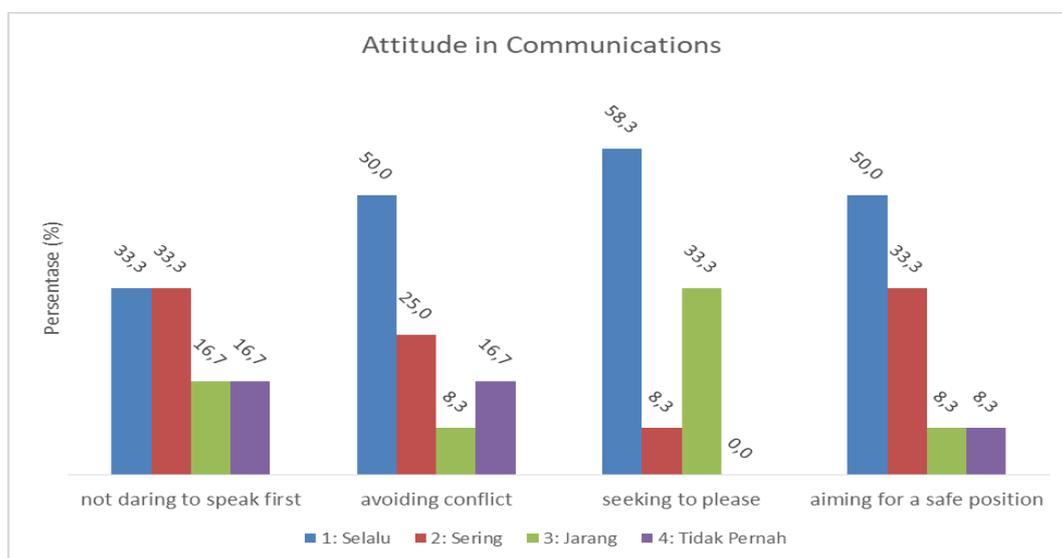
The findings of this study are analyzed using Standpoint Theory to identify the patterns of students' interpersonal communication with teachers during learning, as perceived by the teachers. Standpoint Theory was utilized to examine the style of students' communication with teachers - whether the relationship is hierarchical, symmetrical, or specific to the learning setting at Islamic Elementary School (Madrasah Ibtidaiyah) in Cirebon regency, Indonesia.

RESULTS AND DISCUSSION

Based on the questionnaire provided to teachers, the study focused on five indicators: communication attitudes, language use in communication, verbal communication styles, nonverbal communication styles, and personality attitudes in communication. The research findings are described as follows:

Communication Attitudes

Communication attitudes refer to an individual's expression of feelings in communicating with others or their consistent tendencies in interactions. Students' communication attitudes can be illustrated as follows:

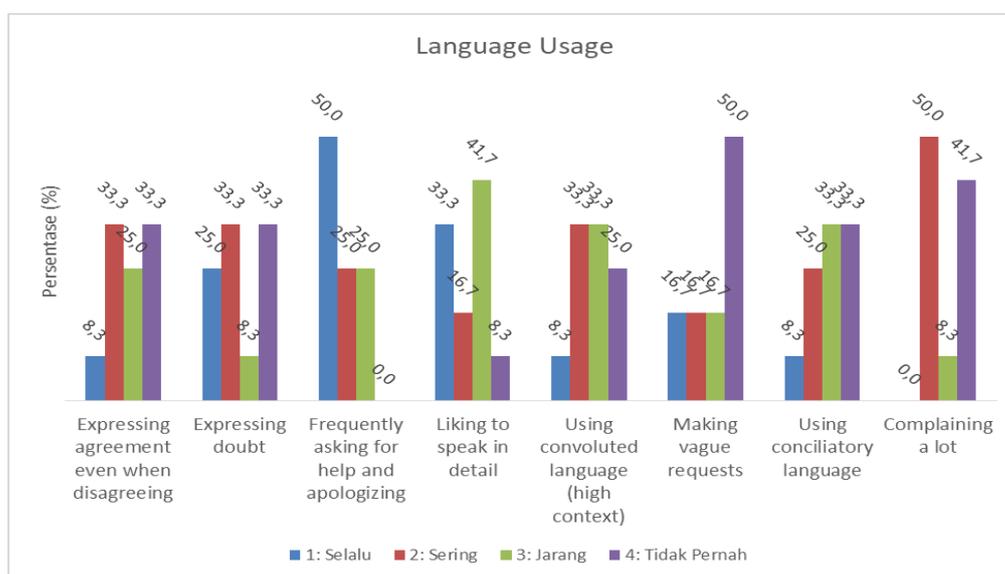


From the chart, the most dominant response (58.3%) for the communication attitude indicator is that students always aim to please the teacher. The chart also reveals that students consistently refrain from speaking before the teacher, avoid conflicts with the teacher, seek to please the teacher, and aim for a "safe" position. These behaviors indicate that students' communication attitudes towards teachers are not yet equal. Study by Sedova, et al. (2019), when students are given the opportunity to actively participate in class, such as in discussions and communications, their learning outcomes are better than those of passive.

Teachers who have a positive attitude towards students, sufficient knowledge base, and an understanding of students' conditions are sources of effective classroom interaction. On the contrary, if teachers show hostility, dislike, or aversion during communication with students, it can lead to fear among students, withdrawal from classroom activities, and reluctance to interact with the teacher, creating communication barriers (Smith, 2013).

Language Usage

Language not only functions as a reflection of society but is also strongly implicated in the construction and preservation of social divisions and inequalities. This means that every community has its own language. Status and connection differences do not only influence communication attitudes but also affect language use in communication. The students' use of language is illustrated as follows:

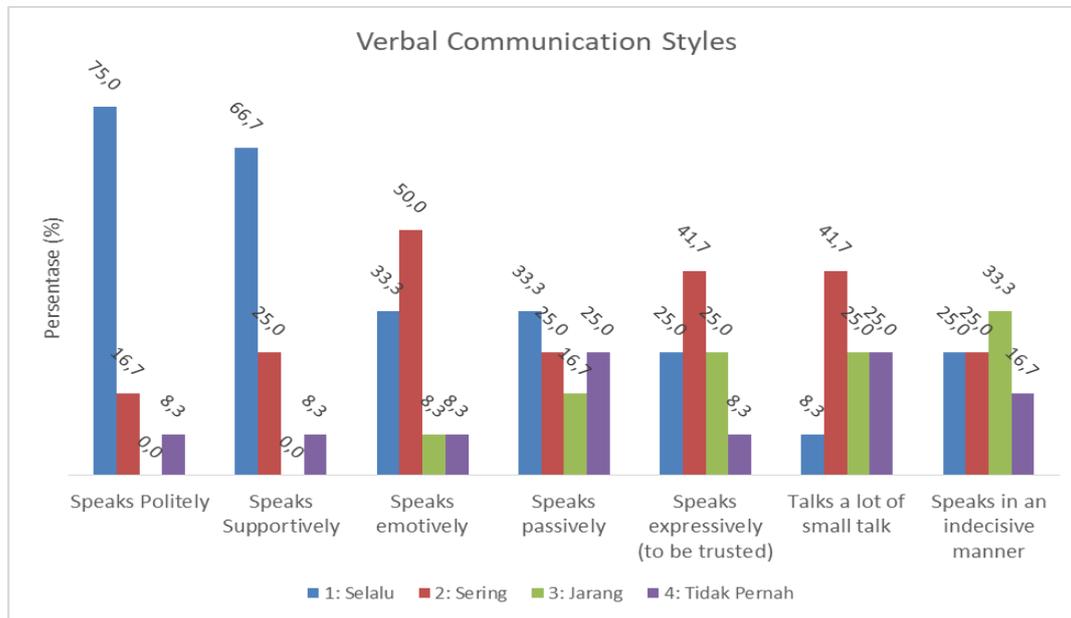


Based on the chart, the most dominant response (59.04%) for the language use indicator is that students often complain to teachers. Language use differs across social status levels. Sapir in Graddol and Swann (2003) identifies the following distinctions: (1) individuals in dominant statuses tend to use commanding, threatening, connotative, aggressive humor, harsh language, demeaning, exclusive, and assertive speech. (2) individuals in subordinate statuses are inclined to use polite language, frequent apologies, denotative expressions, tentative speech, inclusive statements, agreements, and rigid communication with little or no humor. The chart shows that students are still dependent on teachers, as indicated by their frequent complaints. On one hand, it reflects a critical attitude toward social conditions; on the other hand, it indicates a lack of independence and inability to solve problems on their own.

Verbal Communication Styles

Language is a set of symbols which are used and understood within a community. Verbal communication is the main means of expressing thoughts, feelings, and intention of a person to the person with whom they are communicating. Verbal communication accounts for only 35% of human communication (Mulyana, 2009). Verbal interaction skills can be

applied in various situations, such as responding to conflicts, debating positions, giving instructions, or training others. Nonverbal behaviors include facial expressions, eye contact, gestures, posture, touch, tone of voice, modulation, and conversation duration. The verbal communication styles of students are depicted as follows:



Based on the chart, the most dominant response (75%) for the verbal communication style indicator is that students consistently speak politely. The chart illustrates that students maintain politeness and supportive attitudes in their verbal communication with teachers. This correlates with previous indicators showing that students aim to please teachers, avoid conflicts, and seek safe positions. Consequently, this indicates that students' verbal communication style is not yet equal to that of the teacher. From the perspective of character education, students' consistent politeness in speech reflects the success of moral and character education imparted by families and schools. There is nothing wrong with polite speech as long as it is not driven by a tendency to "seek a safe position" or a sense of powerlessness.

Communication involves the transmission of messages, requiring mutual understanding of the context in which communication takes place. Communication skills are crucial for teachers in delivering education effectively to students (McCarthy & Carter, 2001). Effective communication skills encompass listening, speaking, reading, and writing. Teachers with strong communication abilities simplify complex matters, making them easier to understand. Such skills can also motivate students in their learning process (Bee Bee, 2012). Furthermore, students' understanding of norms regarding right and wrong is influenced by teachers' communication skills in the classroom (Morreale et al., 2000).

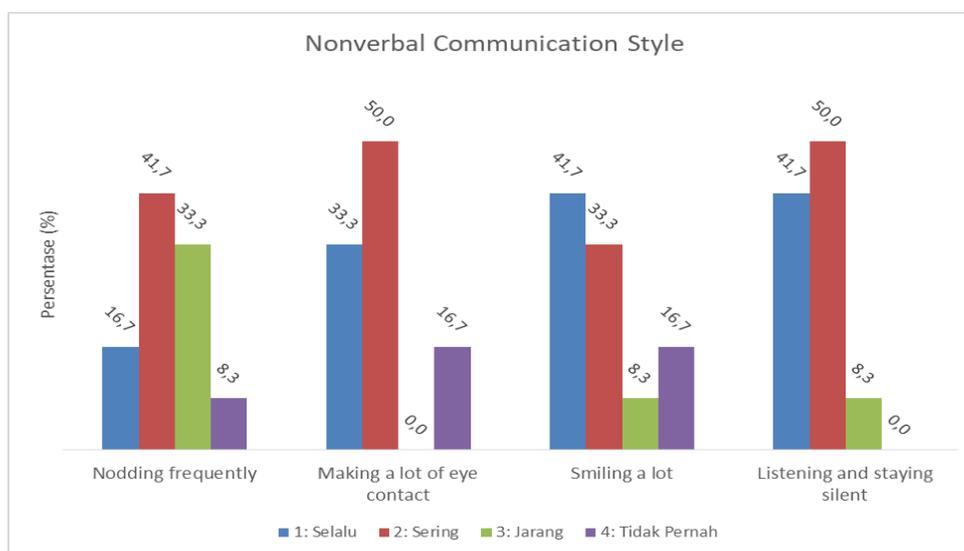
Nonverbal Communication Styles

Nonverbal communication involves the exchange of information, feelings, and meanings without using words. It is the behavior and actions through which individuals respond to others without directly using spoken language. Nonverbal communication encompasses all elements outside the spoken words themselves, including gestures,

movements, tone of voice, volume, clothing, and environmental aspects such as space and color.

Nonverbal communication serves several functions: reinforcing, complementing, emphasizing, substituting verbal messages, or regulating interactions (Wood, 2009). According to Tubbs and Moss in (Rakhmat, 2013), effective communication can result in understanding, pleasure, influence on attitudes, improved relationships, and actions. Experts estimate that nonverbal behaviors constitute approximately 65%-93% of human communication (Mehrabian; et al., 2014).

In the digital era, conventional communication faces challenges from mass media and information technology, which have significantly transformed how people interact. Digital nonverbal communication now incorporates emoticons, representing the emotions of both the sender and receiver of messages. Students' nonverbal communication styles are depicted as follows:



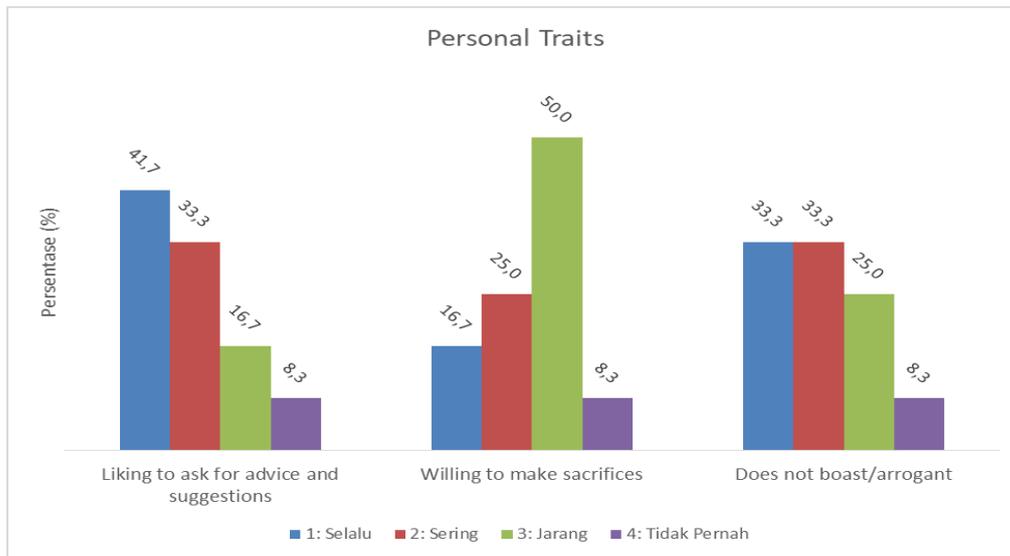
From the chart, the most dominant responses (50%) for nonverbal communication style indicators are that students often maintain eye contact and often listen silently. Based on the Standpoint theory, this indicates that students' nonverbal communication style is still in a subordinate position compared to the teacher.

Positive nonverbal messages are considered as emotional support that can stimulate the affective system more effectively, eliciting positive emotional responses (Hietanen, 2018). Students who receive fewer opportunities for direct eye contact tend to feel excluded (Wirth et al., 2010). Experiencing exclusion, whether in the short or long term, has psychological and physical adverse effects on individuals (Williams & Nida, 2011).

As a result, they tend to compensate by seeking realignment cues and becoming more sensitive in detecting others' smiles (Dewall et al., 2009). Direct gazes accompanied by smiling faces are generally preferred over averted gazes (Jones et al., 2006). Students who receive eye contact, smiles, and direct greetings from teachers feel closer and warmer in their relationship with the teacher than students who do not receive direct contact.

Personality Traits

The students' personality traits in communication are described as follows:



From the chart, the most dominant response (50%) for the personality traits indicator is that students rarely exhibit self-sacrifice.

Based on Standpoint theory and the results of the questionnaire across five indicators — students always try to please the teacher, often complain, consistently speak politely, frequently maintain eye contact, listen, and remain silent — it can be concluded that a hierarchical relationship still exists between teachers and students. Students are in a subordinate, weak, and dependent position before their teachers. For effective teaching, teachers must possess good communication skills, classroom management abilities, and a positive personality (Ehintero & Ajibade, 2000).

Theoretically, interpersonal communication involves two principles: (1) two-dimensional communication, (2) complementary communication (Kiesler, 1996). The first principle, two-dimensional communication is a concept to label of interpersonal communication patterns, namely Agency & Communion. Agency show the characteristics of dominant and hostile, while Communion is characterized by submissive and friendly, such as behaviors of love, affiliation, unity, and warmth. Agency and Communion are positioned on a circular continuum (Gurtman, 2009). Control reflects the degree of influence one person exerts over another in communication, ranging from dominance on one side to submissiveness on the other. Affiliation represents the level of emotional closeness, warmth, and support in communication, ranging from friendliness to hostility (Gurtman, 2009; Kiesler, 1996).

The second principle is complementary communication. The principle of complementarity can be used to predict someone's reaction to their partner's behavior in communication (Kiesler, 1983; Wubbels, et al; 2012). For the affiliation dimension, complementary behavior will follow a similar reaction. For example, friendly behavior is responded to with friendliness, and angry behavior is responded to with anger. The opposite complementary behavior occurs in the control dimension, such as dominance being met with compliance. According to Sadler and Woody (2003); Wubbels, et al. (2006), when someone is speaking (high control), their partner listens (low control). Complementarity is a theory

that describes the most probable pattern for responding to communication in various ways (Wubbels et al., 2012). In communication, it depends on who you are communicating with, such as offering certain interpersonal relationships that tend towards initiation, invitation, or prompting specific behaviors from others. For example, a teacher's attitude may invite a student to withdraw from communication, while a teacher's helping attitude invites collaborative behavior in communication from the student (Pennings et al., 2018).

Based on this interpersonal communication theory, the ideal teacher-student communication is one that can develop the principle of complementary communication (Kiesler, 1983; Roorda et al., 2011). This principle can be used to predict someone's response to their partner's behavior and represents the most fair and humane communication from a Standpoint perspective.

To communicate effectively with students, at least six things must be considered by the teacher: (1) communication should not focus on oneself but consider the comfort of the person being communicated with, (2) be willing and patient to be a good listener, (3) always pay attention to tone and body language to make the person you are communicating with feel comfortable, familiar, and engaged (participatory) in the conversation, (4) be honest and open, (5) avoid giving criticism, advice, or suggestions that are pressuring and forceful. The most important and difficult aspect of communication is not the communication method itself but how to build a harmonious relationship, viewing and positioning the person being communicated with as someone important and worthy of respect.

Among many teachers, only a few may be idolized and missed by students. A teacher's strength in teaching is influenced by effective communication in the classroom, where students are deeply engaged with every word and story developed by the teacher. In such situations, any material presented by the teacher is easily accepted by the students. Communication skills are the result of mental creation that is shaped over time and maturity.

Effective communication is very important in education. Communication and pedagogy are closely related. Teachers' good communication skills have an important role in achieving student academic achievement (Khan, et al; 2017). Although communication always occurs between students and teachers in class, it does not always occur effectively. There are many contributing factors, lack of time, or lack of ability to communicate. Effective communication helps students learn more easily, creates harmonious relationships between students and teachers, and creates a positive atmosphere in the school environment. Student-teacher communication occurs mostly in the classroom, where students need psychological support and assistance (Diloyan, 2017). Teachers who are able to communicate communicatively can create a pleasant and conducive environment for learning to occur (Iurea, 2015).

CONCLUSIONS

Based on the research findings regarding student-teacher interpersonal communication as perceived by teachers, the following conclusions can be drawn: First, the most dominant communication attitude of students is the tendency to always please the teacher. Second, the most prevalent language use by students is frequently complaining to the teacher. Third, the most dominant verbal communication style of students is consistently speaking politely. Fourth, the most dominant nonverbal communication style of students is frequent eye

contact, along with a tendency to listen more and remain silent. Fifth, the most dominant personality trait of students is their reluctance to make sacrifices. Based on these findings, student-teacher interpersonal communication in classroom interactions, as viewed through the lens of Standpoint Theory, still reflects a hierarchical structure. The findings of this research provide recommendations for teachers at all levels to improve their relationships with students, particularly in verbal and nonverbal communication. Teachers are encouraged to use effective and easily understood language. Additionally, the communication style that stands out most should foster a sense of equality toward students.

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