

Implementation of Phatic Communication on Learning the Digital Era at SMA IT IQRA' Kota Bengkulu

Rasianna Br Saragih
Universitas Bengkulu
rasiana_bs@unib.ac.id

Badeni
Universitas Bengkulu
badeni@unib.ac.id

Hadiwinarto
Universitas Bengkulu
hadiwin@unib.ac.id

Corresponding email: rasiana_bs@unib.ac.id

Abstract

Learning in the digital era has different characteristics from learning in the past, wherein this digital era students are classified as digital natives. Students are currently growing and developing in contact with digital technology, and this also has implications for learning activities carried out in schools. The purpose of this study was to describe the implementation of phatic communication in PBM in SMA IT Iqra' Bengkulu City. Phatic communication is a communication situation that creates pleasure among the communication participants. Phatic Communication covers the entire scope of communication, including the scope of education, especially in the teaching and learning process. Of course, every student and teacher expects the learning situation to take place effectively and comfortably. As partners as facilitators, teachers must be able to design PBM activities so that they run well and achieve the goals that have been set. Data were collected through observation and in-depth interviews as well as documentation studies. In addition to increasing enthusiasm and learning achievement, phatic communication also creates fun and comfort for both students and teachers. Through the application of phatic communication, individuals can learn love, compassion, intimacy, sympathy, respect, and empathy.

Keywords: Phatic Communication, educational communication, learning on Digital Era

INTRODUCTION

Communication has become a basic need for humans. Every day humans carry out communication activities to exchange ideas, ideas, thoughts, and even feelings. In addition, communication is also carried out to obtain information and for pleasure. As stated by William I Gorden (Mulyana, 2020) that, 1 of 4 communication functions is social communication, where this social communication function implies that communication is important for building self-concept, self-actualizing, for survival, obtaining happiness and pleasure, avoiding pressure and tension, which can be obtained, among others, through entertaining communication, and communication can also foster relationships.

Communication is a social event that involves interaction between individuals. Communication can happen anywhere and anytime. Likewise in the world of education, communication is very important for the implementation of the learning process. Especially in the current digital era, plus the pandemic conditions, which require individuals, in this case, teachers and students, to be able to adapt to the learning methods applied in the current digital era.

In the learning process, communication takes place between teachers and students and vice versa. Learning will take place smoothly and effectively when the components of communication work optimally so that communication is effective. As stated by Tubbs and Moss, 1996 (Hasbiansyah, 2015), one of the 5 (five) characteristics of effective communication is if the communication carried out can build a sense of pleasure among the communication participants.

From this opinion, it can be explained that communication between teachers and students runs effectively when the communication that occurs causes pleasure. Hasbiansyah, (2015), says that communication that can create pleasure is called phatic communication.

The term Phatic Communion/Phatic Communication was first coined by Bronislaw Malinowski, a British anthropologist in his essay "The Problem of Meaning in Primitive Languages," which appeared in 1923 in *The Meaning of Meaning* by CK Ogden and IA Richards.

In the journal *Phatic Communion* (Senft, 2009), Malinowski explains as follows:

Phatic communication is communication that cannot be separated in everyday life. Furthermore, Malinowski explained that phatic communication could be not just a form of small talk or small talk in the communication process, but could form a relationship between individuals.

In Phatic Communication, the words and the purpose of the conversation are not a single priority, but the most important thing is to maintain social relations because this will facilitate the communication process.

Through warm, friendly, and friendly Phatic Communication, it is hoped that it can meet the emotional and intellectual needs of individuals who carry out these communication activities, in this case, communication between teachers and students, so that a happy atmosphere and harmony can radiate in the learning process at SMA IT Iqra Kota. Bengkulu. Sofia (2010).

Phatic words are usually used in a variety of the spoken language with non-standard characteristics. Non-standard speech is mostly found in a regional speech that appears in regional dialects. This form of communication aims for self-fulfillment, feeling entertained, comfortable, good for yourself and especially for others. This way of communicating may seem trivial, but it has a function as a mechanism to show social bonds with the person concerned, acknowledge the presence of others, and grow or cultivate warmth with others (Mulyana, 2006: 18).

According to Kridalaksana in Pala (2015: 486), the fatigue category serves to initiate, maintain, and strengthen communication between communicators and communicants. He also added that the tired category cannot be said with a monologue, usually, the fatigue category is found in the context of a dialogue or open discourse, namely the sentences spoken by the speaker and the interlocutor. The function of this fatigued communication is to show social ties with people regardless of education level.

Kaddi (2013: 1000) mentions that phatic communication is very useful for maintaining good and pleasant social relationships and will feel more comfortable and effective when communication is directed further.

Phatic communication is an activity of exchanging symbols through verbal and nonverbal that can cause pleasure for those who do it. The choice of words spoken when communicating can influence individual actions, either directly or indirectly. For this reason, it is interesting to study how to implement Phatic Communication in Digital Era Learning at SMA IT IQRA' Bengkulu City. The purpose of this study is to describe the application of Phatic Communication both in classroom learning, learning using media, and also see its implementation when the interaction between teachers and students is outside class hours but still in the school environment.

RESEARCH METHODOLOGY

This study uses a qualitative approach. As stated by Sugiyono (2018: 17) that qualitative research methods are often called naturalistic methods because the research is carried out in natural conditions (natural settings). In this study, apart from being an observer, the researcher is also a

research instrument/human instrument in which the researcher must have a broad theoretical and knowledge base on the topic under study so that he or she can conduct in-depth data mining according to research needs.

The data was collected through observation, in this case, the researcher observed the PBM (Teaching and Learning Process) see the implementation of phatic communication in the PBM. In addition, it also observed the teacher's communication with students outside of study hours, outside the classroom but still in the school environment. However, in this case, the researcher only observes as an outsider and is not participatory.

Researchers conducted in-depth interviews to dig in-depth information to research informants as well as to confirm the results of observations. In addition to observations and in-depth interviews, data collection was also carried out through documentation. Researchers can photograph the communication activities of teachers and students as well as the forms of phatic communication carried out in these interactions.

Informants in this study were teachers who teach at SMA IT IQRA' and students of SMA IT IQRA' Bengkulu City who were determined based on criteria or also called purposive sampling. Data analysis was carried out interactively referring to the Miles and Huberman model (Sugiyono, 2018: 322), namely data collection, data reduction, data display, conclusion drawing/verification.

FINDINGS AND DISCUSSION

Phatic communication is an activity of exchanging symbols, both verbal and nonverbal, to obtain pleasure. Phatic communication is also known as small talk or small talk that can increase openness and provide positive feedback. Feedback is a measure of the success of the communication, whether it is effective or not. However, sometimes the effectiveness of communication alone is not considered sufficient to foster a comfortable and pleasant atmosphere for individuals so that symbols are needed in the form of small talk, but do so inappropriate situations.

Based on the results of observations and interviews and supported by documentation data, it can be explained that phatic communication has been applied, especially in the learning process at SMA IT IQRA' Bengkulu City. As it is known that phatic communication is part of interpersonal communication where the communication takes place intimately.

This also occurs in the learning process as explained by the following informant Nabila:

Usually, before starting the lesson, the ustadz/ustadzah does not directly give the subject matter. Ustadz/ustadzah usually asks the news first, then if someone is not present, they are asked why they are not present. Then greet randomly, then ask if you are ready to enter the learning material. If everything is ready, then the ustadz/ustadzah will start explaining the material.

The same thing was conveyed by the informant Reris:

Ustadz/ustadzah usually have a casual chat first, for example asking for news and then asking which students were absent and what was the reason. In the afternoon lesson, the ustadz/ustadzah usually gives the game first so that it can be fresh again to take part in the lesson.

From the results of interviews with informants, it can be seen that before entering the learning material, the teacher takes an emotional approach to prepare students for the learning process. As conveyed by a teacher informant, Ustadzah Diana, as follows:

Taking an emotional approach to students is important so that students feel happy and interested in participating in the learning process. Before entering the learning material, apart from saying "Assalamualaykum", I also asked how they were "how are the ustadzah's children". If someone is absent, I also ask the reason for the absence.

Furthermore, the teacher informant, Eka, said that:

Before starting the lesson, I always try to get the students' attention first. Because I teach Mathematics, a subject that students may not be very interested in. So I try to make students "enjoy" following the subjects that I bring. I also often do icebreaking as a refresher. I usually do this in the middle of the lesson to inspire students to stay focused on learning.

From this information, it can be seen that the teacher applies to learn methods that can foster students' enthusiasm for learning. It also means that teachers build fun communication and can persuade students to take lessons.

Communication between teachers and students in the learning process will take place well and pleasantly if it begins with growing a good impression by saying kind and warm words. As it is known that words can influence human actions, either directly or indirectly.

As stated by student informants, that when the ustadz/ustadzah enters the class starting with building an atmosphere of warmth, students will feel happy, motivated, and enthusiastic to take lessons. The words spoken by the teacher will be able to affect the psychology of students. Therefore, the application of phatic communication is important to increase the closeness and intimacy between teachers and students.

This is in line with what is described by Vladimir Zegarac (2009) in an article entitled "What is Phatic Communication", that efforts to create a sense of pleasure when communicating are to use what is called phatic communication, which is a condition where the ongoing communication does not aim to obtain meaningful information but only to create pleasure among the parties involved in it. Phatic communication is also often referred to as small talk.

Starting learning by building emotional relationships with students can make communication run smoothly and enjoyable. The following is an interview with the informant Diana, who is a teacher who teaches in class XI. He said that:

Building closeness with students is important because closeness will foster a sense of comfort to carry out communication activities, especially in learning. When students feel comfortable, they will easily accept the lesson. Students also feel cared for so that it will increase their motivation to learn.

A similar opinion was expressed by a student informant, Reris as follows:

I like the ustadz/ustadzah who is not rigid when in class or even outside the classroom. If the ustadz/ustadzah likes humor, then likes to make small talk asking the news, that makes the heart happy. Well, usually when you're studying and a friend is daydreaming, for example, then Ustadz scolds, "Hey, why are you daydreaming in the corner, are you still thinking about not getting meatballs in the canteen?". something like this can make the classroom atmosphere come alive.

Nabila's informant said:

If the ustadz/ustadzah is friendly and smiling and likes to joke, it makes the spirit of learning. At that time, when the ustadz was explaining the lesson, a friend was chatting and the ustadz approached and said "oh, that's the story". Well, this makes us surprised that suddenly the ustadz has approached us and said something like that. I think it's a real warning but the method of delivery doesn't offend us, it makes us happy and we can focus on our studies again.

Based on the results of interviews with informants above, it can be stated that Phatic Communication plays an important role in the learning process, through an emotional approach in the form of good pronunciation of words, greetings by name-calling, supportive body language, can create fun for students and of course also for students. teacher. With a sense of pleasure, it will affect the increase in student learning motivation.

As stated by the following informant Eka:

I once experimented, when I entered the class in a bad emotional state, in a bad mood, then I immediately asked the students to open the book and immediately explain the subject matter. What I see is that students feel pressured and not enthusiastic about participating in learning. In another situation, I entered the class with a smile, saying "Assalamualaykum to the children of the pious ustadzah", the response given by the students was extraordinary. They are enthusiastic and enjoy participating in learning.

The same thing was conveyed by Nurel, as follows:

If the ustadz/ustadzah comes to class and calls out our name, wow... it's delicious. Because we know that the ustadz/ustadzah wants our cake.

(When the ustadz/ustadzah comes to class and says/calls my name, wow... it feels so good. Because I know that the ustadz/ustadzah remembers me).

Phatic Communication is not only done in the classroom during learning but also done outside class hours but still in the school environment. From the results of observations obtained data that interactions outside the classroom when passing by ustadz/ustadzah or vice versa, students often say certain greetings such as; Assalamualaykum tad/tadzah, tadz/tadzah smiling and looking down.

As stated by the following Nurel informant:

If outside of class hours, for example, we don't go to the canteen and then we pass by the ustadz/ustadzah, we usually speak up, for example, Assalamualaykum tadz/dzah, "mission" tadz/dzah, while bowing his head and smiling. Biasonyo ustadz/ustadzah responds but occasionally some don't respond. I usually greet ustadz/ustadz who teach/have taught because they already know me. If you are an ustadz/ustadz who doesn't teach, you can always smile if you pass by while lowering your head.

If outside class hours, for example, we want to go to the canteen and meet the ustadz/ustadzah, we usually say hello, for example, Assalamualaykum tadz/tadzah, "excuse me tadz/tadzah, while bowing our heads and smiling". Usually, the ustadz/ustadzah responds but once in a while, some don't respond. I usually greet ustadz/ustadz who teach/have taught because they already know me. If it's the ustadz/ustadz who doesn't teach, usually if you pass by, just smile while lowering your head.

As stated by Nabila:

In my opinion, greeting the teacher when we pass outside the classroom is necessary, because after all teachers are also our parents at school, so it's only natural in my opinion as a form of respect for teachers. The teacher also gives a good response when greeted.

In addition to face-to-face contact, phatic communication is also implemented through social media such as WhatsApp groups, as stated by informant Nabila, as follows: Usually, we have a class WhatsApp group, which aims to facilitate communication. Usually what is discussed is related to assignments. If the ustadz/ustadzah posts subject matter/assignment materials, it always begins with greetings and asking how they are.

Based on the information obtained from research informants, it can be illustrated that Phatic Communication has been implemented at SMA IT Iqra' Bengkulu City. Both students and teachers are aware that Phatic Communication is important to foster fun in interpersonal relationships and the learning process at school. Various forms of Phatic Communication both verbally and non-verbally

such as greeting each other with the phrase "Assalamualaykum", greetings such as "tadz/tadzah/", shaking hands/shaking hands (not done because it is still in the pandemic era so it is not recommended to make physical contact), making eye contact, and smiled at each other.

CONCLUSION AND SUGGESTION

Based on the information obtained in the field, both through observations, in-depth interviews with informants, and documentation of communication activities during the PBM process and outside the PBM, it can be concluded that:

Phatic Communication has been applied in the learning process, outside class hours but still in the school environment. Phatic Communication is carried out by both teachers and students. For teachers, Phatic Communication needs to be applied to foster students' enthusiasm for learning, besides that it can foster student intimacy and comfort in following lessons.

The forms of expression and behavior of phatic communication such as saying "Assalamualaykum", "hey", "good morning", greetings such as "tadz/tadzah", "excuse me!", "son", "sholeh/shaliha".

For students themselves, the application of phatic communication can increase self-confidence, foster motivation, and be more enthusiastic in participating in learning. In addition, students also explained that the phatic communication they did was a form of respect for teachers because for them teachers at school are also parents whom they need to respect and appreciate. Students also feel very happy when the teacher is not rigid in learning so they like the teacher who always has a light opening so that they can bring students into the learning process. Through the application of phatic communication, both teachers and students can learn love, compassion, intimacy, sympathy, respect, and empathy.

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