

Variation of Educator's Voice On Students' Learning Behavior in Class

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ABSTRACT

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This article discusses "Educator's Voice Variation on Student Learning Outcomes" With the following problem formulation: How does the teacher's voice variation on student learning outcomes, how is student learning behavior towards educator voice variations. This study uses a qualitative approach, data collection techniques through observation, interviews, and documentation, data analysis techniques used are data reduction, and data verification.

The results of the study show that the teacher's voice variations on student learning outcomes include: loud voices, soft voices and silence or silence. The sound variation is only a technique for teaching educators so that the learning process is always fun and students don't feel bored when studying in class. As for the learning behavior of students towards variations in the teacher's voice in class X, students always pay attention and are not bored while learning.

The implications obtained from this study, that the variation of the educator's voice on student learning outcomes as a reference so that students pay attention when the educator explains. Because students always experience boredom while studying.

1. Introduction

The sound changes from loud to weak, and high to low, from fast to slow. The educator's voice when explaining subject matter should vary, both in intonation, volume, tone and speed. If the teacher's voice is always loud or too loud, it will be difficult to accept, because students consider the teacher a cruel person, if so, students are filled with anxiety and fear during learning. Problems like this should be avoided even should be eliminated. However, if the teacher's voice is too weak (usually female educators) students will not hear clearly and cannot reach all students in the class, especially those who sit in the back row. If so, students will underestimate their educators, students' attention to the material provided will decrease. For this reason, educators must use sound variations that are adjusted to the situations and conditions in the classroom. So the educator's voice must always change, sometimes high, sometimes fast, sometimes slow and sometimes low (slow).

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Variations in voice can convey even the most mundane information, use a whisper or tone of voice for important matters use short, quick sentences to get excited. Speech songs or voice intonation have an influence on students' comprehension of educator talk. Speech songs that are flat (monotonous) will bore students, so students get tired of listening quickly. Likewise, talking songs that go up and down or jerky. Things like this often become the laughing stock of students and tend to be imitated with the intention of mocking, as a result their concentration is broken. Here also recommends the existence of speech pressure, which is given to things that are important, for example in mentioning definitions, terms, names, formulas, and foreign words with utterances. Slow and clear with enough volume.

Speech fluency is also noteworthy because it has a great influence on students' comprehension. before a sentence is issued or discussed, the correct arrangement should be considered from a grammatical point of view. Regional language utterances should not be used. (Moh user Usman: 2002 After reading the description above, we know how important it is for educators to pay attention, because it is an important communication tool in educational interactions, indeed speaking in front of the class cannot be equated with people giving speeches in front of the masses and people who read poetry, because educators consider students as interlocutors.

So that the inner contact of each individual is involved. Variations in the teacher's voice In general, in the teaching and learning process in the classroom, the teacher's voice is the main tool for communicating. Variations in the use of media really require alternation or combination with visual media and tactile media. Of course, there are a number of listening media that can be used for this, including teacher and student conversations.

1) Student learning behavior

Behavior is one of the factors that influence the learning process and greatly influences the learning outcomes that will be obtained by students who have different characteristics, as well as their behavioral tendencies. Changes in behavior can be observed in the learning process, goals to be achieved, firmness, and consistency towards something. From the description above, the authors conclude that sound variations can be used in all classroom situations, both when students are noisy or in a calm state. calm does not mean they are silent listening, focused on the lesson being discussed in front, but in a silent state they can daydream, wish, or when they are noisy it is not certain that they do not pay attention to the lesson being taught in front. maybe they are noisy because they are discussing with their friends about subjects they don't understand. This skill is also needed to prevent student boredom in a class, it can also improve good relations between teachers and students.

2) Variation of educator voices

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2. Literature Review

Variation is diversity that makes something not monotonous. Variations can be in the form of changes or differences that are deliberately created/made to give a unique impression. In everyday life variations play a very important role. Without variety, life would be boring. In line with everyday life, variations are needed in learning activities. Students will become very bored if educators always teach in the same way. Basically, everyone does not want boredom in their life. Something that is boring is something that is not fun. If educators do not use variations in teaching then this will bore students, and cause students to become sleepy and as a result learning objectives are not achieved.

Receiving information is of course not only in terms of the amount (amount) but the diversity of information obtained. When observing pictures of houses with various colors, various shapes or models, sizes, and the diversity of pictures of houses that vary, you will get information about colors, shapes, sizes, and other variations according to what is shown from the picture of the house. Students have a sensitive period to the stimulus received through their five senses. Thus the five senses that students have are doors for information entry. The more and more varied information is captured through the five senses they have, the more and more varied the information they will get. can respond through the senses it has. Through different kinds of stimuli, in addition to enriching the information obtained by students, it will also make the learning process run dynamically and not be boring.

As for the skills of giving variations described in Kunandar's book, namely the efforts of educators to relieve boredom of students in receiving lessons through variations in teaching styles, use of media, patterns of interaction of student activities, and nonverbal communication (voice, expression, eye contact, and enthusiasm). . Variation is shown by changes in an educator's teaching style, seeing what media is used, and changes in interaction patterns. A student's displeasure with the teacher may be due to the teacher's teaching style which is less varied. The teacher's learning style is not in line with the learning styles of students. The teaching method used is the same. For example, only using the lecture method every time carrying out teaching assignments in class. Never seen using other teaching methods. For example, methods of discussion, recitation, question and answer, problem solving or stories.

When teaching, the teacher always sits casually in a chair, no matter how the behavior and actions of students, such a teaching style is a way of teaching that gets boring quickly. The teacher is less able to master the class situation. Noise usually occurs in the corners of the classroom. As a result, the way of teaching is less profitable for both parties, namely teachers and students. The teacher failed to create a learning atmosphere that aroused students' creativity and enthusiasm for learning. A wise teacher is a teacher who is good at placing himself and good at winning the hearts of students. With this attitude students feel cared for by the teacher. Students want to always be close to the teacher. If the teacher is not there for a day, students often question the teacher.

Students will feel longing to always be close to the teacher's side and study with enthusiasm. Motivation consists of: intrinsic motivation (from himself) and extrinsic motivation (from outside himself). In the process of teaching and learning in the classroom, not every student has intrinsic motivation within himself, namely his own awareness to pay attention to the teacher's explanation, curiosity to know more on the material provided by the teacher. In class meetings there are also students who have no motivation within themselves (Intrinsic), this problem is often faced by teachers. Teachers are always faced with the problem of motivation, namely extrinsic motivation, which is an encouragement from outside themselves that is absolutely necessary. So students who have no motivation within themselves (intrinsic) need extrinsic motivation to carry out learning activities. This is where the role of the teacher is more required to play motivation, namely motivation as a tool to encourage students to act, as a tool to determine direction and as a tool for selecting activities.

3. Methodology

The author's approach used in this study is qualitative. According to Taylor in Lexy J. Moleong that "Qualitative Methodology is a research procedure that produces descriptive data in the form of written or spoken words from people whose behavior is observed". Another definition of qualitative research was also put forward by Kirk and Miller defining that "qualitative research is a certain tradition in social science that fundamentally depends on observing humans in their own area and relating to these people, in their language and in their terms". In line with the definition above, it can be said that qualitative research is research that is used by the author in describing data, both in written and oral form, originating from other people and the observed behavior.

The reasons for using a qualitative approach method are:

1. Adapting qualitative methods is easier than dealing with multiple realities.
2. This method can present directly the nature of the relationship between researchers and research subjects.
3. This method has sensitivity and is more able to adapt to the many influences that arise from the patterns encountered.

The qualitative approach is used with the intention because it is supported by data in the field which is considered sufficient in analyzing and getting answers from research results and can produce objective data in accordance with the actual conditions at the research location.

4. Results and Discussion

Based on the results of the research on Principal Managerial Competence in Improving Teacher Professionalism at SMA Negeri 3 Palu, it has been going well, when viewed from the responsible teamwork owned by the principal, deputy principal and teachers who are involved in improving teacher professionalism, they have well done, clear and directed.

The managerial competence of the school principal in improving teacher professionalism greatly influences all teachers who will carry out the learning process for students, as is the effort that has been made by the principal of SMA Negeri 3 Palu in increasing teacher professionalism at the school, namely by carrying out direct guidance from the principal while simultaneously providing work motivation for all teachers, holding technical guidance (BIMTEK) at the beginning of the new school year or at the beginning of the semester, groups teacher work (KKG), and subject teacher deliberations (MGMP).

Basically, implications are the consequences and consequences that arise with the implementation of certain policies or activities. The implications of the principal's efforts to increase teacher professionalism are very positive for teachers because they can add insight through BIMTEK, as well as other training that is usually carried out, and make teachers more disciplined through supervising the principal and giving enthusiasm for work through direction and guidance by the head. school.

5. Conclusion

Based on the results of the research that has been described previously, the authors can draw the following conclusions:

1. Variations in the voice of educators on the learning behavior of class students in the subject of Islamic cultural history. The forms of sound variations that are commonly used are loud voices, soft voices and silence or silence. Loud voices are used so that students can easily understand what is conveyed, soft voices are used as a form of closeness when teaching and silence or silence is used to attract sympathy during the learning process.
2. Learning behavior of students towards variations in the voice of educators in class in the subject of Islamic cultural history. Students pay more attention to what the educator conveys during the learning process and students do not feel bored because the educator has a strategy when teaching.

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