

Communication Strategy In Delivering Semester Credit System (SKS) Programs With Students At State Islamic Junior High School (Mtsn) Of 01 Medan City

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Abstract

The aimed of this study was to determine the appropriate communication strategy in the delivery of the Semester Credit System program at MTsN 1 Medan. This is because there are still many students who do not understand the SKS program they are currently undergoing. The formulation of the problem in this study is how the strategy used in delivering the credit program at MTsN 1 Medan. The methodology used with a qualitative approach is by collecting data through in-depth interviews, observation, documentation, and conducting a literature review obtained from books, journals, seminar results and other scientific works relevant to the theme of communication strategy research. From the results of the study, it was found that there were communication strategies used, among others, by using redundancy, canalizing, informative, persuasive, educative, cursive methods, selecting communication media and using Dornyei taxonomy, namely the use of assistance. And as the results of this study, it can be concluded that the communication strategy in delivering the SKS program is effective as evidenced by a significant increase in students' understanding of the SKS program after the communication strategy is implemented.

Keywords: Communication, Communication Strategy, Semester Credit System

I. INTRODUCTION

State Islamic Junior High School of 1 Medan City (*Madrasah Tsanawiyah Negeri, MTsN 1 Medan*) since 2020 has been designated as one of 6 madrasahs in North Sumatra that implements the Semester Credit System (SKS), which according to the regulation of the minister of education and culture No. Islam No. 2851 of 2019 concerning the implementation of the semester credit system in primary and secondary education. The Semester Credit System, known as SKS, is a form of education in which the students agree on the amount of learning load to be followed and/or the learning strategy for each semester in the education unit according to their talents, interests, and abilities or learning speed. SKS is held through the organization of varied learning and the management of learning time that is more flexible and flexible. So that students can complete their study period as early as two years if they feel capable and capable and longer up to a maximum of 4 years (Perdirjen Pendis: 2019). This semester credit system program is a new program and feels foreign to madrasahs, especially at MTsN 1 Medan which is one of the pilot projects for the SKS system in madrasahs in North Sumatra Province. As a new program, it is necessary to have a way or strategy to convey and communicate this policy so that it can be accepted and then applied by students properly. In detail Tarone, Cohen and Dumas define communication strategy as an interactional phenomenon in the systematic and reciprocal efforts of two interlocutors to express or solve a meaning in systematic language until the two interlocutors agree on it (Rastegar: 2016). Before carrying out the communication process of a program or policy, we should pay attention to the things that support or hinder the communication so that we can understand what strategy is most appropriate to use.

Then four important factors that need to be considered in formulating a communication strategy for programs and policies consist of: 1. Knowing the masses, where we must understand who we are talking to or the people we will be dealing with. Because the masses are active communicants and have relationships with communicators who influence each other. 2. Composing the message to be conveyed, namely by creating a theme and message material, this is because in influencing the masses the most important thing is how we are able to arouse attention. Because a communication is said to be effective if the mass receiving the message pays attention to the message received and the sender of the message. 3. Determine the method of delivering messages and 4. Selection of communication media, in this case we can choose one or a combination of several media, depending on the desired goal, the message that is sent and the technique used, because each media has weaknesses (Asih: 2018). In determining the method of delivering messages, it can be seen from two perspectives, the first according to the way of implementation which consists of two strategies, namely: (1) redundancy or repetition, which is a way of influencing the masses by repeating the message to be conveyed (2) Canalizing is a way In influencing the masses in receiving the message to be conveyed, then the recipient of the message will make changes in attitudes and thoughts slowly and gradually towards their attitudes and ways of thinking in the direction we want. The second perspective can be seen from 2) the form of the content, this can be seen from four methods, namely: informative, persuasive, educative and cursive methods. In the informative method, the method used is in the form of a statement in the form of a news statement, information and so on through the course of the mind. The persuasive method is a way of influencing the masses through persuasion to the masses, so that the masses feel moved and want to follow the contents of the message conveyed. Next is the educative method, which is to give an idea to the masses with facts, opinions and experiences that can be accounted for in terms of truth intentionally, regularly and planned, with the aim of changing human behavior in the desired direction. And the last is to use the cursive method, namely by influencing the masses through coercion without giving the masses the opportunity to think and then having to accept the ideas given (Al Jamal: 2016).

There are several appropriate communication strategies used, known as the Dornyei taxonomy proposed by Tarone in Panggabean (2017) which is divided into (1) Message Avoidance or Reduction Strategies which consist of 1. Message Ignoring 2. Topic Avoidance (2) Achievement or Compensation Strategies that consists of 1. Circumlocution 2. Approximation 3. Use of multi-purpose words 3. Coin-words 4. Use of non-linguistic means 5. Literal translation 6. Foreign 7. Code switching 8. Requests for help Stopping (3) Stopping strategies or Gaining Time i.e. by using a charger/double device (Panggabean: 2017). This Dornyei Taxonomy Communication Strategy will be used in the delivery of the semester credit system program at MTsN 1 Medan with the aim that MTsN Medan students better understand the program that will and is being carried out because so far the communication used has not been effective because only one direction is in the form of announcements. Previous research related to this research entitled "Teaching Communication Strategy Techniques" by Atollah Maleki in 2010. The methodology of this research uses a qualitative approach. This research was published in the Journal of Language Teaching and Research Vol 1 No.5. Other studies include eProceeding of Management: Vol.2 No.1 by Wiyan Asgarwijaya. April 2015, entitled "Interpersonal Communication Strategy Between PAUD Teachers and Students" (Descriptive Study of Interpersonal Communication Between Teachers and Students) This research method uses a qualitative approach. The results showed that the communication plan, news content, message delivery methods, and communication barriers were used and encountered by the Tunas Bahari Early Childhood Education (PAUD) teacher or teacher to students in teaching and learning activities in the classroom. The problem in this study is how the communication strategy in the delivery of the Semester Credit System program at MTsN 1 Medan is carried out with the aim that students understand the Semester Credit System program they are undergoing because so far students have not understood this SKS program well, especially during the pandemic it is difficult to face to face so that the socialization process is constrained. In addition, because communication techniques are more unidirectional and

do not use the right strategy. Meanwhile, the purpose of this study is to find out the right strategy in delivering the credit program at MTsN 1 Medan. With the achievement of this research objective and strategy, it is expected that students can implement the semester credit system well and the realization of the purpose of the credit itself is to provide services to students so that they can complete their education according to their talents, interests and abilities of speed.

II. METHODS

This research design uses a qualitative approach by describing the various strategies used in the delivery of the semester credit system program by Madrasah Tsanawiyah Negeri 1 Medan, namely by using redundancy, canalizing, informative, persuasive, educative, cursive, and use of assistance strategies. This research was conducted in the period from June 2021 to September 2021 by collecting data before the communication strategy was carried out and after the communication strategy was carried out. The research subjects are the principal or madrasah, the development team for the semester credit system at MTsN 1 Medan and class VIII students who have been running the SKS program since 2020. With direct sampling (purposive sampling) (Sugiyono: 2018). The data collection techniques used were the following methods: (1) In-depth interviews were conducted with the head of the madrasah, the credit system development team for the semester of MTsN 1 Medan regarding the communication methods and techniques carried out during the SKS program. In-depth interviews were also conducted with several students of class VIII MTsN 1 Medan who were directly selected regarding their understanding of the SKS program being implemented. Interviews were conducted for 10-40 minutes. (2) Observation, namely by observing the progress of the SKS program at MTsN 1 Medan to what extent and how effective it is. (3) Survey, by giving direct questions which were distributed to all students of class VIII MTsN 1 Medan as many as 352 people. (4). By conducting literature studies from journals, journals, literature and other scientific articles. (5) Documentation by collecting data from documents and pictures regarding the implementation and delivery of the SKS program at MTsN 1 Medan. And the data analysis technique in this research is to carry out three stages as stated by Saputro (2016) in R&D development research, namely:

1. Data reduction by simplifying, classifying, and removing unnecessary data so that the data can produce meaningful information and make it easier to draw conclusions. This reduction stage is carried out to select whether the data is relevant or not with the final goal.
2. Presentation of data, namely by compiling a collection of data in a systematic and easy to understand manner, thus providing the possibility of generating conclusions. namely by presenting research data in the form of narrative text, pictures and diagrams.
3. Conclusion and Verification which is the final stage in the data analysis technique carried out by looking at the results of data reduction still referring to the analysis objectives to be achieved with the aim of finding the meaning of the data collected looking for relationships, similarities, or differences to draw conclusions as answers to the problems SKS program communication at MTsN 1 Medan

III. RESULTS AND DISCUSSION

From the literature study obtained, it was found that several appropriate strategies were used as catalysts in the delivery of the semester credit system program to students at MTsN 1 Medan. is part and sub-section of the taxonomy of Dornyei (Rastegar: 2016). Meanwhile, to see the success of this communication strategy process running effectively or not, the authors provide two things that become two indicators, namely: (1) students' understanding of the SKS program by asking students directly whether they have understood this SKS program well and clearly? Which then the author has summarized and presented in the picture below which is about the understanding of class VIII students as many as 352 people before the communication strategy for delivering this SKS program was carried out and before the communication strategy was carried out.

Then the results are obtained as shown in the image below:

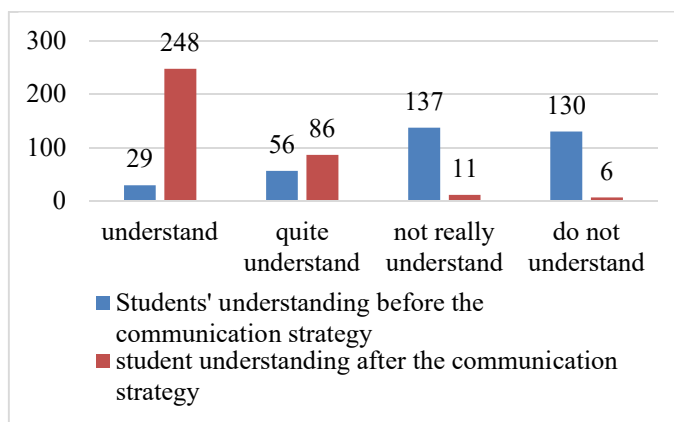


Fig 1. Student Understanding with the Credit Program before and after the Communication strategy

(2) The second indicator is by looking at the achievement of learning module work or what is called UKBM (Student Independent Learning Activity Unit).

This is done by conducting interviews with subject teachers who carry out teaching and learning activities in Class VIII as many as 28 people with 14 subjects. The questions given are about how the level of student achievement in working on the UKBM Module by asking them for data on how many students are working on and understanding the UKBM student module and those who are not working on or understanding it. And found the results of data reduction as presented in the following table:

| No | Subjects Credits | Before there was a Communication Strategy | | After there is a Communication Strategy | |
|----|------------------------|---|-----------------------|---|-----------------------|
| | | Who does UKBM (%) | Who Don't Do UKBM (%) | Who does UKBM (%) | Who Don't Do UKBM (%) |
| 1 | Indonesian | 74,72 | 25,28 | 100 | 0 |
| 2 | Arabic | 55,68 | 44,32 | 99,43 | 0,57 |
| 3 | English | 32,10 | 67,90 | 99,15 | 0,85 |
| 4 | Civics Education | 52,56 | 47,44 | 99,43 | 0,57 |
| 5 | Social Sciences Major | 46,02 | 53,98 | 97,16 | 2,84 |
| 6 | Natural Sciences Major | 54,83 | 45,17 | 98,86 | 1,14 |
| 7 | Mathematics | 50,57 | 49,43 | 90,34 | 9,66 |
| 8 | Fiqh | 60,80 | 39,20 | 99,43 | 0,57 |
| 9 | History of Islam | 30,68 | 69,32 | 95,17 | 4,83 |
| 10 | Moral theology | 35,80 | 64,20 | 98,30 | 1,70 |
| 11 | Physical Education | 52,84 | 47,16 | 92,61 | 7,39 |
| 12 | Art and Culture | 55,11 | 44,89 | 98,86 | 1,14 |
| 13 | Craft | 57,95 | 42,05 | 98,01 | 1,99 |
| 14 | Informatics | 32,95 | 67,05 | 96,02 | 3,98 |
| | Average | 64,20 | 35,80 | 97,34 | 2,66 |

Table 1. Percentage of Class VIII Students in working on and understanding the Student Learning Module (UKBM) Before And After The Communication Strategy

Discussion

In this discussion, the researcher provides an analysis of the communication strategies used by MTsN 1 Medan in delivering the SKS program, including strategies known as the Dornyei taxonomy (Rastegar: 2016), including:

1. Redundancy or repetition in which the delivery of the credit program is continuously repeated in its delivery to students either through announcements, through academic supervisors, homeroom teachers or subject teachers.
2. Canalizing, namely by conveying messages gradually and slowly until students understand and follow the semester credit system desired by the school.
3. Informative in which the SKS program that is run is given clear and informative information so that

students feel it is important to listen to and run the SKS Program.

4. Persuasive This strategy uses the approach of both teachers and all school officials to take persuasive steps to students regarding this credit program where students feel protected and do not feel forced and burdened in implementing this credit program.

5. Educational, This step is taken by providing educative and scientific directions regarding the credit program, with an explanation of the methods, steps and things that must be taken by students in implementing the credit program at MTsN 1 Medan.

6. Cursive, in this method the teacher and all school organs persuade but force, namely by explaining to students that the SKS program is a program set by the ministry of religion to MTsN 1 with rules with technical instructions from the Director General of Islamic Education. This means that all students must participate in this program without exception.

7. Use of Assistance, is a taxonomy of dorneyi (Asih: 2018) namely in the delivery of this credit program with the help of intermediary parents and the media.

Parents of students are invited and given an explanation about the semester credit system program because parents are considered to be able to interpret easier language about the concept of SKS so that they can explain to students about this SKS program. Then through the help of media media, conference applications and YouTube channels, which were witnessed by students directly regarding the explanation of the SKS concept, it was hoped that students would understand more about the concept of the credit system this semester. After implementing the communication approaches and strategies in delivering the semester credit system program to class VIII students who first implemented the madrasah credit system, effective results were found. Where there is a significant increase in students' understanding of this credit program before and after the implementation of the communication strategy.

Before the communication strategy was carried out, only 29 students of class VIII understood the communication strategy, while after the communication strategy, 248 students said they understood the SKS program. Then before the communication strategy, 56 students said they understood enough, 137 did not understand and 130 students did not understand the SKS program. And after doing this communication strategy, it was found that 86 students said they understood enough, 11 people did not understand and 6 people did not understand. From these results it can be concluded that the use of this communication strategy increases students' understanding of the SKS program they are running. From the results of the research, which after conducting interviews with subject teachers who teach in class VIII, it was found that before the communication strategy was carried out, students who worked on the UKBM module were 64.2% while those who did not work were 35.8%. students do not understand what the semester credit system and UKBM module are. Meanwhile, after the communication strategy was carried out, it was found that as many as 97.3% of students understood and worked on the UKBM module while 2.7% of students did not work on the UKBM module on the grounds that they still did not understand what the semester credit system was. This can be illustrated in the diagram below:

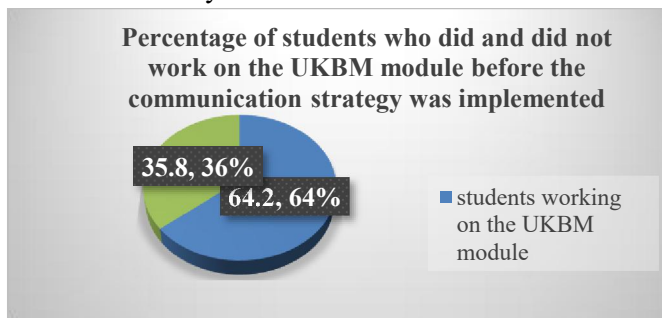


Fig 2. Diagram of the Percentage of Students who did and did not work on the UKBM module before the communication strategy was implemented

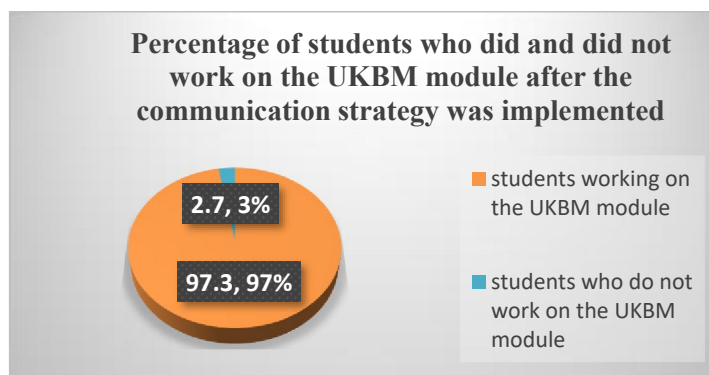


Fig 3. Diagram of the Percentage of Students who did and did not work on the UKBM module before the communication strategy was implemented

From this data, it can be seen that the increase in the percentage of students working on the UKBM module is 33.1% as shown in the picture below:

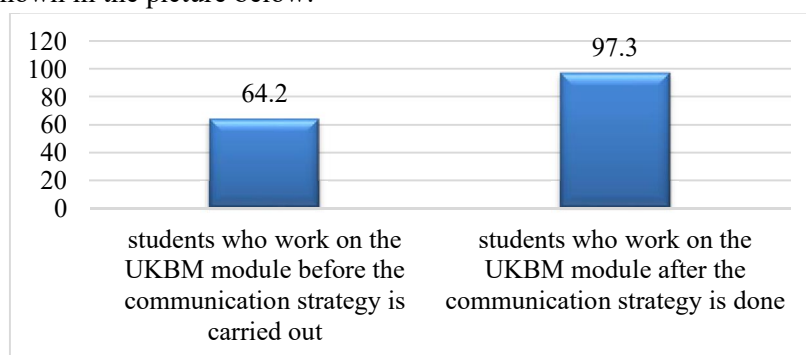


Fig 4. Percentage of increase in students' understanding of the SKS program from completion of the UKBM Module.

So from the results of this study, it can be concluded that with the right communication strategy, students' understanding of the credit program through working on the UKBM module increased by 33.1% because students had begun to understand the SKS program and how to work on the student's UKBM module. And after reviewing all the data above, it can be concluded that the communication strategy in delivering the credit program at MTsN 1 Medan through the 7 Dornyei taxonomic strategy approaches (Macnamara: 2021) has been able to increase students' understanding of the semester credit system program they are undergoing. So that the effectiveness of this communication strategy has been thoroughly tested.

IV. CONCLUSIONS AND RECOMMENDATION

Conclusion

The semester credit system is an organization of learning systems with variations and management of flexible and flexible study time according to the talents, interests and abilities of students' speed in completing their studies. That way, students can complete their study period at the earliest, which is two years if they are considered capable and capable and longer up to a maximum of 4 years. As a program that has just been implemented at MTsN 1, there are problems and difficulties faced, namely not understanding and understanding students with the SKS program because the communication pattern applied is ineffective which is only in the same direction and in the form of announcements and pandemic conditions that make it difficult to meet face-to-face. So the policy can not run effectively as well. So we need a way or the right strategy in the delivery of this program. Communication strategy is a conscious plan to solve problems in achieving certain communicative or in other words an effective way to convey a policy so that other people understand and want to implement it.

The strategies in this study using approaches including redundancy, canalizing, informative, persuasive,

educative, cursive, selection of communication media and use of assistance. From the results of the research conducted, it was found that there was an increase in students' understanding of the credit program, which was indicated by giving direct questions to students about their understanding and also from increasing understanding of the student's Independent Learning Activity Unit (UKBM) module. So it can be concluded that students' understanding of the SKS program at MTsN 1 Medan increases after the appropriate communication strategy is carried out, namely the seven Dornyei taxonomic approaches. So that this communication strategy has proven its effectiveness in delivering a school program. It is hoped that it will be able to become a reference in the communication approach to a program or policy in the future.

Recommendation

From this research, the suggestion that can be given is that the communication strategy uses 7 approaches starting from redundancy, canalizing, informative, persuasive, educative, cursive, selection of communication media and the use of assistance. needed in realizing an effective communication so that the message or program to be conveyed can run and be well received. So it is better in delivering a program to have a good communication strategy such as these seven Dornyei strategies in order to facilitate acceptance of policies and programs.

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