Exploring Communication Skills and Student Learning Outcomes through Student Facilitators and Explaining (SFAE) Learning Model

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A B S T R A K

Rendahnya hasil belajar dan keterampilan komunikasi peserta didik di sekolah dasar masih menjadi masalah pendidikan di Indonesia. Sedangkan pendidikan dasar abad 21 menuntut peserta didik untuk mampu berkolaborasi dan mampu berkomunikasi dengan baik. Dalam proses pembelajaran kedua keterampilan tersebut sangat dibutuhkan agar pembelajaran dapat berjalan dengan efektif dan efisien. Tujuan dari penelitian ini adalah untuk menganalisis keterampilan komunukasi siswa dan hasil belajar yang baik melalui metode student facilitator and explaining (SFAE). Penelitian ini menggunakan jenis penelitian kuantitatif dengan desain pre-experimental one grup pretest-postest. Subyek penelitian yakni siswa kelas 2 yang berjumlah 34 siswa. Metode pengumpulan data menggunakan tehnik observasi, wawancara, tes hasil belajar tematik dan angket keterampilan komunikasi. Instrumen penelitan menggunakan angket keterampilan komunikasi siswa yang berjumlah 20 item pertanyaan dan tes hasil belajar kognitif yang berjumlah 27 soal pilihan ganda dengan rentangan C4-C5. Analisis data pada penelitian ini menggunakan uji normalitas dan paired sample t test. Hasil penelitian menunjukan bahwa ada pengaruh yang signifikan antara keterampilan komunikasi siswa dan hasil belajar siswa. hal ini dapat disimpulkan jika keterampilan komunikasi dan hasil belajar siswa dapat tereksplore dengan baik melalui model student facilitator and explaining (SFAE).

A B S T R A C T

The low learning outcomes and communication skills of students in elementary schools still need to be solved in education in Indonesia. At the same time, basic education in the 21st century requires students to be able to collaborate and be able to communicate well. These two skills are needed in the learning process so that learning can run effectively and efficiently. This research aims to analyze students' communication skills and good learning outcomes through the student facilitator and explaining (SFAE) method. This study used a quantitative research type with a pre-experimental design with one pretest-posttest group. The research subjects were grade 2 students, totaling 34 students. Data collection methods using observation techniques, interviews, thematic learning achievement tests, and communication skills questionnaires. The research instrument used a student communication skills questionnaire which totaled 20 question items and a cognitive learning achievement test which totaled 27 multiple-choice questions with a range of C4-C5. Data analysis in this study used the normality test and paired sample t-test. The results showed that there was a significant influence between students' communication skills and student learning outcomes. Communication skills and student learning outcomes can be well explored through the student facilitator and explaining (SFAE) model.

1. INTRODUCTION

One of the factors in a child's life that is essential is communication abilities. Children are able to share their endless thoughts to others when they communicate, either spoken or handwritten. When an infant can easily understand others' verbal communications, they are believed to possess good communication abilities (Aljaman, 2019; Inten, 2017). Learning outcomes in the educational process are also determined as a benchmark for success in the learning process, that good learning outcomes will also

affect one's success (Pramusinta & Faizah, 2022). Learning process is inseparable from communication, because it occurs as a result of communication, both intrapersonal such as thinking, remembering, and perceiving, as well as interpersonally, namely through the process of channeling ideas or information on ideas to others (Alhaddad et al., 2015; Iksan et al., 2012). In addition, interpersonal communication include respecting others' opinions and listening to the arguments proposed by other parties (Heliawati et al., 2020; Hendrizal et al., 2022). The ability to communicate is an important condition in the learning process because it can help and facilitate students to express ideas as well as exchanging information with teachers or fellow classmates (Alhaddad et al., 2015; Sabbah et al., 2020). Students' communication skills will also provide an atmosphere that promotes active learning where students have confidence in expressing their opinions and become a means to develop empathy in respecting differences in opinions that they will encounter in society (Marfuah, 2017; Wilhalminah et al., 2017).

Education is a crucial component in human life in order to persist surviving during this period of development with various kinds of learning abilities needed today (Mariana, 2020; Mustikasari et al., 2019). In the 21st century, solely relying on knowledge is not sufficient in learning and teaching process, but learning skills also play a critical role in this century's education (Habib et al., 2020; Yulia Pramusinta, 2020). Education in the 21st century demands students to possess outstanding learning outcomes and problem-solving skills, while students are also obligated to be able to communicate and collaborate with various parties as well as maintaining creativity and acquiring digital literacy skills. Thus, education is an action of efforts to improve the welfare of human life and is part of national development. Skills must not only be possessed by teachers, but skills must also be possessed by students, especially in 21st century learning (Etistika Yuni Wijaya et al., 2016; Feni Oktaviani, 2019). The development of human resource every year must always be improved and capable of adjusting to existing developments in order to remain highly competitive (Mardhiyah et al., 2021; Rahayu et al., 2022). Skills are vital components demanded in various fields of life (Mardhiyah et al., 2021) in order to answer the challenges in the 21st century, namely preparing quality human resources (HR). It is important to understand that good quality human resources include the 4 C's, namely Critical thinking, Communication, Collaboration and Creativity. This is formulated within the framework of 21st century competencies in 21st *Century Skills* (Harefa, 2021; Pramusinta et al., 2019). It is clear that having knowledge alone is not able to aid one's entity if it is not supported by the existences of critical thinking skills, communication skills, collaboration and creativity (Hendrizal et al., 2022; I Nyoman Supri, 2021).

Communication and learning outcomes have the most influential position in various fields, in this case, in the world of education (Hayat et al., 2019; Nofrion, 2016). In fact, cases proved that students at every level of education still have low levels of communication skills. The limitations of communication skills and learning outcomes can cause problems such as errors during the delivery of information, ideas or messages that become ineffective and affect student learning outcomes (Mariana, 2020; Putra et al., 2020). Communication can be interpreted as a process of exchanging ideas, points of view or information between communicators and communicants. Judging from the process, communication is a social process to convey feelings or ideas with the intention of influencing others (Ngalimun, 2019; Rusdi et al., 2020). Thee results of observations and interviews conducted at SDIT Al Manar indicated that the learning outcomes and communication skills of students in thematic subjects were still very low. Learning outcomes were still below the KKM and students were barely fluent in communicating, especially in terms of expressing opinions and ideas. From these problems it can be concluded that learning at the elementary school level still does not hone communication skills properly. Students tend to be passive in participating in learning, this has an impact on the decline in student learning outcomes. to overcome these problems, a method is needed that can improve the learning situation. Thus, the researchers believe that the SFAE model needs to be applied at SDIT Al Manar to foster communication skills and student academic skills.

The SFAE learning paradigm prepares students to be prepared to present to their classmates their ideas or points of views (Amelia & Syahputra, 2019; Widyawati, 2016). In group works where the student learning takes place in classroom activities divided into several small groups, each group member has the same task and opportunity to pay attention, read, take notes, ask questions and express opinions, answer questions, and make group discussion reports on the subject matter being studied (Harefa, 2021; Zahara, 2018). Through the syntax of SFAE learning, it can boost students to hone their lingual abilities, communicates well and obtain outstanding learning outcomes, as this is resembled through actions and attitudes in the fluency of language, being able to express and appreciate as well as perceiving words with complex meanings (Karwono & Mularsih, 2017; Poetri & Saifuddin, 2020). Someone who acquire exceptional linguistic intelligence and learning outcomes is able to express all his ideas through written form and even when speaking directly (Widyawati, 2016; Wilhalminah et al., 2017).

In previous studies, it was stated that SFAE were able to promote learning outcomes (Harefa, 2021; Karwono & Mularsih, 2017; Poetri & Saifuddin, 2020). Nonetheless, throughout this research, we will examine how SFAE model is able to refine the learning outcomes and communication skills needed in 21st century learning in elementary schools. Previous research revealed that the Student Facilitating and Explaining (SFAE) learning model can improve learning outcomes of physics subjects in high schools and can also improve critical thinking skills (Harefa, 2021; Mustikasari et al., 2019). Previous research also explains that communication skills can be honed through habituation during learning (Iksan et al., 2012; Karwono & Mularsih, 2017; Poetri & Saifuddin, 2020). In the current research, there has not been much research on communication skills and learning outcomes in elementary school students. In the majority of previous studies, the focus in the integration of the Student Facilitating and Explaining (SFAE) learning model only hones critical thinking skills. Sharpening communication skills is also not much done through a learning model. In this study, the researchers tried to hone communication skills and learning outcomes through the Student Facilitating and Explaining (SFAE) learning model.

2. METHOD

An experimental study was integrated in this research in order to investigate how the independent variable affected the dependent variable. The experimental design used was a pre-experimental one-group pretest-posttest design. This research was conducted in the even semester 2021/2022 academic year. In this study, the researcher used groups or classes which had already been existed structured in school institutions. This research concerns Grade 2 students at SDIT AL Manar Lamongan. The research subjects in the study involved 34 students. The sampling technique in this study used a saturated sample technique. This research was conducted for six meetings with the topic of thematic on the sixth theme sub-themes 1. The types of research instrument used in this study were a test of learning outcomes in the form of multiple choice and questionnaires on communication skills. The learning outcomes test consisted of 27 multiple choice questions and were validated by an expert lecturer in elementary education at Madrasah Ibtidaiyah who was competent in his field. This study also used a communication skills questionnaire which consisted of 2 indicators, namely oral communication and written communication. The communication skills questionnaire was developed into a 20-item questionnaire with a scale of 5: always, 4: often, 3: sometimes, 2: rarely, 1: never. Question items related to learning outcomes and communication skills had been tested for validity and reliability using SPSS and were all declared valid. The indicators of communication skills are presented in Table 1.

Table 1. Communication Skills Questionnaire Indicator

No	Communication Skills Indicator	Indicator
1.	Spoken Communication	1. Able to express opinions and listen to other people's opinions 2. Mastering the materials used in the presentation 3. Deliver presentation report results directly, systematically, and clearly 4. Able to ask and answer questions 5. Collaborate and work well in groups 6. Clarity of voice during presentation 7. Able to express information and ideas to individuals and groups 8. Paying attention when other people are talking
2.	Written Communication	1. Writes down students' understanding in a report 2. Visual representation 3. Reports are constructed systematically and distinct 4. The report written is informative 5. Stages of making reports are in accordance with the established procedures 6. Able to interpret information in written form appropriately

The independent variable in this study is the Student Facilitator and Explainer (SFAE) learning model, while student learning outcomes and communication skills are the dependent variables that have been developed and modified with relevant theories. Data analysis carried out for this study was implemented through the use of the prerequisite analysis test, namely the normality test, while the hypothesis test used the paired sample t-test.

3. RESULT AND DISCUSSION

Result

After conducting the research using learning outcomes tests and communication skills questionnaires, the data were obtained is presented in Table 1.
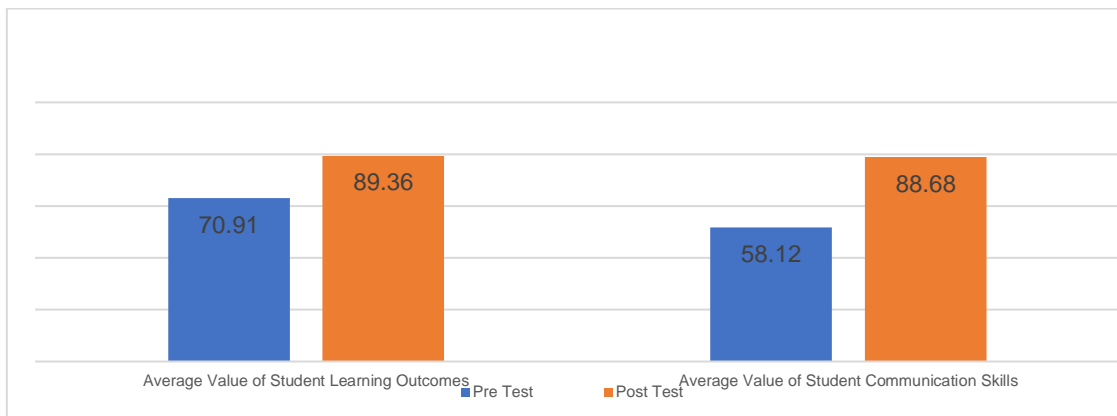

Figure 1. The Mean Score of Student Learning Outcomes and Communication Skills

The graphic data in Figure 1 indicates an increase on the value of student learning outcomes seen from the mean score of the pre-test from 70.9 increasing to 89.3. Figure 2 also shows that the mean value of the pre-test of students' communication skills is 58.1, increasing to 88.9.

Normality Test of Student Learning Outcome Test

This normality test is used in the prerequisite test. It is aimed to figure out the distribution of data to be used for research. The normality test was also used to find out whether the data obtained were normally distributed or not, by calculating the results of the pre-test and post-test of Grade Two students at SDIT Al-Manar Sambeng. The research instrument used is the Kolmogorov Smirnov test with SPSS version 25.

Table 2. Normality Test of Student Learning Outcomes

Statistics		Unstandardized Residual
N		34
Normal Parameters	Mean	0.000
	Std. Deviation	4.372
Most Extreme Differences	Absolute	0.120
	Positive	0.088
	Negative	-0.120
Kolmogorov-Smirnov Z		0.701
Asymp. Sig. (2-tailed)		0.709

The normality test results are decided on the basis of the significance value (sig.) > 0.05 then the research data is normally distributed. However, if the significance value (sig.) < 0.05 then it is not normally distributed. Based on Table 2, the significance value is 0.709 > 0.05, thus it can be stated that both scores on the pre-test and post-test of student learning outcomes are normally distributed.

Normality Test of Student Communication Skills

This normality test is used in the prerequisite test. The use of this test is to decide the data distribution used for research. The normality test was also used to determine whether the data obtained were normally distributed or not, by calculating the results of the pre-test and post-test of students in Grade Two at SDIT Al-Manar. The normality test used is the Lilliefors Kolmogorov Smirnov test with the help of SPSS version 25. The results are displayed in Table 3.

Table 3. One Sample Kolmogorov Smirnov Test

Statistics		Unstandardized Residual
N		34
Normal Parameters	Mean	0.000
	Std. Deviation	3.917
Most Extreme Differences	Absolute	0.093
	Positive	0.065
	Negative	-0.093
Kolmogorov-Smirnov Z		0.544
Asymp. Sig. (2-tailed)		0.928

On this test, the data is considered to be normally distributed if the significance value (sig.) > 0.05. However, if the significance value (sig.) < 0.05 then the research data is not normally distributed. As inferred from the data shown, the significance value is 0.928 > 0.05, thus it can be drawn that the results of pre-test and post-test scores on students' communication skills are normally distributed.

Hypothesis of Student Learning Outcomes

The hypothesis test used in this research is paired sample t-test with the use of SPSS version 25. The results of the paired sample t-test is presented in Table 4.

Table 4. Paired Sample T-Test

Pair		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post Test	-18.471	7.216	1.238	-20.988	-15.952	-14.925	33	0.000

The basis of the decision making in conducting the paired sample t-test is: H_0 is accepted when the significant value (sig.) obtained a score > 0,05, and the H_a is rejected. Consequently, if the significant value (sig.) < 0,05 then the H_0 is rejected, and H_a is accepted. Based on Table 4, the Paired Sample T-Test obtained the significance value of 0,000 < 0,05 which is interpreted as H_0 is rejected and H_a is accepted. Thus, it is inferred that a significant effect occurs on the application of SFAE towards student learning outcomes.

Hypothesis on Student Communication Skills

As for the basis of the explanation for the results of *Paired Sample t-test* stands as: When the significance value (sig.) > 0,05 thus H_0 is accepted and the H_a is rejected. On the other hand, if the significance value (sig.) < 0,05 then H_0 is rejected and H_a is accepted.

Table 5. Paired Samples Test

Pair		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post Test	-30.558	5.212	0.894	-32.377	-28.740	-34.189	33	0.000

Based on Table 5, it is obtained that the results of *Paired Sample t-test* significance value is 0,000 < 0,05 then it is concluded that H_0 is rejected, and thus H_a is accepted. Then, it is derived that a significant effect was detected between the application of SFAE towards student communication skills.

Discussion

The importance of communication skills in students in elementary school will greatly affect the activities of these students at school. In this study, it is revealed that children who have good communication skills will make it easier for these students in their daily learning activities (Ben Jackson, James Dimmock, 2017; Demirdağ, 2021). In this study, it is also revealed that if students use the student facilitator and explaining learning model, students will be trained to express ideas in learning, the student facilitator and explaining learning model also provides benefits for students to be able to communicate well, be able to express their opinions and also improve student learning outcomes (Loeng, 2020; Mulyono et al., 2018).

Communication skills and student learning outcomes can be developed and enhanced using the SFAE learning model. This is based on the research results showing an increase in the student learning outcomes as well as students' communication skills when learning about thematic material in Grade Two in elementary school. The thematic learning developed with seven-step SFAE model is proven to enhance student learning outcomes and communication skills. This is inseparable from the learning theory developed in the SFAE model. Students learn to convey ideas and perspectives to other students through the SFAE learning model. It is effective for training students to speak in order to express their own notions, voices, and beliefs (Amelia & Syahputra, 2019; Rusdi et al., 2020).

The strengths of this research are that the learning model in SFAE, the delivery of teaching materials begins with a general explanation, giving students the opportunity to repeat the explanation back to their friends, ending with the teacher's complete delivery of material to students. Thus, SFAE learning model is focused on the potential, character, development, conceptual understanding and critical thinking skills towards the development of science, technology, art and lifelong learning (Mustikasari et al., 2019; Paolini, 2015; Sabbah et al., 2020). SFAE is also able to produce communication skills that include oral communication and written communication. Oral communication skills can be trained by explaining and exchanging ideas in the SFAE learning model. In addition to verbal communication, it can also develop written communication skills by training students to record ideas when they want to.

This research is expected to contribute for learning aspects the results also indicate an increase in academic outcomes when students are taught using SFAE learning model. The three aspects of learning outcomes include cognitive, affective, and psychomotor aspects: (1) cognitive aspects, which are cognitive abilities that include: knowledge, understanding, application, analysis, synthesis, and evaluation; (2) affective aspects, which are affective abilities that cover acceptance , participation, assessment, and determination of attitudes, organization, and life pattern formation; (3) psychomotor aspects. Pyschomotor abilities include perception, readiness, guided movements, accustomed movements, complex movements, adjustment movements and creativity (Yulia Pramusinta, 2020; Zahara, 2018). This research also contributes to the learning implementation process at the elementary school level and is a source of reference for teachers if they want to develop a learning process that can produce optimal learning outcomes and good communication skills, then they can use the Student Facilitator and Explaining (SFAE) learning model in the learning process (do Amaral et al., 2022; Kansizoğlu & Akdoğdu Yildiz, 2022).

Improving student learning outcomes and communication skills when facilitated using Student Facilitator and Explaining (SFAE) based learning is inseparable from the use of effective and efficient teaching media to support the classroom process so that it can run optimally (Khairini & Yogica, 2021; Mufarrokhah & Pramusinta, 2022). The learning media used in this study was the LKPD which was created by the researcher to promote the learning process. A set of worksheets called LKPD media allows students to engage in practical activities using the topics and objects they have been studying (Arsal et al., 2020; Suwastini et al., 2022). Learning media are all forms of message delivery that aim to pique students' interests, ideas, and feelings in order to facilitate learning and help them reach their learning objectives. The elements in the learning media have an important role in creating a learning situation, so that it will affect the success of achieving learning objectives. A learning and teaching process will run optimally if it is able to be integrated with learning models and learning media (Habib et al., 2020; Rahmawati & Atmojo, 2021).

4. CONCLUSION

The Student Facilitator and Explaining (SFAE) learning model is proven to improve student learning outcomes and communication skills in thematic subjects for Grade Two in elementary school. The

use of the Student Facilitator and Explaining (SFAE) learning model combined with the LKPD learning media will produce maximum learning outcomes and communication skills.

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