The Influence of Effective Communication on the Understanding of the Independent Curriculum in Grade X Students of Pasundan 1 Vocational School, Bandung

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Abstract

Effective communication is one of the important factors in the learning process, including in the implementation of the Merdeka Curriculum which is currently being implemented in various educational institutions in Indonesia. With good communication between teachers and students, the understanding conveyed regarding the material and concepts of the Merdeka Curriculum will be more easily achieved. This study aims to determine the extent to which effective communication can influence the understanding of Grade X Students of SMK Pasundan 1 Bandung towards the Merdeka Curriculum. This study uses a quantitative approach with a survey method to measure the influence of the independent variable, namely effective communication (Variable X), on the dependent variable, namely students' understanding of the Merdeka Curriculum (Variable Y). This study aims to determine the influence of the dimensions of Effective Communication on the Understanding of the Merdeka Curriculum in SMK Pasundan 1 Bandung students. The results of the analysis show that partially, the Respect and Humble dimensions have a positive effect, respectively by 11.57% and 2.96%, while Empathy, Audible, and Clarity show a negative effect of -9.57%, -2.78%, and -1.92%. These findings indicate that the teacher's attitude of mutual respect and humility is more encouraging for student understanding, compared to the aspects of empathy, audibility, and clarity of messages that have not been optimized in the learning process. With data analysis and a path analysis approach, this study is expected to be able to provide an overview of the relationship between effective communication and improving the quality of learning in the school.

INTRODUCTION

Communication plays a crucial role as a means of conveying messages, ideas, or information, with the aim of influencing the recipient's behavior and understanding. In education, communication is not merely a delivery process; it also plays a vital role in building social relationships and creating a conducive learning environment. Experts such as Anderson (1959) and Suprapto (2018) emphasize that communication is a dynamic process that requires two-way understanding between individuals. However, this process does not always run smoothly, as successful communication depends heavily on an understanding of its underlying elements.

In the context of learning, effective communication is key to delivering material clearly and engagingly. Teachers are expected to foster positive interactions to optimize the learning process. This becomes even more crucial in the implementation of the Independent Curriculum, a refinement of the 2013 Curriculum and implemented in February 2022 in response to post-pandemic challenges. The Independent Curriculum promotes flexible learning, emphasizing in-depth understanding and character development based on the values of the Pancasila Student Profile.

The implementation of the Independent Curriculum rests on three main pillars: freedom of thought, freedom of learning, and freedom of change. All three are crucially determined by teachers' effective communication with students. When this communication is not optimal, students' understanding of the learning material is hampered. This is evident at SMK Pasundan 1 Bandung, where 10th-grade students are still struggling to grasp concepts within the Independent Curriculum. This problem is partly due to a lack of effective communication between teachers and students during the learning process.

Therefore, it is important to examine the extent to which effective communication influences students' understanding of the Independent Curriculum. The focus of this research was directed at grade X students of SMK Pasundan 1 Bandung, with the aim of identifying the influence of each aspect of effective communication, namely: respect (mutual respect), empathy (listening ability), audibility (easiness to understand), clarity (clarity of message), and humility (humility), on students' understanding in participating in the Independent Curriculum learning.
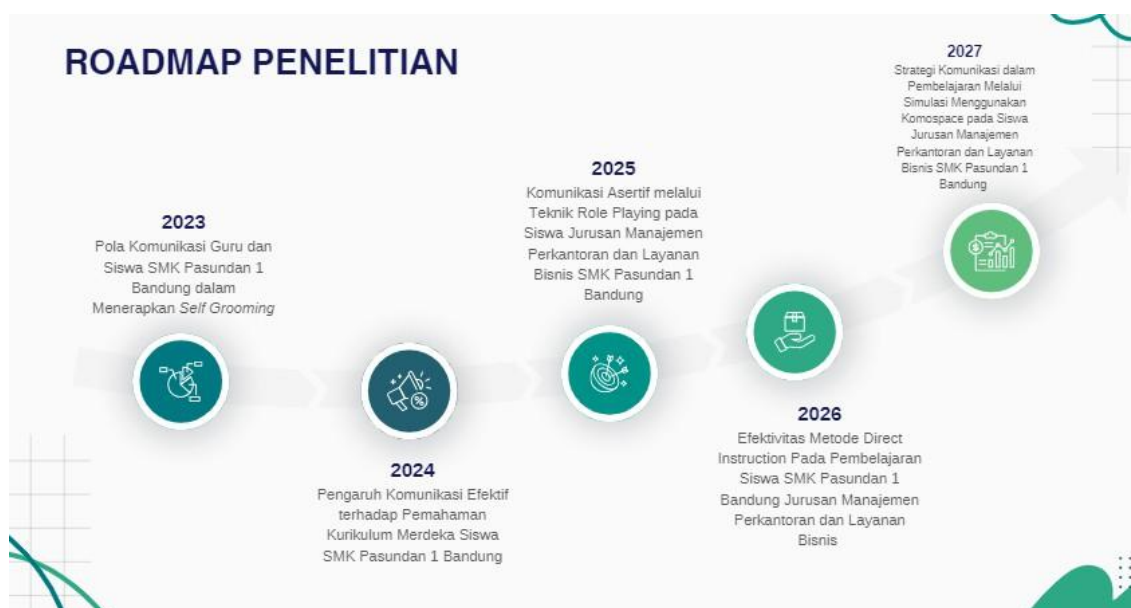
METHODS

The type of research used in this study is a quantitative survey method. The method used in this study is the survey method. According to Sugiyono (2013:11), the survey method is a research method that uses a questionnaire as the main instrument, conducted on a large or small population. However, the data analyzed comes from a sample taken from that population, with the aim of discovering relative events, distributions, and relationships between variables, both sociologically and psychologically (Murjani 2022).

RESULTS AND DISCUSSION

Validity Test Results

To test the validity of each item, a calculation is made between the score of each item as the value of X and the total score as Y. With this correlation, it can be determined whether the

item is valid and can be maintained or needs to be revised. Based on the results of the correlation calculation on the Effective Communication variable (Y), the following data were obtained:

Table of Results of Validity Test of Independent Variables (Effective Communication)

Item	r count	r table	Decision
1	0.330	0.205	Valid
2	0.478	0.205	Valid
3	0.368	0.205	Valid
4	0.691	0.205	Valid
5	0.360	0.205	Valid
6	0.596	0.205	Valid
7	0.315	0.205	Valid
8	0.438	0.205	Valid
9	0.609	0.205	Valid
10	0.563	0.205	Valid
11	0.413	0.205	Valid
12	0.601	0.205	Valid
13	0.305	0.205	Valid
14	0.404	0.205	Valid
15	0.559	0.205	Valid

The table above shows that the instrument test for the Effective Communication variable shows that all statements are valid, allowing all data to proceed to the next analysis. The validity test for Variable Y, the Independent Curriculum, consists of 10 statement items.

Table of Dependent Variable Validity Test Results (Independent Curriculum)

Item	r count	r table	Decision
1	0.330	0.205	Valid
2	0.312	0.205	Valid
3	0.354	0.205	Valid
4	0.370	0.205	Valid
5	0.321	0.205	Valid
6	0.297	0.205	Valid
7	0.341	0.205	Valid
8	0.308	0.205	Valid
9	0.316	0.205	Valid

| 10 | 0.360 | 0.205 | Valid |

Questionnaire Reliability Test Results

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Soeharto (2000; 86) suggests using the alpha coefficient: "A reliability coefficient is called the alpha coefficient. This alpha coefficient uses the following formula:

$$= \left[\frac{k}{k-1}\right]\left(1 - \frac{\sum \sigma b^2}{\sigma_t^2}\right)$$

Picture

Information:

α = Instrument Reliability

k = Number of statement items σt^2 = Total variance
∑σb² = Total variance of each item

Based on the results of data calculations using this formula, the following reliability coefficient decisions were obtained for each variable:

Reliability Test Results Table

Variables	Amount item (k)	Cronbach Alpha(α)	Information
Communication Effective (X)	15	0.874	Reliable
Curriculum Understanding Independence (Y)	10	0.842	Reliable

*) Barlian (1998) in Soehartono (2004:85) put forward guidelines for interpreting values based on the reliability coefficient, namely as follows:
+0.89 - + 1.00 : Excellent/Excellent Reliable
+0.85 - + 0.88 : Very good/very reliable
+0.58 - + 0.84 :Good/reliable
+0.70 -+ 0.79 : Quite reliable Less from 0.70 : Less reliable

The table above shows that all research variables have established reliability values. The results of this reliability test indicate that all instruments used to measure all items in the Effective Communication and Independent Curriculum variables, as operationalized in the variable operationalization, are acceptable in terms of reliability and consistency.

Description of Effective Communication Variable X

The following table presents the classification of effective communication variables into dimensions and indicators, as defined in the operational table:

o	Dimensions	Indicator	Average	Min	Max	Dev Standards
	Respect (Honor)	1. Level of confidence 2. Responding interlocutors 3. Value opinion	3.07	1.67	.33	0.63
	Empathy (Hear)	Level of understanding interlocutors Level of time sacrifice Level of confidence to the message received	3.21	1.33	.33	0.74
	Audible (Easy to understand)	1. Level message recipient 2. The message recipient's media is easy to understand 3. The level of ability to hear the content message	3.15	1.67	.33	0.65

Description of Variable Y on Understanding of Independent Curriculum

Table 5.7 Variable Y on Understanding of the Independent Curriculum

Statistics	Mark
Average	3.14
Minimum	2.40
Maximum	2.40
Standard Deviation	0.34

Table 5.3 shows that the average student understanding of the Independent Curriculum is in the fairly good category, namely 3.14 on a scale of 5, with a relatively stable data distribution with a standard deviation = 0.34.

Determination of Correlation Coefficient

Determining the correlation coefficient is a statistical analysis step that measures the extent to which two variables are related or correlated with each other. This coefficient measures the direction and strength of the relationship between two variables. There are several types of correlation coefficients commonly used, but in this study, the Pearson correlation was used for both variables.

Correlation Coefficient and Influence of Path Coefficient of Variable X on Y and Path Coefficient of Variables XI,X2,X3,X4, and X5 on Y

Determination of Path Coefficient

The value of the path coefficient will be determined through the following formula equation:

$$Pyx_i = \sum_{i=1}^{L} CR_{ii} ryx_i$$

By implementing this formula, the path coefficient value for each variable is obtained as shown in the regression test table, obtained:

Regression Test Table

Dimension (X)	Regression Coefficient	R²	Interpretation
X1 - Respect	0.111	0.042	Positive influence weak
X2 - Empathy	-0.092	0.04	Negative influence weak
X3 - Audible	-0.027	0.003	Almost nothing influence

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X4 - Clarity	-0.019	0.001	Almost nothing influence
X5 - Humble	0.029	0.002	Very influential small

Meanwhile, to find out the determination of all variables, you can see the following table:

Summary Determination Table of Variable Statistical Mode

Variables	Average	Minimum	Maximum	Standard Deviation
Respect(X1)	3.07	1.67	4.33	0.63
Empathy(X2)	3.21	1.33	4.33	0.74
Audible(X3)	3.15	1.67	4.33	0.65
Clarity(X4)	3.13	2.0	4.67	0.62
Humble(X5)	3.21	2.0	4.33	0.56
Curriculum Independence (Y)	3.14	2.4	3.8	0.34

Meanwhile, to find out the influence of each variable X1, X2, X3, X4, X5 on the understanding of the Independent Curriculum of Pasundan 1 Vocational School students, it can be seen in the following table:

Table of Effects of X1,X2,X3,X4,X5 on Y

Communication Dimensions Effective	Regression Coefficient	R²	InfluenceDirect (%)
X1 - Respect	0.111	0.042	11.1
X2 - Empathy	-0.092	0.04	-9.2
X3 - Audible	-0.027	0.003	-2.7
X4 - Clarity	-0.019	0.001	-1.9

X5 - Humble	0.029	0.002	2.9

Furthermore, based on the calculations above, it is known how big the direct and indirect influence of the independent variable is on the dependent variable so that the data results can be summarized as follows:

Direct and Indirect Calculation Table

Variables	Influence Direct	Influence No Direct	Total Influence
X1 (Respect)	0.111	0.0047	0.1157
X2 (Empathy)	-0.092	-0.0037	-0.0957
X3 (Audible)	-0.027	-0.0008	-0.0278
X4 (Clarity)	-0.019	-0.0002	-0.0192
X5 (Humble)	0.029	0.0006	0.0296

Path Coefficient Hypothesis Test
Simultaneous Testing

The test statistics used are the Snedechor F-Statistics with the following steps for joint testing:

Anova Table

ANOVAa							
Model	df	Sum of Squares	Mean Square	F Count	F Table(α =0.05)	Note	
1	Regression		2.03	0.406	2.54	2.39	Significant
	Residual	9	7.84	0.16	Nan	Nan	
	Total	4	9.87	Nan	Nan	Nan	
a. Dependent Variable: Ytotal							
b. Predictors: (Constant), Respect, Empathy, Audible, Clarity, Humility							

Discussion

In this section, the discussion focuses on analyzing the influence of effective communication on the understanding of the Independent Curriculum of students at SMK

Pasundan 1 Bandung, both simultaneously and partially.

Simultaneously, the five dimensions of effective communication, including respect, empathy, listening, clarity, and humility, were proven to have a significant influence on students' understanding of the Independent Curriculum. The results of the F-test (ANOVA) showed that the calculated F value of 2.54 was greater than the F-table value of 2.39 at the 5% significance level. This indicates that overall, effective communication from teachers significantly contributes to students' understanding. This finding aligns with Symbolic Interactionism Theory, which states that the learning process is the result of meaningful interactions between teachers and students, not simply a one-way process of conveying information. Thus, effective communication can strengthen students' understanding of learning materials.

Partially, each dimension of effective communication has varying effects. The respect dimension shows a significant effect with a calculated T value of 2.823, which is greater than the T table of 1.996. This indicates that when students feel appreciated by their teachers, their understanding of the material improves. A positive and participatory learning atmosphere encourages students to be more involved in learning.

However, the empathy dimension did not show a significant influence on student understanding, with a Tcount value of 1.107 < Ttable 1.996. This indicates that teacher empathy has not contributed directly to student understanding, especially if it is not accompanied by clear delivery of material or systematic teaching methods. A similar thing happened in the audible dimension, where the Tcount value of 1.588 was also still below Ttable. This indicates that simply hearing the teacher's voice does not guarantee student understanding, especially if the message conveyed does not have an interesting structure or delivery.

The clarity dimension actually showed negative results, with a T count of -0.504, which means it did not have a significant effect. This indicates that the clarity of the material delivery was not optimally perceived by students, which may be caused by differences in perception or a lack of consistency in teacher explanations during the learning process. Meanwhile, the humility dimension showed the most significant influence on student understanding, with a T count of 3.208 > T table. Teachers who demonstrate an open attitude, do not patronize, and respect students' opinions are apparently able to create a more collaborative and reflective learning atmosphere. This is very much in line with the main principles of the Independent Curriculum which emphasizes experience-based learning and active student participation.

Thus, it can be concluded that effective communication, especially through an attitude of respect and humility, is an important factor that supports students' understanding of the Independent Curriculum.

CONCLUSION

This research shows that the dimensions of effective communication simultaneously influence understanding of the Independent Curriculum. Partially, only respect and humility have a positive influence. Respect demonstrates that mutual respect in communication helps students better understand the material. Meanwhile, humility, or a teacher's modesty, also encourages a comfortable and open learning environment.

Conversely, empathy, audibility, and clarity showed a negative influence. This indicates that, although important, the application of empathy, clarity of voice, and clarity of message is not optimal and therefore does not contribute significantly to student comprehension.

Future researchers are advised to add other variables, such as motivation or learning styles. For teachers and schools, it is crucial to improve voice quality and clarity in delivering material. Educational institutions should also conduct communication training to strengthen teachers' interpersonal skills and support the effectiveness of the Independent Curriculum.

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