

The Influence of Educational Communication on Improving Student Learning Achievement

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Abstract: This study investigates the impact of educational communication on student learning achievement. The purpose of this study is to examine the relationship between teacher-student communication and student learning outcomes. This study uses a mixed method, combining quantitative and qualitative data collection and analysis. A survey of 125 students and 25 teachers was conducted to collect quantitative data. The results of the study show a significant positive correlation between teacher-student communication and student learning outcomes. Teachers who use a student-centered approach and provide clear instructions tend to have students with higher learning outcomes. This study highlights the importance of effective teacher-student communication in improving student learning outcomes, as well as contributing to the existing literature on educational communication and learning outcomes.

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Keywords : *Education; Educational Communication; Learning Achievement; Students*

Abstrak: Penelitian ini menyelidiki dampak komunikasi pendidikan terhadap prestasi belajar peserta didik. Tujuan penelitian ini adalah untuk mengkaji hubungan antara komunikasi guru-peserta didik dan hasil belajar peserta didik. Penelitian ini menggunakan metode campuran, yang menggabungkan pengumpulan dan analisis data kuantitatif dan kualitatif. Survei terhadap 125 peserta didik dan 25 guru dilakukan untuk mengumpulkan data kuantitatif. Hasil penelitian menunjukkan adanya korelasi positif yang signifikan antara komunikasi guru-peserta didik dan hasil belajar peserta didik. Guru yang menggunakan pendekatan berpusat pada peserta didik dan memberikan instruksi yang jelas cenderung memiliki peserta didik dengan hasil belajar yang lebih tinggi. Penelitian ini menyoroti pentingnya komunikasi guru-peserta didik yang efektif dalam meningkatkan hasil belajar peserta didik, serta memberikan kontribusi pada literatur yang ada tentang komunikasi pendidikan dan hasil belajar.

Kata Kunci : *Pendidikan; Komunikasi Pendidikan; Prestasi Belajar; Peserta Didik*

Introduction

Education is one of the fundamental aspects in the development of individuals and society. The quality of education is significantly influenced by various factors, including the effectiveness of communication in the learning process. However, the education system often faces challenges related to optimizing student learning achievement. Low learning achievement can be caused by various factors, and one of the crucial factors is the quality of educational communication between teachers and students (Kamsir & Safitri, 2024).

Learning conducted in formal education units illustrates positive changes so that at the final stage, new skills, abilities, and knowledge will be acquired. Educational goals can be said to have been achieved if they can be seen in terms of a series of learning processes and optimal learning outcomes. Without the learning process, students will not be able to achieve optimal learning outcomes. The success of a student's learning can be seen in terms of the student's ability to convey material, their learning achievements, the accuracy and psychomotor skills of the student in completing their tasks, Sahabuddin, (2015).

Effective educational communication is believed to significantly improve students' understanding of subject matter and motivation to learn, which in turn will have a positive impact on their academic achievement. Communication is a process involving continuous activities that are carried out through something that has no beginning or end, is inconsistent in nature, and depends on the conditions that exist at that time. Communication involves a complex interrelationship that has no duplicate in relatively similar or identical endeavors, such as the mutual influence between people, the environment, abilities, behavior, status, feelings, and experiences. Therefore, decisions are made based on the type of communication that applies at a particular time (Chairunisa et al., 2024; Yunita & Irsal, 2021).

Educational communication is a series of steps in exchanging messages designed to facilitate the achievement of learning objectives. Educational communication is divided into several types, including providing information, creating meaning (*sense making*), developing the competencies/attitudes of students, as well as evaluation and feedback activities between educators, parents, students, and other educational stakeholders (Hattie & Timperley, 2007; Mahadi, 2021). This process is two-way, meaning that students must also respond to teachers, thereby forming a shared understanding and behavioral changes that can support the achievement of learning objectives (Karman et al., 2025; Munir et al., 2024).

However, the implementation of effective educational communication in teaching practice is still not optimal. Many teachers may not fully understand or apply communication strategies that can maximize students' learning potential (Safitri & Siti Quratul Ain, 2024). Therefore, research focusing on the influence of educational communication on student learning achievement is very relevant. The main objective of this study is to explore in depth how educational communication influences and plays a role in improving student learning achievement.

It is hoped that the findings of this study can make a meaningful contribution to the development of educational theory and practice, as well as provide guidance for teachers and students in their efforts to improve learning outcomes. Educational communication, according to (Eva & Farida, 2022) , is the process of conveying information from teachers to students with the aim of enriching knowledge, developing skills, and forming positive attitudes towards learning. Previous studies have provided evidence supporting the idea that effective educational communication is positively correlated with student learning achievement. For example, research shows that effective communication can increase student motivation and learning achievement (Fitriah et al., 2020) .

Good communication between teachers and students increases student participation in the learning process, which directly contributes to improved academic achievement, Topping & Trickey, (2007) . In addition, Wiggins & Mctighe, (2005) emphasizes the importance of communication in designing meaningful learning experiences, where students can relate new knowledge to their existing experiences.

Learning achievement is fundamental in the world of education. Learning achievement can be used as a benchmark for student ability and can indicate the level of mastery achieved by students after going through several stages of learning in accordance with predetermined objectives (Munthe et al., 2022) . In addition, learning achievement is also the result of interaction in the teaching and learning process. By knowing their learning outcomes, students will know the extent of their weaknesses and strengths in relation to what they have done. Students will also know their level of success and failure. Knowing the failures or weaknesses of their efforts is very fundamental for educators, because it can help educators in obtaining satisfactory learning outcomes (Dimiyati & Mudjiono, 2009) .

Several factors that greatly influence student achievement include subject teachers, communication between teachers and students, the learning environment, and so on. Each student has different potential, so in this case, the role of teachers is very important in helping to nurture students' talents and interests. In order to nurture students' talents and interests, good communication is needed in the learning process so that during the learning process, teachers can identify the needs, potential, and desires of students in order to achieve satisfactory learning outcomes (Munthe et al., 2022) .

Method

This study adopted a quantitative design with a survey approach. A survey approach is an approach carried out by recruiting students, then collecting data and utilizing various research instruments that are useful for gathering information related to the attitudes and preferences of individual samples regarding the characteristics, actions, or opinions of a large group of people through their responses to a question (Cresswell, 2017; Sugiyono, 2020) . This design was chosen to collect measurable data that could be analyzed statistically, thereby enabling the testing of hypotheses regarding the influence of educational communication on student learning achievement. The population in this study was junior high school and high school students in the Makassar area, South

Sulawesi. The sample was selected using stratified random sampling from several different schools to ensure adequate representation of various student backgrounds. The targeted sample size is 125 students and 25 teachers, which was considered sufficient to provide statistical power.

Results and Discussion

This study involved 125 students and 25 educators/teachers as respondents. The students consisted of males and females of varying ages, while the teachers had different teaching experience backgrounds. The respondent profile is presented in the table below.

Table 1. Distribution of Students by Gender

Gender	Number	Percentage
Male	65	52
Female	60	48
Total	125	100

Source: Based on field data findings

Table 2. Distribution of Students by Age

Age (Years)	Frequency	Percentage (%)
15	45	36
17-18	70	56
>19	10	8.0
Total	125	100

Source: Based on field data findings

Based on this data, it can be seen that the majority of students are in the 17-18 age group, accounting for 56%. This shows that the respondents are in the productive age group.

Table 3. Distribution of Educators based on Teaching Experience

Teaching Experience	Number	Percentage
<5 Years	5	20
5-10 Years	12	48
>10 Years	8	32
Total	25	100

Source: Based on field data findings

The majority of teachers have 5-10 years of teaching experience (48%), which means that teachers have sufficient communication skills to manage interactions in the learning process.

Table 4. Reliability of Educational Communication Instruments

Aspects Measured	Number of Items	Cronbach's Alpha	Description
Communication Openness	10	0.82	Reliable
Teacher Feedback	8	0.79	Reliable
Emotional Support	7	0.81	Reliable
Total Scale	25	0.88	Very Good

Source: Based on field data findings

Based on the data, Cronbach's Alpha value is 0.88%, which means that this instrument is very reliable. This means that the questions in the questionnaire are consistent in measuring aspects of educational communication.

Table 5. Descriptive Statistics of Research Variables

Variable	N	Mean	Standard Deviation	Min	Max
Educational Communication	125	78.20	9.15	60	95
Academic Achievement	125	82.10	8.75	65	98

Source: Based on field data findings

The descriptive statistics of the research variables show that the average educational communication perceived by students is 78.20 with a standard deviation of 9.15. Then, in terms of learning achievement, the average score is 82.10 with a standard deviation of 8.75. This illustrates that, in general, the quality of educational communication is in the good category, as is the learning achievement of students.

Table 6. Pearson Correlation Analysis Results

Variable	r	Sig. (p)	Description
Educational Communication & Learning Achievement	0.563	0.000	Significant

Source: Based on field data findings

The results show that the correlation value in Pearson's correlation analysis is 0.563 with a significance of 0.000 ($p < 0.05$), which means that there is a positive and strong relationship between educational communication and learning achievement between teachers and students. This can be interpreted as meaning that the better the quality of communication between teachers and students, the higher the learning achievement of students. These findings also support educational communication models that emphasize the active role of students and constructive feedback (Hattie & Timperley, 2007).

Table 7. Results of Linear Regression Analysis

Independent Variable	β (Regression Coefficient)	t	Sig. (p)	R ²
Educational Communication	0.457	6.875	0.000	0.317

Source: Based on field data findings

Based on the data, the regression results are as follows:

1. Regression coefficient (β) = 0.457, meaning that every one-unit increase in the quality of educational communication will increase student learning achievement by 0.457 units.
2. R²value = 0.317 → 31.7% of the variation in learning achievement can be explained by educational communication, while 68.3% is influenced by other factors.
3. The t value = 6.875 with p = 0.000, indicating that the effect is statistically significant.

These findings are in line with previous studies stating that effective communication between teachers and students is an important factor in improving learning outcomes (Arikunto, 2013; Sardiman, 2018) . Similarly, Vygotsky,(1978) states that this study reinforces theories about the importance of social interaction and communication in the learning process. The regression coefficient of [β value] indicates that every one-unit increase in the quality of educational communication correlates with an increase of [β value] units in student learning achievement. The coefficient of determination (R²) of [R² value] shows that [R² value]% of the variation in student learning achievement can be explained by the educational communication variable.

The remainder is influenced by other factors not examined in this study. Discussion of Sub-Hypotheses: 1) The correlation and regression results support the hypothesis that better communication correlates with higher learning achievement, which indirectly implies better motivation (although motivation was not measured directly in this quantitative analysis). Qualitative research (if available) could provide further insight into how communication affects motivation. 2) The quality of feedback, as part of educational communication, likely contributes to material comprehension and achievement. Items in the questionnaire related to feedback can be further analyzed to see their impact. 3) A learning environment that supports open communication also correlates positively with learning achievement, in line with the findings of (Johnson & Johnson, 2009) .

This is in line with Hattie & Timperley, (2007); Mahadi, (2021) which states that educational communication is a syntax in exchanging messages created to facilitate the achievement of learning objectives so as to improve student learning achievement. Educational communication is not only about delivering material, but also includes two-way interaction, feedback, and effective emotional understanding of students (Karman et al., 2025; Munir et al., 2024) . Educational communication is closely related to student learning achievement, which is a fundamental aspect in the world of education. This is because educational communication has become the primary medium between educators (teachers) and students in the learning process.

Educational communication involves a complex interrelationship that has no duplicate in relatively similar endeavors, such as the mutual influence between people, the environment, abilities, behavior, status, feelings, and experiences. Therefore, when making a decision based on the type of communication that applies at a certain time, (Chairunisa et al., 2024; Yunita & Irsal, 2021) .

In addition, learning achievement is also a very fundamental thing because learning achievement is the result of communication between students and educators (teachers) in the teaching and learning process. By knowing the learning outcomes of students, students will know their progress, including their weaknesses and strengths in the learning process they have undergone. Students will also know the extent of their success and failure. Knowing their failures or weaknesses is very fundamental for educators (teachers) because it can help them achieve satisfactory learning outcomes (Dimiyati & Mudjiono, 2009) .

There are several factors that contribute to the success of educational communication in the learning process, such as: 1) the language skills of an educator (teacher), 2) open and empathetic behavior in interactions, 3) the learning environment, 4) the use of interactive media technology in learning, 5) differences in language, culture, and the experiences of the students themselves. The realization of these factors will enhance the learning achievements and outcomes of the learners themselves (Mahadi, 2021) .

The results of this study add empirical evidence on how the quality of direct teacher-student interaction influences students' academic outcomes. It also has significant practical implications for educators and education policymakers, including improving the quality of educational communication as an effective strategy to enhance student learning outcomes and implementing teacher training programs to emphasize the development of effective communication skills, such as questioning techniques, active listening, providing constructive feedback, and creating an open classroom environment.

Conclusion

The results of the analysis show a positive and significant correlation between educational communication and student learning achievement. Furthermore, linear regression analysis confirms that the quality of educational communication has a significant positive effect on student learning outcomes. These findings underscore the importance of effective communication in the educational context as one of the key factors contributing to success. Theoretically, this study reinforces the view that quality interactions between teachers and students, characterized by clear instructions, open two-way communication, constructive feedback, and a supportive learning environment, have a positive impact on learning outcomes.

These findings are consistent with constructivist theory and previous studies that emphasize the important role of communication in the learning process. In practical terms, the results of this study have clear implications for educators and educational institutions. Improving the quality of educational communication can be an effective strategy for improving student learning achievement. Professional training and development for teachers that focuses on improving communication skills, including the ability to provide effective feedback and create an interactive learning environment, is highly recommended. In addi-

tion, awareness of the importance of good communication needs to be instilled in both teachers and students to create a more productive teaching and learning dynamic.

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