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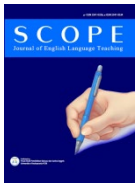

Research Article

Pedagogical Communication Analysis in Training Scientific Articles Writing

Diena San Fauziya[1], Yeti Mulyati[2], Andoyo Sastromiharjo[3], Dadang S. Anshori[4]

[1-4] *Universitas Pendidikan Indonesia*

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CORRESPONDING AUTHOR(S):

E-mail: dienasanf@gmail.com*

A B S T R A C T

This research is motivated by the importance of writing scientific articles for academics. The importance of this writing activity in the end led to the rapidly increasing of scientific article writing training in various institutions. The existence and success of the training is of course based on indicators of training implementation, one of which is the pedagogical communication strategy developed by tutors or resource persons. This is important because communication or the use of appropriate language is believed to melt the mental blocks that writers often experience. This study aims to describe the use of pedagogical communication in scientific article writing training. The research method used is descriptive qualitative with data sources in the form of pedagogical communication in scientific article writing training. The research instrument used was a word observation sheet with data collection through video observation and drawing conclusions based on interventions resulting from data analysis. Data analysis was carried out qualitatively by coding, describing and interpreting the data. The analysis indicators are based on pedagogical communication aspects, including 1) clarity, 2) fluency, 3) language systematics, 4) quality of interaction, and 5) use of written language. The result obtained is that pedagogical communication does not always have to be interactive or two-way or multi-directional, as long as the five aspects of pedagogical communication are met.

INTRODUCTION

The rapid development of science requires rapid publication so that scientific publications is becoming a trend among scholars. This is what we called a package of writing scientific articles, that is writing and publishing (Fauziya, 2020). During the journey, higher education institutions provide facilities for their scholars to write and publish their articles as a means of developing their potentials and skills in writing scientific articles.

What becomes interesting is that the rapid increasing numbers of training held by various institutions is considered giving contribution to the success of academic writings. At best, the contribution and the success are believed to solve the mental block condition experienced regularly by writers, including while writing scientific articles. Reports and documentations on the training of scientific articles writing have been reported (Budiwan & Suswandari, 2021; Hasanudin, et al., 2021; Subekti, 2021; Susetyo, et al., 2020). The implementation of the training resulted that provision and accompaniment can facilitate the participants to finish their process of writing scientific

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articles even to the point of submitting and publishing them in scientific journals.

The accomplishment of writing and publishing the scientific articles undoubtedly cannot be separated from the training, one of which is due to the pedagogical communication took place during the process. Pedagogical communication often interpreted as educational communication which includes upholding teacher-student's interactions. Sastromiharjo & Febtiani (2020) excerpt that educational communication relates to teacher-student's interactions so that it can be measured from the intensity between teacher and students or among the students. Nevertheless, pedagogical communication in this term is described as a form of information delivery and reception which contains educational values or in other words making the learners to learn. Danie (2017) states that educational communication is different from other means of communication, educational communication has a clear intention that is to change the student's behavior into a more qualified direction. Suyatno (MP, 2018) defines pedagogical communication as a form of teacher-student communication which contains pedagogical elements which is directing, guiding, and developing potentials.

Topics about pedagogical communication will never run out considering communication activities will always be the main component of life. Especially today, information communication technology rapidly develops. Mirzagitova, et al. (2017) have discussed this topic and concluded that the relation between science and educational process needs to conduct through pedagogical communication.

Research on pedagogical communication has also been done before, one of which by Danie (2017) who described on the basis of seven indicators, that are verbal communication, nonverbal communication, message, psychological factor, physical factor, cultural factor, and environmental factor. Based on the results, it was recommended that research in pedagogical communication to be viewed from the details of communication form that play role pedagogically. Similarly, Chen & Loisa (2018) concluded that pedagogical communication in students self's development were conducted by focusing on interactive communication that put forward student potentials giving benefits to the society. It is also in line with Donev (2018) who concluded that emotional exchanges between teacher and student is seen as an important part of pedagogical communication with interactivity as deciding factor. Furthermore, Urbayatun, et al. (2017) argued communication in the context of pedagogy is crucial since during the learning process there is interaction between teacher and students or among students.

Different from previous research which observed and described pedagogical communication from the view of interaction communication forms, this research would portray pedagogical communication based on pedagogical communication indicators developed by Zen, et al. (2015), that are 1) clarity, 2) fluency, 3) language systematic, 4) interaction quality, and 5) written language usage. Therefore, it would not focus on the relation between communicator and communicant or speaker and listener.

The basis of this selection refers to the phenomenon of the rapid increasing numbers of training on scientific article writing that mostly virtually conducted due to pandemic. Hence, the aim of this study is to portray pedagogical communication in virtual training of scientific article writing based on five aspects of pedagogical communication. This is very important because communication is an important aspect of learning which will increase the effectiveness and efficiency of achieving learning goals (Mahadi, 2021; Rahmat Abidin & Abidin, 2021; Wisman, 2017; Yasmin & Priyanata, 2024).

METHOD

This research is a descriptive qualitative in accordance with the aim of the research, that is describing and interpreting social phenomena in line with the research object and point of view, in this case is pedagogical communication in virtual training of scientific article writing. The data in this research are forms of communication, both verbal/words, and other visual forms such as images obtained from scientific article writing training broadcasts. Data were collected through observation and documentation based on Creswell (2015). Observation and documentation were conducted by exploring the recording of the training which then transcribed and analyzed. The data source is the recording of scientific articles writing assistance by Kemenritek/BRIN (2020) YouTube channel.

Data analysis was conducted by processing and preparing the data, that was transcribing the communication during the training of scientific article writing; reading the whole data; coding the data; describing; and interpreting the data according to Creswell (2015) suggestions. In addition, the indicators of data coding and interpretation are pedagogical communication aspects based on Zen, et al. (2015).

Indicators in table 1 are the guidelines in data analysis to obtain descriptions and interpretations of the research results. Each indicator in table 1 then given codes to ease data selection of the transcribed results which then described and interpreted in subchapter results and discussion.

Table 1 Data analysis indicators

No.	Communication Aspects	Indicators
1	Clarity	a. Clarity on grammatical structure of words and sentences (K1a)

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No.	Communication Aspects	Indicators
		b. Clarity on correspondence with facts expressed by words or sentences (K1b) c. Clarity on logical ordering of ideas (K1c) d. Clarity on the use of metaphors and comparisons (K1d)
2	Fluency	a. Fluency in the use of vocabulary (K2a) b. Fluency in grammar (K2b) c. Fluency in correct pronunciation (K2c)
3	Language systematic (order)	a. Thinking logically (S3a) b. Speaking gradually (S3b) c. The content the speech is focused and has aims (S3c)
4	Interaction quality	a. Supported by material tools: picture, diagram, slide, video (K4a) b. Supported by nonmaterial tools: order, command, prohibition, advice (K4b)
5	Written language usage	Utilizing written media with complete/correct grammar (sentence, spelling, punctuation) (B5)

RESULTS AND DISCUSSION

Based on data coding and grouping, it resulted as follow.

Clarity

a. Clarity on grammatical structure (K1a)

Clarity on grammatical structure is observed on the use of sentence types such as simple sentence and compound sentence. On the data obtained, the use of simple sentence and compound sentence were found.

> *"Ini bagian pertama. [K1a1] Jadi berarti kita harus memaparkan problema yang kita temui di masyarakat. [K1a2] Kemudian, kita paparkan problema itu di paper kita. [K1a3] Kemudian, apakah audience akan tertarik atau tidak, itu harus kita tuliskan. [K1a4] Anda yakinkan pembaca pada introduction. [K1a5] Kemudian, bagaimana scopenya? [K1a6] Apakah hanya lokal, nasional, atau internasional? [K1a7] Kita harus tuliskan scopenya. [K1a8] Apakah pada saat itu masalah berada pada level 40, 60 atau sudah selesai dibahas?" [K1a8]*
>
> ["*This is the first part. [K1a1] So it means we must explain the problems we found in society. [K1a2] Then, we explain the problems in our paper. [K1a3] Then, whether the audiences will be interested or not, that, we have to write. [K1a4] You convince the readers in introduction. [K1a5] Then, how is the scope? [K1a6] Is is local, national, or international? [K1a7] We have to write the scope. [K1a8] Is the problem at that time on level 40, 60 or has it been discussed?" [K1a8]*-trans.]

The series of statements above, in terms of grammatical structure consisted of simple sentences where they were combined with inter-sentential conjunctions such as "so" and "then" (Alwi, et al., 2003:300). Supposing the data were written, clearly there was ineffectiveness of repeated use of the same conjunction. However, in spoken language it was acceptable since there was climax which was highlighted by using the same affirmative word. Besides, structurally there was ineffectiveness in [K1a2], that was the use of "So it means…"; where it should be "So…" or "It means…;" not both.

b. Clarity on correspondence with facts expressed by words or sentences (K1b)

From the beginning to the end of the speech in the training communication it was found the relations between facts and words and sentences, although some of them were not observed through spoken words and sentences but displayed on graph visualization. This was believed due to the topic discussed in this communication related to factual and scientific materials about scientific fields. For example, the following is citation of clarity on correspondence with facts expressed by sentences.

> *"Ini sourcenya dari Elsevier. Jadi, kalau kita submit ada editor yang melihat. Editor ini yang memeriksa paling depan, scopenya cocok atau tidak. Itu, ini bukan saya yang bilang, ini sumbernya Elsevier, 30-70% article is rejected…… Setelah editor oke, turun ke reviewer. Jangan dipikir kalau sudah dirivew kita akan langsung diterima, 20-40% artikel rejected setelah reviewer."* [K1b1]
>
> [*"The source of this is Elsevier. So, if we submit, there is editor who sees. This editor who checks first, whether the scope is suitable or not. That, this is not me who is saying, the source is Elsevier, 30-70% article is rejected…… After the editor is ok, goes to reviewer. Don't think that after being reviewed, we will be accepted immediately, 20-40% articles are rejected after reviewer."*-trans.]

The correspondence of facts expressed by words or sentences usually shown by resources or supporting data as has been displayed in [K1b1], that is Elsevier as the source and percentage as data.

However, not all statements in the speech have fact correspondences expressed by words or sentences, as displayed in [K1b2] below.

> *"Sampai tahun lalu, lima tahun terakhir, publikasi Indonesia meningkat secara tajam, meskipun secara eksponensial."* [K1b12]
>
> [*"Until last year, the last five years, Indonesian publication increased significantly, although exponentially."*-trans.]

The statement [K1b12] above did not show fact correspondence and clear explanation since there was no supporting data through utterance. However, there was data displayed on slide.

This data shows that clarity in transmission with facts expressed through words does not always have to be conveyed orally, but sentences can also be conveyed visually/in writing. Zen, et all., (2015) mentioned it in another aspect, namely the quality of interaction (K4a).

c. Clarity on logical ordering of ideas (K1c)

Clarity on logical ordering of ideas was shown well from introduction, content, and closing. This is presumed that the training had been prepared well. Besides, in their explanation each speaker provided slides to present their materials so that the ideas were ordered clearly. This aspect is very important because sequential points will make it easier for students to understand the meaning and content of the material being studied (Zen, et al., 2015).

d. Clarity on the use of metaphors and comparisons (K1d)

In the speech, speaker also often used metaphors and comparisons, as displayed below.

> *"Pada introduction, kita akan mengantarkan pembaca kita tentang apa masalah yang sedang kita teliti, apa masalah yang sudah kita dapatkan jawaban dari pertanyaan, dari problema yang sebelum kita melakukan penelitian* ***menghantui*** *kita. Apa ya yang harus dijawab? Apa masalah ini? Nah, itu sudah harus ada di introduction." [K1d1]*
>
> *["In introduction, we will escort our readers about what problem we are studying, what problem that we have obtained the answer from the question, from the problem before we conducted the research are* ***ghosting*** *us. What is it to answer? What is the problem? Well, that should have been in introduction." -trans.]*

On data [K1d1] it was found the word **menghantui** ***[ghosting****-trans.****]*** as metaphor used by the speaker. Although there was metaphor, the clarity of the meaning was comprehensible. As well as shown on data [K1d2] below.

"Kalau teman-teman sekarang mempunyai manuskrip dengan *introduction*-nya sampai 5,6,7 halaman. Nah, Anda harus siap-siap dengan **gunting** ya, bukan **menggunting** *paper*-nya tapi menggunting paragraf sehingga *introduction* itu hanya memerlukan untuk *background* tadi satu paragraf. [K1d2]

["If friends [*you-trans*.] now have manuscript with 5,6,7 pages of introduction. Now, you have to be prepared with **scissors**, yes, not to **scissors [*cut-trans.*]** the paper, but to cut paragraphs so that the introduction only needed to provide background, one paragraph. -trans.]

> *"Jadi, pada introduction kita harus memaparkan background knowledge yang penting-penting saja, tidak perlu semuanya.* ***Katakanlah*** *kita meneliti tentang pencemaran air, ya, karena saya berasal dari padang, di pantai padang* ***misalnya*** *ya, tidak perlu Anda menulis, air itu mempunyai rumus molekul H2O, misalnya,* ***tidak perlu****. Itu pembaca artikel ilmiah kita sudah well inform, yang Anda paparkan backround knowledge itu cukup satu paragraf saja, paragraf awal.."* [K1d3].
>
> [*"So, in introduction we have to explain only the important background knowledge, not all of them.* ***Let's say*** *we conduct research on water pollution, yes, because I am from Padang, in Pantai Padang* ***for example*** *yes, you don't have to write, water has molecule formula H2O, for example,* ***not needed****. That, our scientific article readers has been well informed, what you explain is background knowledge that is only one paragraph, the beginning paragraph.."* -trans.]

On data [K1d3] speaker gave clarity on comparison by giving example to clarify her intention to the listeners. Based on these data, Clarity on the use of metaphors and comparisons is an aspect of pedagogical communication that is important to present. As stated by Zen, et al (2015) that with the presence of this aspect, communication will become more effective and can provide clarity to students. In accordance with data (K1d), Clarity on the use of metaphors and comparisons can be demonstrated by the use of certain words, whether in the form of similes, conjunctions, or emphasis.

Fluency

a. Fluency in the use of vocabulary (K2a)

Indicator of fluency in the use of vocabulary is highly affected by the speaker's vocabulary bank. Regardless of what language is used, vocabulary fluency also affected by the speaker's background. In this training of scientific article writing, vocabulary fluency is reviewed from the speaker as resource person. It was found that her vocabulary fluency was immensely smooth without any obstacles or pauses or the existence of 'errr', 'errr', that usually exists in some utterance situations. However, alluding to the speaker's background, resource person as the speaker of this data has high educational background

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and even holds the title of Professor and has published scientific articles in international repute scale. The followings are some data representing vocabulary fluency.

> *"Saya ditugaskan untuk membahas **introduction**, **approaches**, dan **methodology**."* [K2a1]
>
> [*"I was assigned to discuss **introduction**, **approaches**, and **methodology**."* -trans.]
>
> *"Tanpa adanya **introduction**, tanpa adanya **methodologies**, mustahil paper kita akan **accepted**."* [K2a2]
>
> [*"Without **introduction**, without **methodologies**, it is impossible our paper to be **accepted**."* -trans.]
>
> *"Jadi, pada **introduction** kita harus memaparkan **background knowledge** yang penting-penting saja.*" [K2a3]
>
> [*"So, in **introduction** we have to explain the **background knowledge,** only the important ones.*" -trans.]
>
> *"Pembaca artikel ilmiah kita sudah **well informed**, yang Anda paparkan **background knowledge** itu cukup satu paragraf saja"* [K2a4]
>
> [*"Our scientific article readers have been **well informed**, what you explain in **background knowledge** one paragraph is enough"* -trans.]

From data [K2a1], [K2a2], [K2a3, [K2a4] it was reflected the vocabulary fluency. Although the vocabulary used by the speaker combined foreign language vocabulary straightforwardly and structurally so that there was code-mixing.

Fluency in using this vocabulary is an important aspect of pedagogical communication (Zen, et al, 2015). Regardless of whether it is used in the same language or in a variety of mixed codes, as long as the meaning can be understood by the audience, communication can take place effectively.

b. Fluency in grammar (K2b)

Fluency in grammar is viewed on the grammar itself, including sound system, form system, word system, sentence system, and meaning system. In this training, communication took place in Indonesian language. Generally, the communication displayed fluency in grammar, in line with what had been stated in the indicators even though some of the utterances combined Indonesian language with foreign language or displayed mismatched (incorrect) grammar.

c. Fluency in correct pronunciation (K2c)

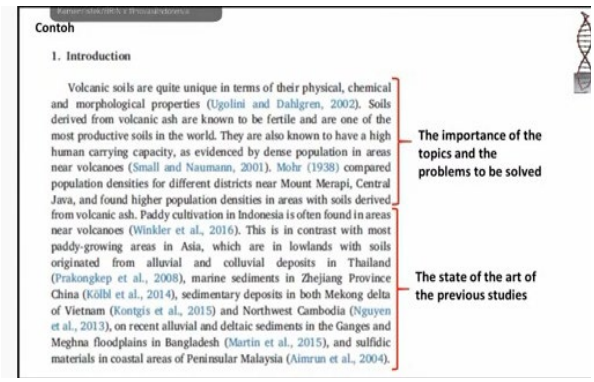
Indicator of fluency in correct pronunciation was displayed clearly and almost no problem found. Each speaker was fluent in pronunciation. However, the success of this communication must be supported by the listeners as the recipient of the information, especially in various foreign words used by the speaker, for examples the use of the words *introduction* [K2c1], *approaches* [K2c2], *methodology* [K2c3], *background knowledge* [K2c4], *well informed* [K2c5], *Elsevier* [K2c6], and so on so forth. The pronunciation of the registers was considered very fluent and straightforward, however return to the principles of communication that what is being said should be well received by the listeners. In this case, it was predicted that there was no problem since the listeners were also from academic background who ideally could receive the message well.

Systematic in language use

a. Thinking logically (S3a)

Considering the communication materials in the training which was about scientific field, the communication took place on the collected data was viewed as highly logically thought. All speakers in this training were assessed thinking logically in line with characteristics of logical thinking proposed by Surat (2016:57), including coherent thinking, ability to argue and conclude which was delivered very well. This was based on the existences of well-ordered explanations and examples supported by facts and data in each speaker utterance. Data on logical thinking was in line with data [K1c], which has been depicted previously.

b. Speaking gradually (S3b)



Picture 1 Material Tool

This indicator [S3b] was also in line with [K1c], that is logical ordering of ideas. The finding of [K1c] that was well ordered, it could be interpreted that speaker spoke gradually. The manner of speaking by the speaker was based on the interpretation of the utilization of slide to guide the delivery of the messages.

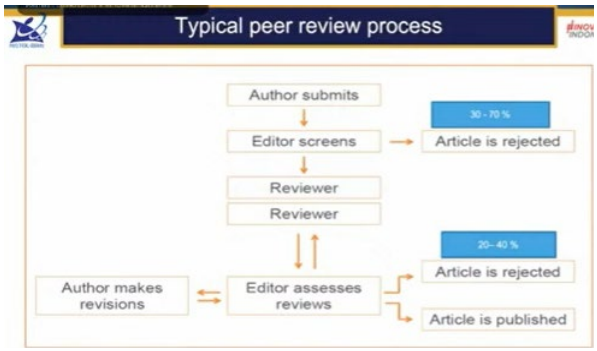
c. The content of the speech is focused and has aims (S3c)

From the beginning until the end of the explanation, the content was considered very focused on the materials being discussed, that was how to write scientific articles. None was out of topic so that the content was very directed. The aims were also clear that the audiences were scholars who had the same background to comprehend the content of the explanation. Furthermore, since the data were a product of recordings which could be accessed widely, the content of the materials gained positive responses from the audiences.

Quality of interaction

a. Supported by material tools: picture, diagram, slide, video (K4a)

Interaction quality of communication in this training was strongly supported by material tool in the form of slide which included full of information. Below are examples of material tools in the process of communication.



Picture 2 Material Tool

Picture 1 dan Picture 2 are examples of materials supporting the process of pedagogical communication in the training of scientific article writing. This supporting material is highly significant because the audiences would be greatly assisted to understand the materials supported by other means of tool, not by audio merely. This is in line with the concept of experience cone by Dale (Sanjaya, 2015:162) that visual gives better experience than audio.

b. Supported by nonmaterial tools: order, command, prohibition, advice (K4b)

The communication in this training was also supported by nonmaterial tools such as the use of characterized sentences with appropriate intonation and emphasis. Below are some examples.

> *"Jadi, berarti **kita harus** memaparkan problema yang kita temui di masyarakat. [K4b1]"*
>
> [*"So, it means that **we must** explain the problems we found in society.* -trans.]

> *"Kemudian, **kita paparkan** problema itu di paper kita"[K4b2]*
>
> [*"Then, **we explain** the problems in our paper"* -trans.]

> *"...**tidak perlu** Anda menulis, air itu mempunyai rumus molekul H2O, misalnya, **tidak perlu**...." [K4b3]*
>
> [*"...You **don't need** to write, water has molecule formula H2), for example, **no need**..." -trans*.]

> *"**Sitasilah** yang penting saja, oke?!" [K4b4]*
>
> [*"**Cite** the important ones, ok?!"* -trans]

> *"**Hati-hati** dengan penggunaan grammar." [K4b5]*
>
> [*"**Be aware** with grammar."* -trans.]

Among other indicators, this indicator (K4b) was the most noticeable finding of spoken language usage. It highly related with the concept of training that in trainings listeners need guidance or tips which are identical with order, command, prohibition, and advice, as seen in [K4b1], [K4b2], [K4b3], [K4b4], [K4b5].

Written language usage: Utilizing written media with complete/correct grammar (sentence, spelling, punctuation) (B5)

The use of written language in this training was conveyed in the slides shown by the speakers. The form of language usage in the slides of powerpoint is not similar with the form of general written language. In accordance with the concept of powerpoint, basically the written language presented are in the form of points of the materials being explained, so that full sentence form or punctuation are not necessarily needed. In addition, the written language tends to be emphasized by symbols. Lines, or charts which have certain meanings. This situation is relevant with the communication which was being built in training instead of full explanation with complete grammar elements. However, in certain part there was utilization of written media with complete grammar, for instance in the part of giving example of correct grammatical sentence and paragraph when writing scientific article, as shown in Picture 1. The explanation of long paragraph presented in Picture 1 showed complete grammar, that were grammatical sentence, spelling, and punctuation. This was due to the topic being discussed was scientific article writing, which must contain indicator (B5).

The explanation of five indicators found in the pedagogical communication in training of scientific article writing above can be interpreted that pedagogical communication does not always have to be two-ways or multidirectional. In other words, pedagogical communication can also be one directional. This one directional communication may be interpreted as *source-oriented definition,* that indicates communication as intentional activity by someone to

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convey stimulus to gain response from others (Burgoon in Mulyana, 2017).

Interactive key word in pedagogical communication is more interpreted as conveying messages that make behavior changes into more knowledgeable, more capable, and more skillful. Interactive in this case can be attempted through indicators of clarity, fluency, systematic use of language, material and nonmaterial supporting tools, and visual support by appropriate written language (Zen, et al., 2015). Quality of interaction also more significantly built by the existence of supporting media which are meaningful as well as the use of order, command, prohibition, and advice.

CONCLUSION

Pedagogical communication is believed as a form of interaction between teacher and students in order to achieve learning objectives. However, based on different point view, that is at least based on indicators of pedagogical communication aspects, pedagogical communication is not always in the form of two-ways communication. Technology era which resulted in virtual trainings in scientific article writing proved that pedagogical communication can be performed in one-way direction as long as the communication indicators are met.

Based on five aspects of pedagogical communication, it can be interpreted that the objectives will eventually be achieved when clarity, fluency, systematic use of language, quality of interaction, and the use of written language is performed by the speaker so that the information can be completely and well-received by the audiences. One point that bridging the point of views of interaction is that the quality of interaction does not always refers to two-directional or multidirectional conversations, but also the use of material and nonmaterial supporting tools. Material tools include supporting media such as picture, diagram, table, slide, and others. Meanwhile, nonmaterial tools include the use of language such as order, command, prohibition, and advice.

This research is still limited to one data source and one analysis tool with five aspects of pedagogical communication. To get more in-depth results, research can be continued with wider data sources and more in-depth analysis. Apart from that, to examine broader pedagogical communication, data sources can also be taken from training or other learning activities.

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