


## Educational Communication and Learning: The Foundation of Effective Interaction in the Teaching and Learning Process

Ni Putu Diana Sari<sup>1</sup>, Petrus Sepi Kogoya<sup>1</sup>, I Gede Satria Aditya Wibawa<sup>1</sup>, Ida Bagus Putrayasa<sup>1</sup>, I Wayan Rasna<sup>1</sup>, I Nengah Suandi<sup>1</sup>

<sup>1</sup>Universitas Pendidikan Ganesha, Indonesia

 [diana.sari.2@student.undiksha.ac.id](mailto:diana.sari.2@student.undiksha.ac.id)\*

### Abstract

This paper explores the pivotal role of educational communication as a foundational element in fostering effective interaction within the teaching and learning process. Adopting a literature review approach, this study synthesizes a wide range of scholarly sources related to educational communication and instructional practices. The analysis highlights the integration of interactive and dialogical communication, underscoring the importance of two-way information exchange between teachers and students in creating a more dynamic and participatory learning environment. The paper further examines critical aspects of educational communication, such as message clarity, appropriate media selection, and effective feedback management, identifying them as key indicators of successful communication in educational settings. Emphasis is placed on the need for flexible communication strategies that consider linguistic diversity and social contexts to ensure inclusive and effective learning across various classroom environments. The findings reveal that well-structured educational communication not only enhances the quality of classroom interaction but also strengthens teacher-student relationships and contributes to the optimal attainment of learning outcomes. This study contributes to the existing body of knowledge by offering a comprehensive framework for applying educational communication strategies that align with contemporary pedagogical demands, thereby informing educators, policymakers, and instructional designers in developing more inclusive and effective teaching practices.

**Keywords:** Educational Communication, Interaction, Feedback, Inclusivity, Learning

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## INTRODUCTION

Communication plays a crucial role in determining the success of education and learning (Simanjuntak et al., 2023). In this context, effective communication between educators and students can create a harmonious learning atmosphere. Good interaction helps establish a conducive learning environment, allowing learning objectives to be achieved optimally (Nurwahidah et al., 2025). In line with this, open and two-way communication patterns enable constructive feedback between educators and students. Communication serves as the foundation for building meaningful and sustainable learning processes. Improving the quality of educators' communication will support the realisation of active and effective learning interactions.

Effective interaction between educators and students is the primary goal of educational communication. In this regard, educators need to deliver material clearly

using language that is easily understood while motivating students to actively participate in the learning process. Similarly, students are expected to express opinions, ask questions, and engage in discussions without fear. Good communication will facilitate the smooth running of the learning process, thereby enabling educational goals to be achieved optimally (Catrini, 2024). This principle serves as the basis for educational institutions in designing learning strategies orientated toward effective communication to build meaningful and sustainable learning interactions.

The dynamics of student learning often reflect various challenges, particularly in communication practices during the learning process. These challenges relate to differences in backgrounds, learning styles, and limitations in communication facilities. Such conditions frequently lead to miscommunication between educators and students. Meanwhile, the one-way learning methods still applied in some classrooms cause students to be less active during the learning process. Environmental factors and technological developments also affect the effectiveness of classroom communication, making it difficult to achieve educational objectives optimally (Surya & Moramowati, 2023). This phenomenon highlights the importance of enhancing educators' communication skills and utilising interactive communication strategies to create a conducive and participatory learning atmosphere.

Communication in education holds significant importance as it relates to the construction of effective interaction during the learning process. In line with this, the process of knowledge transfer and the character building of students will be hindered without good communication (Jummaini, 2024). Efforts to build open communication, mutual respect, and responsiveness to each other's needs should be undertaken by both educators and students. The teaching and learning process can take place optimally and enjoyably through effective communication, which also serves as a bridge for achieving the expected educational goals.

The need to improve communication in education is becoming increasingly urgent in the current era of globalisation and digitalisation. Technological advancements require educators and students to adapt to various new communication media within the learning process. Educational institutions need to provide training and assistance to enable educators to manage communication effectively, both in face-to-face and online learning. The continuous development of an inclusive and participatory communication culture in schools needs to be pursued so that all students are actively involved in the learning process. Strengthening communication will support the Indonesian education system in producing a generation that is intelligent, critical, and adaptive to the developments of the times and future challenges.

## **METHOD**

This research employs the literature review (library research) method as the primary approach in examining the concepts of educational communication and learning. The implementation of this method involves collecting, reading, and analysing relevant literature, such as books, scientific journals, articles, and other credible sources discussing communication within the context of education (Idawati & Fatimatuzzahra, 2022). The use of literature review helps the researcher to understand fundamental theories, conceptual developments, and previous research findings related to effective interaction in the teaching and learning process. The literature review process is carried out through several stages, namely the preparation of tools and materials, time management, searching for and recording literature, and critically analysing the contents of the collected sources (Harahap et al., 2024). In line with this, this study utilises several main theories as the basis for analysis, as follows.

## **RESULT AND DISCUSSION**

### **Theory of Effective Communication**

The theory of effective communication explains that the success of communication is determined by the sender's ability to ensure that the message can be received, understood, and appropriately responded to by the receiver (Alfajri et al., 2019). This theory was proposed by several prominent figures, such as Shannon and Weaver (1949), Schramm (1954), and Berlo (1960). These figures asserted that the effectiveness of communication depends on the clarity of the message, the selection of appropriate media, and the existence of shared experiences between the sender and the receiver. In relation to this, effective communication requires continuous feedback so that the communication process can proceed dynamically in a two-way manner. This condition allows the message conveyed to be accurately understood by the receiver while minimizing the occurrence of meaning distortion in the communication process.

Effective communication in education is reflected through the two-way interaction process between educators and students, enabling the exchange of information, understanding, and constructive feedback throughout the learning process. In this regard, communication in learning is considered effective when the message delivered by the educator can be well received and understood by the students, accompanied by feedback that assists educators in adjusting learning methods to the students' level of understanding (Burhanuddin, 2014). Important factors that support effective communication during the learning process include the clarity of the message, the use of language aligned with the students' experiences, and the utilisation of appropriate communication media.

Effective communication plays a crucial role in creating a conducive learning environment. In this regard, a conducive learning atmosphere will motivate students to actively engage during the learning process (Nainggolan et al., 2024). Through effective communication, a mutually respectful relationship between educators and students can be well established, thus enhancing students' confidence and courage to participate in class discussions. The application of effective communication serves as the foundation in the process of knowledge transfer and character building among students, thereby improving the quality of learning and the achievement of learning outcomes optimally.

### **Two-Way Communication Model**

The Two-Way Communication Model emphasises the importance of interactive and dialogical learning communication, rather than merely one-way information delivery from teacher to student (Majid, 2013). In this regard, both teachers and students actively take turns as message senders and receivers, allowing the communication process to proceed dynamically and participatively. This reciprocal interaction pattern enables students to provide direct feedback, which teachers then use to adjust learning methods and materials according to students' needs and levels of understanding. In line with this, the teaching and learning process becomes not only a knowledge transfer activity but also a collaborative process that encourages active student engagement (Rangkoly & Rahayu, 2025).

The two-way communication model provides opportunities for students to develop critical thinking skills and effective communication abilities during the learning process (Muslim et al., 2024). In this regard, students are given the opportunity to ask questions, express opinions, and engage in discussions with teachers and classmates. This process allows students to take a more active role in constructing understanding and finding solutions to the issues discussed. At the same time, this condition assists teachers in mapping out each student's understanding and learning needs, enabling the development of learning strategies that are more adaptive and contextual, while also strengthening relationships among students, thereby creating a more conducive learning process.

## **Sociolinguistic Theory in Education**

Sociolinguistics is the study of the relationship between language and its speakers within a society (Wijana & Rohmadi, 2013). In this regard, social and cultural factors influence language use in various communication situations. In the educational context, sociolinguistic theory emphasises the importance of understanding the influence of social and cultural contexts on language use and communication patterns within the classroom (Trihandayani & Anwar, 2022). This reflects the function of language not merely as a tool for conveying messages but also as a representation of students' social and cultural identities. The language variations used by students in the classroom, such as dialects, language registers, and communication styles, are influenced by their social, cultural, and environmental backgrounds. Teachers' understanding of these variations becomes crucial so that they can adjust their communication styles and learning strategies for their students.

Sociolinguistic theory explains the influence of diverse communication styles on the effectiveness of learning interactions (Ningrum & Tazqiyah, 2024). In this regard, certain cultural norms may affect how students ask questions, express opinions, or respond to teachers' instructions, which in turn impacts classroom learning dynamics. Teachers who understand sociolinguistic principles will be able to create an inclusive learning environment that respects students' linguistic and cultural diversity. This approach helps improve the quality of learning interactions while fostering appreciation for students' cultural identities. In line with this, the application of sociolinguistic theory serves as a foundation for designing adaptive and context-appropriate communication strategies in education.

## **DISCUSSION**

This paper will discuss two main focuses within educational communication to support an effective teaching and learning process, namely (1) the integration of interactive communication in enhancing learning effectiveness and (2) the implications of communication components and strategies within the teaching and learning process. In this regard, the first issue outlines the importance of implementing two-way communication between educators and students to create active and meaningful learning interactions. Meanwhile, the second issue explains how the implications of communication components, media selection, and the application of adaptive communication strategies can strengthen the achievement of learning objectives. The discussion of these two aspects reflects a comprehensive understanding of the role of communication in improving the quality of education and learning across various levels and classroom contexts.

### **Integration of Interactive Communication in Enhancing Learning Effectiveness**

Interactive communication emphasises the occurrence of two-way information exchange between teachers and students. This reflects a collaboration between effective communication and two-way communication within the learning process. In line with this, the implementation of this integration encourages students to actively ask questions, engage in discussions, and express opinions throughout the learning process. Active student involvement in learning supports the collaborative construction of material understanding with teachers and peers, thereby creating a more dynamic learning atmosphere. The dialogical interactions that occur can increase students' learning motivation and help them internalise the concepts being studied.

The application of instructional media, including visual, audio, and digital technology, strengthens the implementation of interactive communication in the classroom. In this regard, instructional media help deliver material in a concrete and engaging manner for students (Sapriyah, 2019). Similarly, the use of media assists students in understanding abstract concepts more clearly (Saputra & Rudiarta, 2024). Moreover, instructional media also encourage students' creativity and critical thinking

skills. Technology enables teachers to tailor learning to students' individual learning styles. The appropriate use of media will enhance the effectiveness of communication between teachers and students during the learning process.

Interactive communication provides teachers with opportunities to receive direct feedback from students. Through open conversations, teachers can identify the obstacles students face in the learning process. Teachers can also adjust learning strategies to align with the conditions and needs of students in the classroom. The learning process becomes more adaptive and responsive to students' development. Learning proceeds dynamically as students actively engage in understanding and applying the material. The implementation of interactive communication in learning can be seen in the following table.

Table 1. Integrated Learning Syntax Design with Interactive Communication

Stage	Teacher Activities	Student Activities
Introduction	Greeting, presenting objectives, asking triggering questions	Responding to greetings, answering questions
Presentation	Explaining material using media, asking questions to prompt responses	Listening, taking notes, answering teacher's questions
Discussion	Asking open-ended questions, facilitating discussion	Asking questions, expressing opinions, discussing with peers
Elaboration	Asking students to explain the material in their own words	Explaining material in their own words, providing examples
Closing	Summarizing together, requesting reflection, giving closing greetings	Presenting conclusions, giving feedback, responding with closing greetings

The table above outlines the flow of learning with interactive communication to encourage active student engagement. The teacher creates a positive atmosphere through greetings and triggering questions, explains the material using media, and prompts student responses. Students are given space to ask questions, respond, and engage in discussions, enabling two-way information exchange. The teacher asks students to re-explain the material to ensure their understanding. The activity concludes with a joint summary and reflection, making the learning process active and dialogical and helping students understand the material more deeply.

The integration of interactive communication in learning tends to utilise interpersonal and transactional language strategies from a linguistic perspective. This approach encourages students to think critically and articulate their opinions. Teacher feedback helps students enrich their academic vocabulary and improve sentence structures, while repeated questioning deepens their understanding of the material. In line with this, intonation, gestures, and visual media also support effective classroom communication. Meanwhile, interactive communication facilitates the use of language variations in the classroom, including code-switching and code-mixing from a sociolinguistic perspective. This is reflected during learning when students explain the material. Furthermore, this interaction strengthens the function of language as a tool for communication, identity, and social integration while helping students appreciate linguistic diversity in learning (Syufi et al., 2023).

#### **Implications of Effective Communication Strategies in the Teaching and Learning Process: Linguistic and Sociolinguistic Perspectives**

Educational communication involves several key components that must be well managed to ensure effective learning interactions. These components include the communicator (teacher), communicant (student), message (material), communication media, and feedback. The teacher, as the communicator, plays a crucial role in delivering

clear and engaging messages that can be understood by students (Parawangsa et al., 2024). Message clarity is not only related to the accurate use of language from a linguistic perspective but must also consider the students' socio-cultural context to avoid miscommunication. For example, in teaching local languages such as Balinese, teachers need to adjust the language variations used according to the students' social backgrounds so that communication can occur effectively and meaningfully.

Flexible communication strategies are needed to build a conducive learning environment and encourage student participation. Teachers need to adjust their communication styles to align with students' cognitive levels and linguistic characteristics. Through a sociolinguistic approach, teachers can understand the language variations and communication styles that develop within students' environments, including the use of formal and informal language and language levels. In multicultural classroom contexts, teachers accommodate differences in dialects and speaking habits so that each student feels respected and encouraged to participate actively. This approach supports the creation of inclusive interactions and minimises communication barriers that may arise due to language and cultural differences. The selection of appropriate communication media is an essential factor in supporting learning effectiveness. The use of audio-visual media, digital technology, and online platforms can enrich the presentation of material while facilitating two-way communication between teachers and students. Appropriate media help clarify messages linguistically and enable teachers to provide immediate feedback. For example, using interactive quiz applications or online discussion forums allows students to respond in real-time, enabling teachers to adjust their teaching methods according to students' levels of understanding.

Feedback serves as an indicator of successful communication in learning, helping teachers assess students' comprehension levels (Emilia et al., 2025). Linguistically, feedback includes verbal and non-verbal responses. Teachers who are sensitive to linguistic and sociolinguistic aspects can detect students' learning difficulties and adjust their teaching methods accordingly. Appropriate responses to students' language variations maintain the fluency of communication. Adaptive communication strategies support effective knowledge transfer, creating inclusive and participative learning interactions while enhancing learning quality. Through feedback, teachers can also motivate students to become more active in the learning process. Additionally, feedback helps build positive relationships between teachers and students within the learning environment.

## **CONCLUSION**

Educational communication serves as the foundation for building effective interactions during teaching and learning activities. Interactive and dialogical communication models encourage dynamic information exchange between teachers and students, allowing students to take an active role in the learning process. The success of communication depends on managing components such as message clarity, the selection of appropriate media, and constructive feedback. Adaptive communication strategies that consider linguistic and sociolinguistic aspects are essential for creating a conducive and inclusive learning environment. Teachers adjust their language styles and communication methods to align with students' socio-cultural backgrounds and cognitive abilities so that messages can be well received and understood. The utilisation of communication technology also supports the effectiveness of learning in the modern era, enabling educational communication not only to facilitate the delivery of material but also to build positive relationships that encourage active participation and the development of students' potential.

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