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## INSTRUCTIONAL COMMUNICATION IN INTERNATIONAL HIGH SCHOOL IN DKI JAKARTA: A CASE STUDY

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#### Abstract:

Instructional communication is an essential element in educational communication between teachers and students. The high school international school environment is different from the national school. This study aims to determine the Influence and results of analysis on international school standards and teacher competence in high schools located in DKI Jakarta on instructional communication and communication behavior. The methodology used is a mixed sequential explanatory method, conducting a survey of high school level students at an international school in DKI Jakarta and processing through semi-structural interviews and literature. The results show that international school standards influence communication behavior but do not directly affect instructional communication. While teacher competence directly influences instructional communication, it does not directly affect communication behavior. However, as an intervening variable, instructional communication influences international school standards and teacher competence in communication behavior. Hence, the environment and the Teacher's competence influence how the Teacher teaches and acts as a model through verbal and nonverbal instructional communication. However, cultural and experiential influences how Indonesian and foreign teachers apply instructional communication and react to students. The reactions of the two communities are sometimes different and impact the profile of students who study abroad.

**Keywords:** Instructional Communication, International School Standard, Teacher's Competency, Communication Behaviour

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## INTRODUCTION

One of the keys to education's success is the Teacher's role. In conducting conversations, communication is an important means a teacher must communicate with students. The learning process of active students requires a longer time than the learning process of conveying information because students need practice in observing, asking, associating, and communicating. (Rothman, 2013) In the learning process, teachers communicate with students so that a teaching and learning process occurs, allowing both parties to become communicators and communicators, namely exchanging information so that learning is centered on the Teacher and more on the students. Education is communication, where the process involves two components consisting of humans, namely teachers as communicators and students as communicants.

Furthermore, Everett M. Rogers, in the context of teacher communication with participants students, stated that information was provided to make students become better humans in terms of knowledge and skills. (Hendra, 2020) Through communication, teachers transfer information, turning students into intelligent individuals with good character by societal norms.

However, the communication process between teachers and students is not as imagined because the learning environment and students' backgrounds differ. Learning environments can take various forms depending on the segment of the learning community and the curriculum used. In international schools, the learning environment is very different from national school types, such as state or private schools, which use the national curriculum, and students are fully Indonesian citizens. Meanwhile, in international schools, the curriculum used is the international curriculum, and there are international schools where most students are foreign citizens. However, there are also many international schools where most students are Indonesian citizens.

Someone gets an education in a school to gain knowledge and personal abilities. Plato connected children's education with the ideals of a perfect society. (Durrant, 1926) According to Plato, legally, education should be universal and not limited. This means that every child has the right to receive an education. The Indonesian government must also fulfill this right by nine years of compulsory education as stated in the National Education System Law (UU Sisdiknas) number 20 of 2003. In November 2014, the Indonesian government also released a regulation allowing Indonesian students to study in international schools in Indonesia, which was forbidden before. This has created a massive opportunity for Indonesian students to get a good quality of education.

The trend of sending children to international schools in Indonesia is increasing sharply because it prepares their children to continue their higher-level studies abroad. The results of an HSBC bank survey of 15 countries in 2017 with the topic The Value of Education show that 60% of parents in Indonesia want to study abroad or continue their higher education abroad. In Indonesia, based on the presentation of the Ministry of Education and Culture, Research and Technology in 2022, the number of international schools in Indonesia is 649 schools, with the most significant number being in DKI Jakarta, namely 68 elementary schools, 61 middle schools, and 44 high schools.

The main issue that has long been emphasized in international schools is preparing senior students for university entry, whether in their home country or elsewhere, and facilitating international exchange or transfer of students at various stages of schooling. (Hayden, 2019) As quoted by Hendriani, other reasons for choosing international schools are the perception that international schools provide an open learning environment, the use of English in schools, and parents' distrust of the local curriculum. (Hendriani, 2018) From this, it is concluded that parents choose an international school because of the curriculum, teaching methods, the desire to continue studying abroad, and the use of English at school.

Interaction with multicultural backgrounds and a foreign language of instruction, like English, is required to achieve curriculum targets in international schools. Meanwhile, not all teachers and students come from regions or countries that use English as their primary language. Apart from language, teachers at international schools must have modern teaching skills as required and standardized by the international curriculum. Some of its distinctive characteristics are placing students as the center of learning, stimulating students to be interactive, creative, and think critically, and being able to produce innovations.

Teachers' communication skills also become the primary weapon because communication is essential to completing teaching and learning activities. Teachers as instructors must have communication skills, especially oral communication in the instructional context. The Teacher's verbal and instructional communication skills will determine the student's learning success. (Suparno, 1999) Teachers and students will take turns being communicators and communicators to convey messages to each other, resulting in the student's success in graduating from grade 12 and continuing their studies abroad.

In the communication context of international schools, the communication actors within them cannot act the same as the community in non-international schools. The communication process that occurs may have its communication behavior. All community members will adapt to each other in shaping their communication behavior to ensure that the message they want to convey can be understood so that they get the expected reaction. The cultural adaptation process is always interactive and develops through individual activities in their new environment. (Rubiyanto & Clara, 2009)

The stimulus provided by the Teacher must be adapted to the international school context to get the expected response because students are social organisms or individuals who will react to the stimuli they receive. The Stimulus Organism Response (SOR) model explains internal psychological changes caused by students and teachers being stimulated by the environment. (Zhang, 2021). S-O-R theory suggests that the external environment stimulates all behavioral responses or psychological changes in individuals, and individuals will inductively process stimuli and adjust psychological interactions to produce appropriate responses.

Communication behavior is an expression of feedback on communication situations and environments based on the cognition and affection formed within him. Therefore, communication behavior is greatly influenced by support and motivation from the social environment or group. (Maulida, 2020) Meanwhile, Sternin defines communicative behavior as a set of communicative norms and traditions that a particular group of people generally accepts. Communicative behavior is governed by two forces: the speaker's desire to convey meaning as close as possible to the intended one and projected communicative behavior determined by their traits, age, cultural background, communication skills, context, and others. (Kuraleva, 2019)

Based on the explanation above, the problems in this research are to test the Influence of International School Standards and teacher competency on communication behavior through instructional communication in international high schools in DKI Jakarta, using SOR theory. The research questions are as follows: Is there an influence of international school standards on instructional communication (1); Is there an influence of teacher competence on instructional communication (2); Is there an influence of instructional communication on teacher communication behavior towards students (3); Is there an influence of international school standards on communication behavior (4); Is there an influence of teacher competence on communication behavior (5); Is there an influence of international school standards on communication behavior through instructional communication (6); And is there an influence of teacher competence on communication behavior through instructional communication in the learning process in an international school environment?

## METHODS

The research used a mixed method, defined as quantitative and qualitative. (Creswell, 2007) There are three research designs in mixed methods; the design chosen in this research is an explanatory sequential design; data will be collected starting with quantitative data and analyzed, followed by qualitative data collection and analysis. (Hendarman, 2013)

Primary data was obtained through a questionnaire distributed to target respondents. The population was high school students from 44 international schools in DKI Jakarta in the 2021/2022 academic year, with 5723 consisting of foreign nationals and Indonesian citizens. Data was obtained in 2021 from <https://data.jakarta.go.id/>, the Integrated Data Portal of the DKI Jakarta Provincial Government. Determination of sampling uses a probability sampling technique, which provides an equal opportunity for each element or member of the population to be selected as a sample.

(Sugiyono, 2013) The number of respondents is determined using the Slovin formula so that the results if rounded up, get a sample of 98 students. The questionnaire is in English to accommodate various students, both foreigners and Indonesian citizens. Questionnaires were distributed to high school students at international schools in DKI Jakarta through school principals, teachers, and parents.

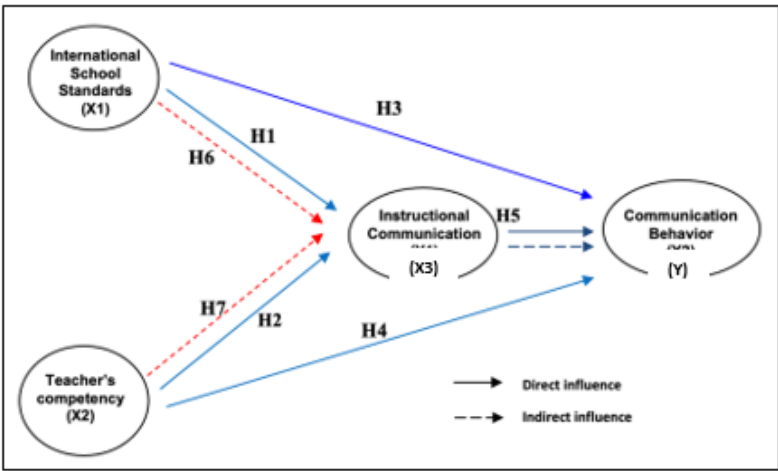
The analysis technique used in this research is Partial Least Square (PLS) data analysis. PLS-SEM does not require researchers to use large amounts of data. Because PLS-SEM is a procedure that benefits users when they have difficulty finding large amounts of data (Sarwono & Nirwati, 2015). The hypotheses in this research are divided into seven hypotheses according to the research questions with categories of direct Influence and indirect Influence, such as:

Direct InfluenceInfluence, allegedly:

1. H1: There is a significant positive direct effect of international school standard variables on the interaction of teachers and students
2. H2: There is a significant positive direct effect of teacher competence on Teacher and student interactions
3. H3: There is a significant positive direct effect of international school standards on communication behavior
4. H4: There is a significant positive direct effect of teacher competence on communication behavior
5. H5: There is a significant positive direct effect of Teacher and student interaction on communication behavior

Indirect InfluenceInfluence, suspected:

6. H6: There is a significant favorable influence of international school standards on communication behavior through Teacher and student interactions
7. H7: Teacher competence influences communication behavior through Teacher and student interactions



Source: Data Processed 2022

**Figure 1.** Research Framework

In the qualitative method, analyzing the seven hypotheses became the material to determine which data should be gathered and who would be the interviewees. The research interviewed eight people: Principals, teachers, and parents from the international high schools in Jakarta. For triangulation purposes, this research also interviewed a university lecturer from India who has



experience as an international student in Singapore, a lecturer in the United Kingdom who teaches many international students, and a government officer from the Ministry of Education of the Republic of Indonesia.

### RESULT AND DISCUSSION

This research involved 98 respondents from 16 high school international schools in DKI Jakarta. However, there were only 90 respondents who met the criteria for answering the questionnaire clearly, correctly according to instructions, and according to the questions. Therefore, the following survey analysis only used 90 respondents. The obstacle faced is that specific rules from the school limit external access and English language skills.

**Table 1.** Respondent Gender

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	43	47.0	47.0	47.0
	Female	47	53.0	53.0	100.0
	Total	90	100.0	100.0	

Source: Data Processed 2022

**Table 2.** Respondent Citizenship

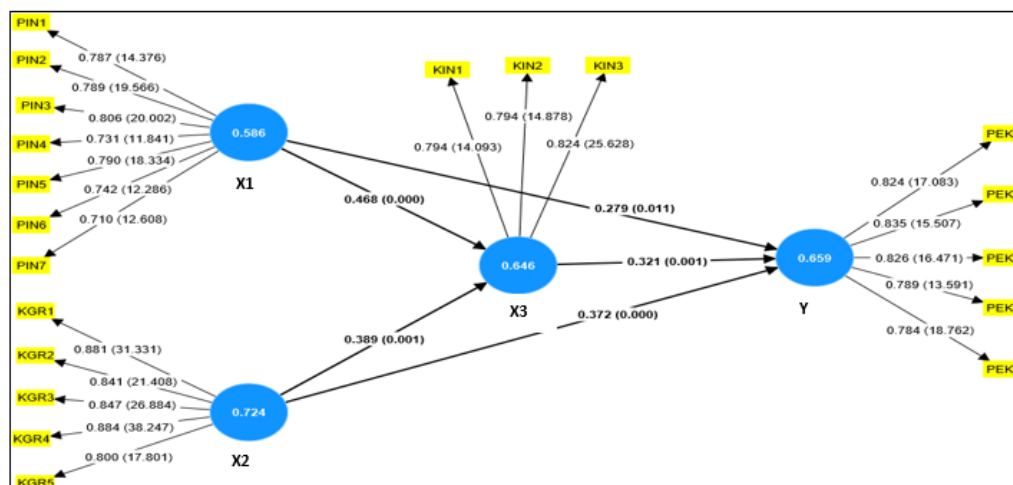
	Citizenship	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Indonesian	81	90	90	90.0
	Foreigner	9	10	10	100.0
	Total	90	100.0	100.0	

Source: Data Processed 2022

**Table 3.** Respondent Language

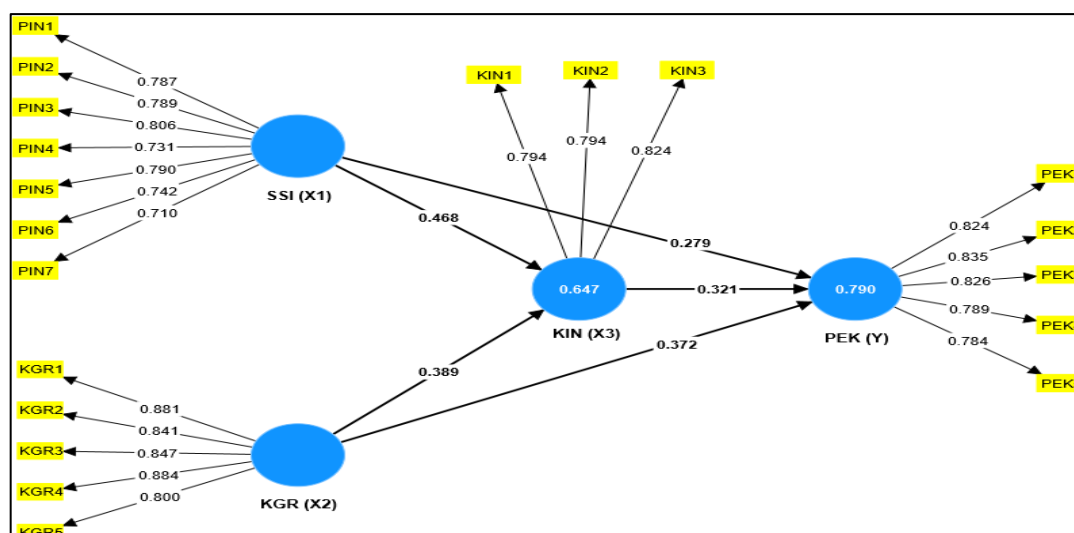
	Mother tongue	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Indonesia	68	75.5	75.5	75.5
	English	14	15.5	15.5	82
	Indonesia and English	2	2.2	2.2	93.3
	Others	6	6.6	6.6	100.0
	Total	90	100.0	100.0	

Source: Data Processed 2022



Source: Data Processed 2022

**Figure 2. Outer Model**



**Figure 3. R Square And Path Coefficient**

In the picture above, the Outer Model values are known (AVE Value, Outer Weight\_t value, and Path Coefficient\_t value), each of which is a statistical value stating that each Construct has an indicator value that is declared significant. The AVE value for each construct X1, X2, X3, and Y is 0.586; 0.724, 0.646, and 0.659 are  $> 0.05$ , so the AVE value meets the requirements. For outer weight values (outer weights/loading and t value), for example, for Construct or variable X3 with three indicators, each with a weight value of KIN (1) = 0.794 and a t value of 14.093; for the KIN(2) indicator with a value of 0.794, the t value is 14.878, and for the KIN3 indicator, it is 0.824 with a t value of 25.628. The external weight indicator values are  $> 0.70$ , and the third t value is more significant than 1.960, so it is declared valid. Likewise, the values of construct indicators or other variables are declared valid. Meanwhile, the path coefficient that occurs in each Construct for the endogenous variable Communication Behavior (PEK) has a coefficient value with a P value smaller than 0.05. This shows that the path coefficient significantly influences each exogenous Construct (variable X) on the endogenous construct/variable.

Figure 3 shows the R-square of Instructional Communication, showing a value of 0.562, and Communication Behavior of 0.671, which means that the variability of the Communication Behavior constructs that can be explained by International School Standards, Teacher Competency, and Instructional Communication is 67.10%, while other variables explain 32.90%. Then, the variability of the Instructional Communication construct, which International School Standards and Teacher Competency can explain, is 56.20%, while other variables explain 43.80%.

**Table 4.** Path Coefficient

Path	Original Sample (O)	Average Sample (M)	Deviation Standard (STDEV)	T Statistic (  O/STDEV  )	P Values
X1 -> Y1	0.468	0.466	0.106	4.399	0.000
X1-> Y2	0.429	0.426	0.095	4.525	0.000
Y1 -> Y2	0.321	0.321	0.096	3.327	0.001
X2 -> Y1	0.389	0.393	0.119	3.286	0.001
X2 -> Y2	0.497	0.502	0.095	5.240	0.000

Source: Data Processed 2022

From the survey and data analysis results, the hypotheses are that the P Values are  $0.000 > 0.05$ , the original sample value is positive at 0.468, and the STDEV value is 0.106, so the t count is  $4.399 > 1.960$  (Significance at 0.05). It can be concluded that  $H_a(1)$  is accepted while  $H_o(1)$  is rejected, which means there is a significant influence between International School Standards and Instructional Communication. In this research, International School Standards positively influence Instructional Communication directly.

Moreover, the P value is  $0.000 < 0.05$ , and the t-statistic value is  $4.525 > 1.960$  (T table significance 5%). The original sample value is positive, namely 0.429. Thus, it can be concluded that  $H_a(2)$  is accepted while  $H_o(2)$  is rejected, which means that the International School Standards variable significantly influences Communication Behavior. Based on these results, it is concluded that International School Standards influence Communication Behavior.

The P value is  $0.001 < 0.05$ , and the t-statistic value is  $3.327 > 1.960$  (T table significance 5%). The original sample value is positive, namely 0.321. Thus, it can be concluded that  $H_a(3)$  is accepted and  $H_o(3)$  is rejected, which means that there is a significant influence of Instructional Communication on Communication Behavior. Thus, it is concluded that Instructional Communication influences Communication Behavior.

For hypothesis number 4, the P Values are  $0.001 < 0.05$ , and the t-statistic value is  $5,286 > 1.960$  (T table significance 5%). The original sample value is positive, namely 0.389. Thus, it can be concluded that  $H_a(4)$  is accepted while  $H_o(4)$  is rejected, which means Teacher Competence significantly influences Instructional Communication. Based on these results, it can be concluded that Teacher Competence influences Instructional Communication.

The last one for direct hypothesis, the P Values are  $0.000 > 0.05$ , and the t-statistic value is  $5.240 < 1.960$  (T table significance 5%). The original sample value is positive, namely 0.497. It can be concluded that  $H_a(5)$  is rejected while  $H_o(5)$  is accepted, which means there is no significant influence between Teacher Competence and Communication Behavior. Based on these results, it is concluded that Teacher Competence does not directly influence Communication Behavior.

The following research hypothesis testing is the sixth and seventh hypotheses; the hypotheses proposed are:  $H_o(6)$  do International School Standards Influence? Communication

Behavior with Instructional Communication as an intervening variable. Ho(7) Does Teacher Competence Influence Communication Behavior through Instructional Communication?

This test aims to prove whether there is an additional contribution from intervening variables, in this case, Instructional Communication, to maximize or increase the Influence of International School Standards and Teacher Competency on Communication Behavior by knowing the total Influence of the direct effect of the International School Standards and Teacher Competency variables. On Communication Behavior when compared with the indirect effect between the International School Standards variables on Communication Behavior but through an intervening variable, which in this case is Instructional Communication.

**Table 5.** Indirect Hypothesis Details (H6)

Variable	Total Effect	Direct Effect	Indirect Effect	Result
The Influence of international school standards on communication behavior through instructional communication	0,471	0,150	0,321	H6 accepted

Source: Data Processed 2022

**Table 6.** Indirect Hypothesis Details

Variable	Total Effect	Direct Effect	Indirect Effect	Result
The Influence of Teacher's competency on communication behavior through instructional communication	0,446	0,125	0,321	H7 accepted

Source: Data Processed 2022

Table 5 shows an additional contribution from the intervening variable, namely the Instructional Communication variable, in maximizing or increasing the Influence of International School Standards on Communication Behavior. This means that the independent variable, Instructional Communication, has good functions and abilities in increasing the Influence of International School Standards on Communication Behavior.

Meanwhile, table 6 shows additional contributions from intervening variables, in this case, Instructional Communication, in maximizing or increasing the Influence of Teacher Competency on Communication Behavior. This means that the independent variable, Instructional Communication, has good functions and abilities to increase teacher competence's Influence on communication behavior.

From the hypotheses, the research also found that few indicators have a value less than the average value of each indicator in each variable. For X1, the indicators are regulations, nationality, and lessons. For X2, the indicators are the Teacher as a facilitator and the Teacher as a role model for digital citizens and support digitalization in teaching and learning activities. For X3, the indicator is about the Teacher's implementation of communication using technology as media. The last one, for Y, is the indicator of communication pattern.

With the data above, this research was used qualitatively to gather information about why those indicators have less value than the average compared with others. All data shows the



respondent's answers when they did the survey. Qualitative information came from 11 interviews within two weeks of the survey.

In terms of lessons, respondents feel that their schools need to provide a choice of subjects that are globally oriented or based on an international curriculum. This makes respondents feel that the school can accommodate their interests less. Only a few international schools use an international curriculum entirely. The rest only adopt a few subjects, and some only take exams from international curriculum providers.

The regulations section has a score below the standard score, indicating that respondents are less proud of their school because it is deemed not to show the quality of international school standards by government regulations. Respondents assessed that their schools needed to be more able to provide international standard facilities in line with their expectations and knowledge of international schools in other parts of the world. Meanwhile, on the national element, respondents also thought it still needed to be improved. This means that respondents hope that international schools should consist of various nationalities, but almost all students in their schools are Indonesian.

It can be concluded that students expect to be in an international school that represents a small world consisting of various nationalities, varied subjects with a global orientation, and complete and international quality infrastructure. If this hope is realized, students will assess that teaching and learning activities will be more effective. Interaction with teachers and fellow students will stimulate the English language skills of the community within it. Cultural adaptation in implementing instructional communication will also improve because of the national diversity of teachers and students.

Teachers must act as facilitators from various parties, such as the government, school principals, and parents. This expectation is very high in international schools because it is the main reason parents choose them. However, the facts are different, especially in international schools that do not fully adopt the international curriculum and have more Indonesian teachers teaching international subjects.

The interview data showed that the teacher-as-facilitator method, where the Teacher communicates two-way, and the interaction is centered on the students, cannot be fully implemented. There are times when teachers communicate in one direction and do not open up space for discussion for students. Demands for grades from parents so that students can pass international exams significantly influence schools. This causes schools to take extreme measures to prepare students to obtain good exam results.

In terms of technology, the expectation for Teachers is not only in teaching but also in stimulating students to learn to use technology and communicate using technology as an effort to keep up with the era of digitalization and meet international school quality standards which prioritize the protection of students and the privacy of all members of the school community. The use of technology for students to learn is implemented by requiring them to have technological devices such as laptops, iPads, and cell phones. At several international schools, parents' tuition fees include providing laptop facilities for school use only or on loan. International schools also have standards for providing internet connections in all school areas, and some also collaborate with website service providers to provide file storage servers for all school community members.

However, not all teachers have the same ability to operate technological devices. Not all teachers always check their technological devices and know their communication is via email. Meanwhile, international schools require all communication to be carried out via technological

media such as email. Finally, communication between teachers and students often does not run smoothly.

In the instructional communication variable, the indicator is the Teacher's implementation of communication using technology as media. Based on the results of interviews, parents said that several teachers were unresponsive when receiving electronic letters from students. In some international schools, technology-based interactive communication media are only permitted using email. The rules for how to communicate are very strictly regulated by school management. Some international schools prohibit direct calls or texts via WhatsApp.

There are many technology-based communication rules. Not all teachers are active in using electronic mail, and not all have sufficient ability to operate technology in communication, causing some teachers to choose not to be very active or simply not used to checking their electronic mail regularly.

90% of respondents were Indonesian students, who stated that teachers did not demonstrate behavior through a two-way or circular communication pattern, even though this was the pattern expected to occur in international high schools. It was further found that the verbal and non-verbal behavior of foreign and Indonesian teachers showed significant differences, impacting student acceptance. This difference is based on cultural differences in how students communicate in class.

Not only students but also Indonesian teachers do not fully agree with the way foreign teachers communicate in class. Therefore, Indonesian teachers still require foreign teachers to communicate using Eastern ethics and Indonesian culture. On the other hand, foreign teachers from countries in the Americas and Europe who have experience teaching in various countries bring the liberal style they have been living with.

Differences in communication styles when teaching have a dilemmatic impact on students. Especially for Indonesian students who receive teaching from Indonesian teachers and foreign teachers. Meanwhile, almost 90% of international students receive instruction from foreign teachers. Because Indonesian students also come from predominantly multicultural families, their acceptance of teachers' instructional communication styles varies. One of them is assessing teachers who do not provide good examples when communicating or behaving in class.

## CONCLUSION

This research analyzed the Influence of International School Standards and Teacher Competency on Instructional Communication as a mediating variable on Communication Behavior in the communication process between teachers and international high school students in DKI Jakarta province. Furthermore, based on the results of data analysis carried out using smartPLS and the explanation that has been described using an explanatory sequential mixed method approach, the following conclusions are drawn: (1) The International School Standards variable has no significant effect on Instructional Communication; (2) International School Standard variables have a significant effect on Communication Behavior; (3) The Teacher Competency variable has a significant effect on Instructional Communication; (4) The Teacher Competency variable has no significant effect on Communication Behavior; (5) Instructional Communication variables have a significant effect on Communication Behavior; (6) The International School Standards variable has a more significant effect on Communication Behavior through Instructional Communication; (7) The Teacher Competency variable has a significant effect on Communication Behavior through Instructional Communication.

To fulfill parents' hopes that international high schools can produce students who are of international quality and ready to continue their higher education studies abroad, survey results, as

well as interviews and FGD results, show that almost half of the student respondents expressed dissatisfaction during their studies at international schools. They are not satisfied with the Teacher's communication behavior, especially regarding technological abilities, students' knowledge abilities, and cultural abilities when the interaction occurs in learning activities. The Teacher's ability to act as an example when communicating with students shows a little dissatisfaction. One of the reasons is that cultural knowledge and knowledge of communicants (students) is still lacking from the Teacher's side, which is reflected in the communication behavior formed. Indonesian teachers desire to maintain Eastern culture in communicating and expect student responses. Meanwhile, foreign teachers desire to maintain Western culture in communicating verbally and non-verbally.

From the perspective of parents and lecturers from foreign universities who accept many multicultural students, especially in the Asian region, the hope of getting a learner who thinks globally, is liberal, participates actively, and is confident in speaking English is not what they aspire to. The lecturers finally realized that the ability to communicate in English and an Eastern cultural perspective caused students from Asia to prefer to be passive in interactions in class unless they communicated using technological media in the form of text. This condition also significantly influences the students' final written work when they have to fulfill graduation requirements. The scientific communication that occurs in the results of their written work uses more numbers to describe their research rather than text in English.

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