



## COMMUNICATION STRATEGIES OF GRADE 1 TEACHERS IN FACILITATING LEARNING TRANSITIONS FOR ELEMENTARY SCHOOL STUDENTS IN PURBAGANDA VILLAGE

Fany Saputri<sup>1</sup>, Zuhriah<sup>2</sup>

<sup>1,2</sup>Universitas Islam Negeri Sumatera Utara, Indonesia

\*Corresponding Author: [fany0603223167@uinsu.ac.id](mailto:fany0603223167@uinsu.ac.id)

### Article Info

#### Article history:

Received :

Revised :

Accepted :

Available online

<http://jurnal.uinsu.ac.id/index.php/analytica>

E-ISSN: 2541-5263

P-ISSN: 1411-4380



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

### ABSTRACT

*This study explores the communication strategies used by a first-grade teacher in facilitating students' learning transition at an elementary school in Purbaganda Village. Employing a descriptive qualitative approach, the study collected data through classroom observation, in-depth interviews with the first-grade teacher as the main informant, supporting information from first-grade students, and documentation of learning activities. The findings show that the teacher applies adaptive communication strategies based on students' emotional and academic readiness during the early transition period. These strategies include the use of simple and repetitive language, warm interpersonal interaction, play-based activities, and nonverbal communication such as facial expressions, voice intonation, and body movements. These practices help students gradually adjust to classroom routines, feel more comfortable in the new environment, and participate more confidently in learning. This study contributes by showing that, in the context of a rural elementary school, teacher communication functions not only as a medium for delivering instruction but also as an adaptive support mechanism in easing first-grade students' transition into formal schooling*

**Keywords:** Teacher communication strategies, learning transition, first-grade students, elementary school.

## 1. INTRODUCTION

The transition from preschool or home environment to elementary school is a crucial phase in a child's learning development. At this stage, students face not only a change in learning environment but also changes in interaction patterns, rules, discipline, and more structured academic demands. For first-grade students, this change often creates confusion, anxiety, discomfort, and even rejection of the new environment, as they are still at a developmental stage that requires concrete, emotional, and communicative support. Therefore, the early elementary school years cannot be understood solely as the beginning of formal learning, but rather as a period of adaptation that significantly determines a child's readiness to participate in subsequent learning processes (Suyanto, 2019).

In this context, teacher communication is a fundamental element in building a successful student learning transition. The learning process in the early elementary grades depends not only on the content taught, but also on the teacher's delivery, instruction, reassurance, and building safe interpersonal relationships. First-grade children are not yet fully capable of understanding abstract language or lengthy explanations, so they require simple, concrete, repetitive communication delivered with a warm approach. Thus, teacher communication not only serves as a means of knowledge transfer but also as a pedagogical and psychological medium that helps students feel accepted, understood, and prepared to learn in a new school environment (Mulyana, 2017; Mulyasa, 2017).

This issue becomes even more relevant when placed in the context of elementary schools in rural areas, including Purbaganda Village, which has its own social and linguistic characteristics. Some students come from diverse backgrounds; some have attended early childhood education (PAUD) or kindergarten, while others enter elementary school directly without any prior formal learning experience. Furthermore, the use of regional languages in daily life can affect students' ability to understand formal Indonesian used in the classroom. This situation suggests that teachers cannot use a uniform communication pattern for all students. Instead, teachers need to implement adaptive communication strategies that take into account students' emotional readiness, learning experiences, and language abilities to ensure a more comfortable and effective learning transition (Pratiwi, 2021; Usiono et al., 2023).

Several previous studies have discussed teacher communication strategies in learning and the importance of effective communication in increasing student motivation and engagement. Other studies have also highlighted that emotional well-being in elementary school students influences the quality of their classroom participation, while overly rigid teacher approaches can hinder students' adaptation to the new learning environment (Bukit et al., 2023; Mudjiyanto et al., 2024). However, research specifically examining first-grade teachers' communication strategies in facilitating students' learning transitions in early elementary school is still relatively limited. Studies on learning transitions have focused more on the readiness of children from preschool or kindergarten levels, rather than on how elementary school teachers manage communication as a mechanism for adaptation in the classroom. This gap highlights the need for more focused research on teacher communication practices in the early elementary grades (Yunita, 2024; Qomariah & Masrur, 2025).

Given these conditions, this research is both urgent and novel in two aspects. First, it links teacher communication strategies to first-grade students' learning transitions as two interrelated aspects of children's initial experiences entering formal school. Second, this research was conducted in the context of a rural elementary school with unique communication dynamics, particularly related to the diversity of preschool experiences and the use of local languages. Therefore, this research views teacher communication not only as a delivery technique but also as an adaptive practice that helps build students' sense of security, comfort, confidence, and readiness to learn. Theoretically, this research is expected to enrich the study of educational communication in the early stages of elementary school, while practically, it can serve as a reference for teachers in designing more humanistic and contextual learning interactions.

Based on this background, the research problem is formulated as follows: how are first-grade teachers' communication strategies applied to facilitate the learning transition of elementary school students in Purbaganda Village, and how these strategies help students adapt to the formal learning environment and process. In line with this research problem formulation, the purpose of this research is to describe the forms of communication strategies used by first-grade teachers, explain their application in real-life learning situations, and analyze their role in assisting students' learning transition process in the early stages of elementary school. With this more operational formulation, the research is directed to produce a more focused empirical picture of teacher communication as a crucial element in the successful learning adaptation of early-grade students.

## 2. RESEARCH METHOD

This study used a qualitative, descriptive approach to gain a deeper understanding of first-grade teachers' communication strategies in facilitating the learning transition of elementary school students in Purbaganda Village. This approach was chosen because the focus of the study was not to test causal relationships, but rather to contextually describe teachers' communication practices in real-life learning situations in the early stages of elementary school. The study was conducted in an elementary school in Purbaganda Village from ... to ..., with one first-grade teacher as the primary informant and ... first-grade students as supporting informants, purposively selected based on their involvement in the learning transition process. The characteristics of the students involved included differences in preschool education experiences, classroom adaptability, and communication responses during learning. Therefore, the data obtained can represent the variation in learning transition experiences among early-grade students (Sugiyono, 2019; Moleong, 2018).

Data collection was conducted through observation, in-depth interviews, and documentation. Observations were used to directly observe teacher communication patterns in the classroom, both verbally, such as using simple language, repeating instructions, and providing motivation, and nonverbally, such as facial expressions, intonation, gestures, and physical proximity to students. In-depth interviews were conducted with first-grade teachers as primary informants to explore in detail the communication strategies used to help students adapt to the new learning environment, while simple interviews were conducted with students as supporting informants, adapting language and questioning techniques to their developmental age. Documentation included learning activity notes, teaching materials, and photographs of relevant classroom activities to strengthen the data from the observations and interviews (Creswell & Creswell, 2018).

Data analysis was conducted systematically, referring to the interactive model of Miles, Huberman, and Saldaña, through the stages of data condensation, data presentation, and conclusion drawing/verification. In the condensation stage, researchers selected, focused, and grouped data based on key themes, such as verbal communication strategies, nonverbal communication strategies, student adaptations, and communication barriers during the learning transition process. Next, the data is presented in descriptive narrative form to facilitate understanding of the patterns and interrelationships between the findings. The final stage involves drawing conclusions gradually through a repeated

verification process between observations, interviews, and documentation. To ensure data validity, this study employed technical and source triangulation by comparing findings from first-grade teachers, students, and relevant learning documents, thus enhancing the credibility of the research results (Miles et al., 2014; Sugiyono, 2019).

### 3. RESULT AND ANALYSIS

#### **First-Grade Teachers' Communication Strategies in Facilitating Student Learning Transitions**

Research results indicate that first-grade teachers' communication strategies in facilitating learning transitions begin with understanding students' emotional states, rather than immediately emphasizing academics. Interviews with first-grade teachers revealed a variety of student responses during the initial phase of school entry, ranging from enthusiasm and silence to fear and even tears due to the difficulty of being separated from their parents. In these situations, teachers do not immediately focus on formal learning, but first build emotional connection through light activities. As explained by the informant, in the first few weeks, they often encourage students to "sing together, play, or just chat casually" because "children cannot be immediately forced into formal learning." These findings demonstrate that teacher communication during the transition phase serves as an initial adaptation mechanism to help students feel secure before entering more structured learning demands.

Further communication strategies include the use of simple language, repetition of instructions, and adjustment of speech tempo to suit the student's characteristics. Teachers explain that students who are still fearful or quiet are not forced to speak immediately but are approached slowly with a personal approach. The language used is kept as simple as possible, even repeated to ensure comprehension. In certain situations, teachers also use regional languages as a communication bridge when students appear confused about formal Indonesian. According to informants, if material is delivered too quickly or in language that is too difficult, "students tend to remain silent, unresponsive, and even appear confused." Thus, the results of this study confirm that the effectiveness of teacher communication in early grades lies not in the complexity of the message, but rather in the teacher's ability to simplify it according to the students' linguistic and emotional readiness.

In addition to verbal communication, the study also found that nonverbal communication and positive reinforcement play a central role in fostering a comfortable learning environment. Teachers use hand gestures, facial expressions, vocal intonation, direct examples, and physical proximity to help students understand instructions and reduce fear. Informants emphasized that "a smile, a nod, or simply approaching students" can make them feel more comfortable. At the same time, positive verbal reinforcement is also consistently used through phrases such as "good," "great," and "clever" to build student confidence. Interestingly, teachers emphasized that the success of the learning transition is not primarily determined by the speed of material mastery, but rather by creating a sense of security at school. This is evident from the informant's statement that "when students feel comfortable in the school environment, the learning process will run naturally." This finding shows that the teacher's communication strategy during the

learning transition period works holistically, namely connecting emotional, social, and academic aspects at the same time.

Analytical findings indicate that first-grade teachers' communication strategies cannot be understood solely as delivery techniques, but as adaptive pedagogical practices. From an educational communication perspective, teachers serve as primary communicators, not only sending messages but also interpreting student responses and continuously adapting the interaction. This pattern aligns with the view that teacher communication strategies encompass message planning, selecting verbal and nonverbal channels, and adapting approaches to student characteristics (Mudiasih et al., 2024). When teachers choose to sing, play, or engage in casual conversation before beginning formal instruction, these actions demonstrate that communication in the early grades is relational, not solely instructional. In this context, learning transitions are more effective when communication serves as a means of building psychological attachment between teachers and students.

The findings regarding the use of simple language, repetition, and regional languages can also be interpreted within the context of verbal communication theory in learning, which emphasizes the importance of message clarity, appropriate language codes, and gradual reinforcement of meaning. First-grade students are still at a developmental stage that requires concrete and easily understood messages; Therefore, simplification of language is not a sign of low-quality learning, but rather a manifestation of teacher communicative competence. These results reinforce the findings of Safitri and Ain (2024) that the use of simple, positive language can increase student engagement and motivation to learn. In the context of Purbaganda Village, the use of local languages as an initial bridge also demonstrates teachers' sensitivity to students' socio-cultural backgrounds. In other words, effective communication strategies during the learning transition period are not always synonymous with standard, formal language, but rather with the teacher's ability to present messages that students can understand and gradually accept.

From a nonverbal perspective, the results of this study confirm that facial expressions, body movements, intonation, and physical proximity are important elements of learning communication in the early grades. For students who are not yet fully able to process lengthy verbal instructions, nonverbal messages are often key indicators of whether the classroom situation is safe or threatening. These findings align with the study by Kurnia and Zuhriah (2024), which showed that teacher nonverbal communication can increase student comfort and engagement in learning. In this study, smiles, nods, and the teacher's positioning closer to students served as affective signals that reduced anxiety and opened up space for participation. Therefore, nonverbal communication cannot be positioned as merely complementary, but rather as the core of teachers' strategies in facilitating learning transitions, especially for students who are still fearful, passive, or not yet ready to respond verbally.

Findings regarding the importance of comfort, play, and parental support indicate that learning transitions are multidimensional processes influenced by the relationships between schools, teachers, students, and the home environment. Teachers in this study did not adopt a uniform communication pattern, but rather tailored their approach to each student's preschool experience, speaking confidence, and level of readiness. This pattern suggests that successful learning transitions are better understood as a gradual adaptation process rather than an immediate outcome. Similarly, the concept of learning transitions in elementary education emphasizes the importance of continuity between

---

emotional, social, and academic aspects so that students can enter the formal school culture with greater stability (Pebriani & Handayani, 2023; Purwitasari & Suyadi, 2024). Therefore, this study confirms that first-grade teachers' communication strategies in a rural elementary school context serve not only to convey lessons but also to build students' sense of security, self-confidence, and readiness to learn in the early years of school.

#### 4. CONCLUSION

This study concludes that first-grade teachers' communication strategies play a crucial role in facilitating students' learning transitions in early elementary school, particularly through adaptive, simple, warm communication that aligns with students' emotional and academic readiness. In the context of elementary schools in Purbaganda Village, these strategies are evident in the use of easily understood language, repetition of instructions, a personal approach, play activities, and the use of nonverbal communication such as facial expressions, voice intonation, gestures, and physical proximity. The research findings indicate that learning transitions do not occur automatically but require communication support that fosters a sense of security, comfort, and confidence for students as they enter the formal school environment. Therefore, teacher communication serves not only as a means of delivering material but also as an adaptive mechanism that helps students gradually develop an understanding of classroom rules, build the courage to interact, and adapt to the demands of early elementary school learning.

#### References

- Amanda, Y., & Albina, M. (2025). Model-model penelitian kualitatif. *Gudang Jurnal Multidisiplin Ilmu*, 3(6), 135–140. <https://doi.org/10.59435/gjmi.v3i6.1657>
- Ari, N. (2013). Strategi komunikasi guru dalam pembelajaran bahasa Indonesia di kelas 1 SD. <https://doi.org/10.23887/jjpbs.v1i5.583>
- Bukit, S., et al. (2023). Teacher communication strategies in learning. *Journal Corner of Education*, 2(4), 272–279. <https://journalcorner.com/index.php/jcel/article/view/218>
- Fitri Janti. (2026). Wawancara pribadi tentang strategi komunikasi guru kelas 1 dalam memfasilitasi transisi belajar siswa sekolah dasar, 29 Maret 2026.
- Hurlock, E. B. (2016). *Psikologi perkembangan*. Jakarta: Erlangga.
- Juliana, Irmawati Siregar, & Suraiya. (2024). Pentingnya komunikasi antara guru, siswa dan orang tua. <https://journal.makwafoundation.org/index.php/eduspirit/article/view/927>
- Khairunisa, N. (2024). Strategi komunikasi guru kepada siswa dalam meningkatkan kualitas pembelajaran (studi kasus pada kelas 5 SDN Beji 1 Depok). *Jurnal Pendidikan*, 223–228. <https://www.researchgate.net/publication/383970377>
- Kurnia, A. I., & Zuhriah, F. (2023). Strategi komunikasi guru dalam meningkatkan pemahaman murid. <https://doi.org/10.37296/esci.v4i1.136>
- Kurnia, D., & Zuhriah, F. (2024). Pengaruh komunikasi nonverbal guru terhadap keterlibatan siswa dalam pembelajaran. <https://idebahasa.or.id/escience/index.php/home/article/view/136>

- Kusuma, R. A. H. (2024). Metode penelitian kualitatif dan karakteristiknya. <https://www.detik.com/jateng/berita/d-7641539>
- Masrek, M. N., Baharuddin, M. F., & Syam, A. M. (2025). Determinants of Behavioral Intention to Use Generative AI: The Role of Trust, Personal Innovativeness, and UTAUT II Factors. *International Journal of Basic and Applied Sciences*, 14(4), 378-390. <https://doi.org/10.14419/44tk8615>
- Miles, M. B., & Huberman, A. M. (2014). *Qualitative data analysis*. Sage.
- Moleong, L. J. (2018). *Metodologi penelitian kualitatif*. Bandung: PT Remaja Rosdakarya.
- Mudiasih, N. K., et al. (2024). Strategi komunikasi guru dalam meningkatkan efektivitas pembelajaran di sekolah dasar. *Selasar: Jurnal Pendidikan*, 65-72. <https://ejournal.iainu-kebumen.ac.id/index.php/selasar/article/view/1976>
- Mudjiyanto, B., Launa, L., Shilbi, M. D., & Al-Faruqi, A. K. (2024). Komunikasi pendidikan: Analisis persepsi wali kelas dan guru kelas terkait motivasi belajar siswa di sekolah dasar. *Jurnal Jendela Pendidikan*, 4(3), 324-339. <https://ejournal.jendelaedukasi.id/index.php/JJP/article/view/777>
- Mulyana, D. (2017). *Ilmu komunikasi: Suatu pengantar*. Bandung: Remaja Rosdakarya.
- Mulyasa, E. (2017). *Menjadi guru profesional*. Bandung: Remaja Rosdakarya.
- Nadia, R & Syam, AM. (2025). The Role Of Nonverbal Communication In Improving Interpersonal Relationships In The Workplace. *International Journal of Cultural and Social Science* 6 (1), 72-82
- Nirmala, R., & Huda, M. (2023). Strategi komunikasi guru dalam membentuk karakter siswa di sekolah dasar. *Commercium*, 6(2). <https://ejournal.unesa.ac.id/index.php/Commercium/article/view/56314>
- Nuhmah, D. S., Hariandi, A., & Novianti, S. (2024). Strategi komunikasi interpersonal guru dalam pembelajaran. <https://doi.org/10.54371/jiip.v7i9.5479>
- Pebriani, D., & Handayani, T. (2023). Analisis kesiapan anak dalam menghadapi transisi dari PAUD ke sekolah dasar. *Jurnal Ilmu Sosial dan Manajemen*, 3(2), 90-100. <https://jisma.org/index.php/jisma/article/view/946>
- Pratiwi, I. W. (2021). Strategi komunikasi interpersonal guru dalam pembelajaran. *Jurnal Psikologi Pendidikan dan Pengembangan SDM*, 9(1), 25-38. <https://journal.uny.ac.id/index.php/jppps/article/view/40612>
- Purwitasari, E., & Suyadi. (2024). Peran komunikasi guru dan orang tua dalam mendukung pembelajaran siswa sekolah dasar. *Jurnal Teknologi Pendidikan dan Pembelajaran*, 6(2), 680-690. <https://jurnal.kopusindo.com/index.php/jtpp/article/view/517>
- Qomariah, N., & Masrur, I. (2025). Strategi pembelajaran transisi anak. *Journal of Early Childhood Education Studies*, 5(1), 259-283. <https://doi.org/10.54180/joeces.v5i1.574>
- Ramadhana, RA & Syam, AM. (2025). Strategi Komunikasi Pemasaran Digital Dalam Meningkatkan Brand Awareness Pada Brand Wardah Beauty. *Jurnal Ilmiah Muqoddimah: Jurnal Ilmu Sosial, Politik, dan Humaniora* 9 (2), 1071-1079
- Safitri, A., & Ain, S. Q. (2024). Strategi komunikasi guru dalam meningkatkan motivasi belajar siswa sekolah dasar. *Jurnal Pendidikan Indonesia*, 5(1), 60-75. <https://jpion.org/index.php/jpi/article/view/218>
-

- Saragih, M. Y. (2019). Media massa dan jurnalisme: Kajian pemaknaan antara media massa cetak dan jurnalistik. *Jurnal Pemberdayaan Masyarakat*, 6(1), 12. [https://jurnal.uinsu.ac.id/index.php/PEMAS/article/view/4988?utm\\_source](https://jurnal.uinsu.ac.id/index.php/PEMAS/article/view/4988?utm_source)
- Saragih, M. A., Saragih, M. Y., & Alfikri, M. (2022). Peranan Humas Partai Golongan Karya (Golkar) dalam Upaya meningkatkan Citra di Kabupaten Asahan. *At-Tazakki: Jurnal Kajian Ilmu Pendidikan Islam dan Humaniora*, 6(1), 191-211.
- Saragih, M. Y., & Kom, M. I. (2019). *Jurnalistik Islam*. Guepedia.
- Saragih, M. Y. (2019). *Jurnalistik dan Pemberitaan Radikalisme dalam Paradigma Islam*. Al-Balagh: Jurnal Komunikasi Islam, 3(2), 131-144.
- Saragih, M. Y., Ag, S., & Kom, M. I. (2016). Journalistic Ethics in Islam. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*.
- Saragih, M. Y. (2014). *Jurnalistik dan Demokrasi*. Hikmah : Jurnal Ilmiah Bidang Pendidikan dan Keagamaan, 67.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Suyanto, S. (2019). Strategi guru dalam membantu transisi anak dari PAUD ke sekolah dasar. *Jurnal Pendidikan Anak*, 8(1), 45-56. <https://journal.uny.ac.id/index.php/jpa/article/view/30721>
- Usiono, U., Rahmi, N., Harahap, A. R., & Lailatussyifa. (2023). Strategi pendidik dalam meningkatkan komunikasi interpersonal peserta didik. *Jurnal Pendidikan Tambusai*, 7(3), 32573-32578. <https://jptam.org/index.php/jptam/article/view/12178>
- Yunita, A. R. (2024). Strategi komunikasi guru dalam meningkatkan efektivitas pembelajaran. *Simpati*, 2(1), 92-107. <https://doi.org/10.59024/simpati.v2i1.514>