

Persuasive Communication Strategy for Training Children's Focus on Islamic Religious Learning in The Village of Kota Daro 1

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Abstrak

Penelitian ini bertujuan untuk mengetahui cara apa yang bisa dilakukan untuk melatih fokus belajar anak, sekaligus menerapkan solusi yang sudah disiapkan dalam proses pembelajaran, yakni dengan menggunakan strategi komunikasi persuasif. Metode penelitian yang digunakan adalah metode kualitatif. Teknik pengumpulan data untuk mempermudah peneliti, yaitu teknik observasi (pengamatan) secara langsung yang dilakukan oleh peneliti, serta dokumentasi yang menjadi data pendukung peneliti. Model yang digunakan untuk analisis data adalah model evaluasi CIPP (*Context, Input, Process, Product*). Langkah penelitian yang dilakukan adalah membandingkan beberapa orang anak dengan rentan usia yang belum sama sekali mengenyam pendidikan, dengan anak yang sudah tidak asing lagi dengan proses pembelajaran. Melalui langkah tersebut, peneliti kemudian mengatasi kesulitan melatih fokus anak dengan komunikasi persuasif menggunakan tata bahasa penyampaian yang lebih ringan dan berbagai permainan ringan untuk menarik perhatian anak-anak. Hasilnya menunjukkan bahwa tujuh dari 10 anak bisa terpengaruh dan fokus dengan strategi komunikasi persuasive.

Kata Kunci: *strategi, komunikasi persuasif, fokus belajar*

Abstract

This study aims to find out what ways can be done to train children's learning focus, as well as apply the solutions that have been prepared in the learning process, namely by using persuasive communication strategies. The research method used is a qualitative method. Data collection techniques to make it easier for researchers, namely direct observation (observation) techniques carried out by researchers, as well as documentation that is supporting data for researchers. The model used for data analysis is the CIPP evaluation model (*Context, Input, Process, Product*). The research step is to compare several children of vulnerable ages who have not received any education at all, with children who are already familiar with the learning process. Through this step, the researcher then overcomes the difficulty of training children's focus with persuasive communication using lighter grammar and various light games to attract children's attention. The results show that seven out of 10 children can be influenced and focused with persuasive communication strategies.

Keywords: *strategy, persuasive communication, focus on learning*

INTRODUCTION

Education is one of the most important things in people's lives (Ahmadi, 2022). How not, with education we can know many things. Education is certainly closely related to the teaching and learning process (Prabowo, 2019). Where a teacher is needed, to participate in educating the nation's children (Sinurat, 2014). Questioning about education that is closely related to various levels such as Elementary School to Senior High School or commonly known as Education in schools, there is also education outside of school that also supports and develops the knowledge that has been obtained in education at school.

Education outside of school is no less important, in addition to supporting knowledge as well as calming the brain from the rigors of education in school (Imadiklus, 2019). By not ignoring the knowledge that will be shared, education outside of school seems lighter for the saturation of the brain, especially for children (Uce, 2017). Guided by the importance of education outside of school, the researchers carried out a work program, namely the Learning House.

The Learning House itself is one of the forums provided by researchers to support children's knowledge in Kota Daro Village 1. Presenting slightly different material and leaning towards the field of Religion, such as Fiqh to Morals, Researchers try to convey material in the lightest possible language so that it can be digested properly by children. Talking about the ease with which the material is accepted by children, is certainly no stranger to communication. So it is important to determine the success or failure of the delivery of the message. Jenis & Kelly states "communication is a process of delivering messages by communicators to influence the behavior of the recipient of the message".

Teaching children with backgrounds that are not from the teacher, in addition to the material that needs to be prepared, there is also the need for communication (Utama, 2020). As previously explained, communication in other words is the delivery of messages from one person to another which then changes the behavior of the recipient of the message (Fatmawati, 2021). The need for appropriate communication with children who sometimes still can't focus on learning. In addition to inviting them to play, some words should not be mistaken so that children stay focused while learning (Swari, 2019).

Persuasion is an important aspect of influencing someone (Nida, 2014). According to Kenneth E. Anderson, persuasive communication is a communication process between a person by using a certain way or with symbols to influence the audience which then aims to change the behavior of the audience (Munawarah, 2020). Often found, some people have good thoughts and passionate delivery, with good communication that finally gets the message across and makes an impression on the recipient of the message. It is different with someone who is not good at communication, the message conveyed is just a message, without being able to change or influence someone. Likewise in the teaching and learning process, although the material provided is quite foreign to children, when delivered with persuasive communication it will be more interesting (Wirastuti et al., 2018).

Especially for children aged 3-5 years, often prefer to play with their friends, regardless of what is being said or in other words being out of focus (Puji Asmaul Chusna, 2017). It is not an easy thing to slowly train the focus of young children, but persuasive communication is considered to be one way to also attract children's interest to pay more attention, and not be busy left and right, which ultimately makes them focus on what is happening be delivered (Kasih, 2021).

In this study, we will discuss the ability to focus children at the Al Baroqah Learning House, Kota Daro 1 Village. Focus can be defined as the ability to concentrate on the sensitivity level of an object without adding other things that can reduce or even eliminate the quality of concentration. In childhood, the ability to practice focus is needed and can be trained by frequent teaching and inviting children to pay attention. In this study, the author will use the storytelling learning method, with the delivery of light material, as well as persuasive communication tips to invite children to focus.

METHOD

The type of research used in this study is a qualitative method. Data collection techniques used direct observation techniques, accompanied by documentation techniques as supporting data (Sugiyono, 2015). The research approach used is descriptive qualitative research, where the purpose of this method is to reveal events or facts that occurred. By studying a program, events, and activities that occur, the learning process both individually and in groups, the research design used is a case study. By using data collection techniques through observation or going down directly to the field by researchers, and accompanied by documentation as supporting data for researchers. The research was carried out at the Al Baroqah Learning House in the village of Kota Daro 1, Rantau Panjang District, Ogan Ilir Regency. The research subjects were children aged 3-10 years, totaling 10 children. The research evaluation was carried out using the CIPP (Context, Input, Process, Product) evaluation model developed by Daniel Stufflebeam (Brilian, 2010).

RESULTS AND DISCUSSION

Context Evaluation

The results of the observations showed that some children were less focused, preferred to play, and often interfered with other children who were paying attention. AD (4 years old) is a boy who has just met learning in a formal setting such as a study house, including a child who it difficult to focus ahead because he prefers to play or even daydream by moving a pencil in front of him. SA (10 years old) is a girl who tries to focus on what is being conveyed, even though she sometimes loses focus if the delivery method is boring.

Input Evaluation

If measured by the age factor, AD (4 years) is said to be natural if it is difficult to train focus, just received an education, faced with new things as well as friends who are more interesting to pay attention to. In contrast to SA (10 years) who can be said to be familiar with the world of education, it is easier to focus and share focus. Even so, as a teacher, of course, it is necessary to know and understand children, as well as the selection of the right and appropriate communication provider.

Process Evaluation

In the learning process carried out at the Al Baroqah Learning House in the village of Kota Daro 1, Rantau Panjang District, Ogan Ilir Regency, the children were invited to relax but seriously accept learning. In the learning process, it is not uncommon for students to use light language and invite more focused pats, which then makes children who lose focus pay attention to one person they find interesting. Focus pads are often used as persuasive communication, to then invite and influence children to train focus in learning. In contrast to children with an age range of 7-10 years, although the delivery of material with light communication, they pay less because they are considered to be able to share focus.



Figure 1. The learning process in the Learning House

Product Evaluation

The Al Baroqah Learning House, which is one of the research programs, becomes a forum for inculcating religious values outside of school, as well as general learning that helps increase children's knowledge and abilities. Presenting religious material such as morals to fiqh, and not forgetting general lessons on weekends, is a way that children are not too bored with the material provided.



Figure 2. Persuasive communication strategies in learning

CONCLUSION

From the researcher's explanation above, it can be concluded that using persuasive communication in children to train the focus of learning carried out in the village of Kota Daro 1, can make children focus on what is conveyed. The selection of communication delivery that also takes into account the age range is needed, to make it easier in the process of delivering material. Using the play while learning method for children aged 3-5 years is one way of persuasive communication to invite and influence someone. In contrast to children aged over 5 years, who can slowly share their focus even though they need to be trained again, in delivering material a teacher must be more sensitive to children in the process of teaching and learning activities.

Suggestions for research objects so that in the future they can practice continuously to train focus in the learning process, and for everything that has been taught so that it can be applied especially to learning problems. The author is very grateful to the parents of course who have provided the opportunity to be able to teach children within the scope of the Learning House. The village head and other village officials, also provide direction and trust for us to carry out the work program that we have planned. Hopefully one day we can meet and share experiences again.

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