The Meaning Construction Of Teaching Tools As Communication Technique In Training For Adult Learning

Konstruksi Makna Alat Peraga Sebagai Teknik Komunikasi Pada Pelatihan Bagi Pembelajaran Orang Dewasa

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ABSTRACT
Training for adults requires a different and more interactive approach compared to training for children or young people. This research aims to identify the importance role of teaching tools in improving the effectiveness and comfort-feel of the learning process for adult trainees. The method used in the research was descriptive analysis which describes the results of the identification of teaching tools as one of the nonverbal communication techniques. The data analysis was conducted by qualitative analysis by utilizing the results found during the training and by using the results of interviews with participants. The use of Post-it notes was proved to be useful in accommodating participants' ideas and thus making nonverbal communication became more effective. Posters were useful in improving the delivery of information visually and concisely, making it easier for participants to remember and to understand the information conveyed. The meta plan made it easier to convey ideas and thoughts visually, while the design of the room in accordance with the training theme could also increase the motivation, enthusiasm, and build a positive impression. The results showed that the use of training tools helped adults learner to accommodate, to organize, and to communicate ideas more effectively, improving engagement, creativity, memory, and interaction among participants. By understanding and optimizing nonverbal communication, trainers or facilitators can maximize adult learning. Therefore, the trainer or facilitator can unlock the learning potential of adults and put them on the path to success.
Keywords: Communication, Training, Adult.

ABSTRAK
Pelatihan untuk orang dewasa membutuhkan pendekatan yang berbeda dan lebih interaktif dibandingkan dengan pelatihan untuk anak-anak atau remaja. Penelitian ini bertujuan untuk mengidentifikasi peran penting alat peraga dalam meningkatkan efektivitas dan kenyamanan proses pembelajaran bagi peserta pelatihan dewasa. Metode yang digunakan dalam penelitian ini adalah analisis deskriptif yang menggambarkan hasil identifikasi alat peraga sebagai salah satu teknik komunikasi nonverbal. Analisis data dilakukan dengan analisis kualitatif dengan memanfaatkan hasil yang ditemukan selama pelatihan dan dengan menggunakan hasil wawancara dengan peserta. Penggunaan Post-it notes terbukti bermanfaat untuk mengakomodasi ide-ide peserta dan dengan demikian membuat komunikasi nonverbal menjadi lebih efektif. Poster bermanfaat dalam meningkatkan penyampaian informasi secara visual dan ringkas, sehingga memudahkan peserta untuk mengingat dan memahami informasi yang disampaikan. Meta plan memudahkan penyampaian ide dan gagasan secara visual, sedangkan desain ruangan yang sesuai dengan tema pelatihan juga dapat meningkatkan motivasi, antusiasme, dan membangun kesan positif. Hasil penelitian menunjukkan bahwa penggunaan alat bantu pelatihan membantu pembelajar dewasa untuk mengakomodasi, mengorganisir, dan mengkomunikasikan ide dengan lebih efektif, meningkatkan keterlibatan, kreativitas, daya ingat, dan interaksi di antara para peserta. Dengan memahami dan mengoptimalkan komunikasi nonverbal, pelatih atau fasilitator dapat memaksimalkan pembelajaran orang dewasa. Dengan demikian, pelatih atau fasilitator dapat membuka potensi belajar orang dewasa dan menempatkan mereka di jalan menuju kesuksesan.
Kata kunci: Komunikasi, Pelatihan, Orang Dewasa.

1. Introduction

When it comes to adult learning process, different approach or learning methodology is highly required to improve training effectiveness. Different than that of children or youth learning, Adult learning or andragogy emphasizes the active involvement of participants in a learning process that is relevant and beneficial to their lives (Merriam and Bierema, 2014). Mehrabian's theory (1972) states that in face-to-face communication, only 7% of the meaning conveyed comes from spoken words, 38% from tone of voice, and 55% from body language and other non-verbal communication. This emphasizes the importance of visual and non-verbal elements in communication, especially in the context of training in learning. According to research conducted by Burgoon et al. (2016), the importance of non-verbal communication in learning shows that visualization and non-verbal expressions significantly affect information understanding. One of the main problems in adult training is the lack of absorption and understanding of information. This can be caused by several factors, including limited attention span, material complexity, and participants' inability to connect new information with existing knowledge. Non-verbal communication, particularly through the use of teaching tools, can be an effective solution to overcome issues of information absorption and understanding. According to Mayer (2014), multimedia learning theory shows that people learn better from words and pictures compared to words alone. According to Fleming and Baume (2006), the VARK model (Visual, Auditory, Reading/Writing, Kinesthetics) shows that using teaching tools allows trainers to meet the needs of various learning styles of participants. Message delivery received by participants through non-verbal communication methods such as facial expressions, body movements, and voice tone has been proven to increase information absorption up to 93%, and this shows significant result compared to other message delivery methods (Nurrohim and Anatan, 2009). Current studies and social phenomena show that visual and interactive approaches are greatly needed in learning environments. This research aims to identify the importance of non-verbal communication in the form of teaching tools in communication as discussed in several books, including the works of Mehrabian (1972). The objective is to make the learning process more engaging and to ensure that trainees feel comfortable throughout the process. Therefore, this research is expected to be a study and reference for future researchers and/or trainers.

2. Research Methods

The method used in this research was descriptive analysis, which described the results of the identification of teaching tools as one of the nonverbal communication techniques. It also explained the responses of training participants to the training provided using adult learning methods. This research targets 8 (eight) informants who were training participants with backgrounds in having jobs and being business owners. The following is a framework for teaching tools as a part of non-verbal communication as a research reference method, which can be seen in figure 1.
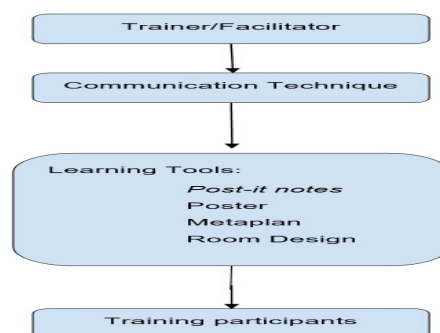

Figure 1. Conceptual Framework

A. Data Collection Techniques

This research uses several data collection techniques, namely:

1. Literature Review

   To complete the necessary data in this research, theories related to the discussed issues were used as a basis of thought and to strengthen the data as a theoretical review.

2. Observation

   Observations were made by direct observation to identify and get a picture of the application of elements in non-verbal communication during training.

3. Interview

   Interviews were a direct communication technique between the researcher and informants (training participants). Interviews were conducted to obtain additional data in the form of responses or feedbacks from training participants based on the analysis of the subjects' answers, which were then reviewed with existing data sources or documents. Based on this, the suitability between field data and the theory used by the researcher would be known.

B. Data Analysis Methods

Data analysis was conducted using qualitative analysis. This analysis includes aspects that describe the elements in non-verbal communication found during the training. This method also includes the results of interviews with participants.

C. Data Validity Techniques

To ensure the validity and reliability of the data, four standards were applied based on the principles of credibility, transferability, dependability, and confirmability.

3. Results and Discussion

From the descriptive analysis, it was proved that external non-verbal communication elements or communication aids play a crucial role in adult training, helping to deliver training materials more effectively and engagingly. These aids include various visual media such as PowerPoint slides, instructional videos, infographics, and diagrams designed to facilitate the understanding of complex concepts. By using these aids, trainers can explain work procedures, safety regulations, or business strategies more clearly and structured. For example, demonstrating operational steps through videos or software simulations through screenshots can provide practical insights that are easier for employees to follow compared to verbal explanations alone.

Additionally, communication tools can enhance interactivity and participant engagement in training. The use of flip charts, whiteboards, or other physical aids allows trainers to interact directly with participants, inviting them to participate actively in the training sessions. For instance, when discussing customer service techniques, using role-playing scenarios equipped with dialog scripts or role cards can help employees understand and practice the necessary skills realistically. Thus, communication aids not only enrich training materials but also encourage employees to engage more deeply and to understand the material better, enhancing the overall effectiveness of the training program. Here is an explanation and results of the conducted research.

1. Post-it notes

Post-it notes are coloured cards usually used for brainstorming. These aids are used to capture participants' ideas. Based on observations in figure 2, participants using these aids could actively engage in training. They could also think and generate new and creative ideas. This is acknowledged by informant Hardono Iswo Anggoro, who said,

"It makes it easier to pour ideas from oneself or group members."

Additionally, the use of this medium helps participants communicate more effectively with others, as noted by informant Ainur Rofik,

"It helps to differentiate certain points, making interaction easier."

Figure 2. Participants using Post-it notes as a communication technic

This is supported by Kamarulzaman et al. (2019), who mentioned three important benefits of using Post-it notes: 1) Post-it Notes facilitate effective visual communication in the workplace, helping to visualize complex ideas, prioritize tasks, and convey information succinctly. 2) Post-it Notes allow important messages to be communicated in a way that is easily understood by various team members, reducing confusion and improving project or meeting coordination. 3) Using Post-it Notes as nonverbal communication aids can enhance team interaction, encourage active participation, and create a collaborative work environment.

2.Poster

Poster is an appropriate visual aid to use in training. Posters can help trainers convey information more attractively and memorably for participants. This can be seen in figure 3, which shows that using posters could improve the delivery of visual and concise information. This is acknowledged by informant Ririn Codriyah, who said,

"It makes it easier to convey an idea/aspiration more efficiently, creating a story."

It also increases participants' motivation and learning enthusiasm, and serves as a medium for participants to recall information, as noted by informant Silviah Candra Kusuma,

"To make it more memorable and inspire the realization of all written goals as it reminds us of the goals we still want to achieve."

This observation aligns with Ober et al. (2017), who mentioned that using posters as nonverbal communication aids not only strengthens interpersonal communication but also enhances memory and understanding of conveyed information.

Figure 3. Participants using posters as a nonverbal communication medium with team members.

3.Metaplan

Metaplan is a large whiteboard covered with paper and functions as a medium to capture participants' creative ideas. Observations in figure 4 show that participants actively wrote ideas during brainstorming sessions. This is supported by informant Ririn Chodriyah, who said,

"It makes it easier to convey ideas from each person."

Figure 4. Using metaplan as a communication technic

Additionally, participants appeared active in grouping the generated ideas, and the use of metaplan as a teaching aid served as an appropriate means of conveying information uniquely and attractively. This is acknowledged by informant Angga Kusmaedi,

"It's good for Grouping/sorting different contents."

These observations are reinforced by Smith's (2001) statement, which mentioned that a metaplan is a useful tool for facilitating nonverbal communication in large groups. This tool helps participants express their ideas and thoughts visually, which can enhance understanding and participation in discussions.

3. Desain ruangan sesuai tema pelatihan

Room design that aligns with the training theme can provide many benefits to the teaching and learning process, as seen in Figure 5. It is suggested that a unique room design can increase participants' motivation and enthusiasm for learning. This is acknowledged by informant Roni Wicaksono,

"It builds inspiration, motivation, enthusiasm, spirit, and energy within oneself."

Additionally, the observed room atmosphere was believed to enhance focus and concentration, create a professional impression, strengthen memory, and establish a "relaxed" atmosphere to counteract the formal/serious impression in adult training. This is acknowledged by informant Fany Tri Nofrianto,

"The atmosphere makes it homely, and it doesn't get boring when looking at the speaker, with the right color selection."

This statement is supported by Jones (2004), who mentioned that room design can also be used to communicate nonverbal messages to training participants. For instance, the use of bright and cheerful colors can help create an energetic and positive atmosphere, while the use of more subdued colors can help create a more focused and contemplative environment.

Figure 5. Design and layout of the room in accordance with the training theme

4. Conclusion

The application of teaching tools in adult learning shows that they play an important role in enhancing the effectiveness of learning. The use of Post-it notes, posters, and metaplan as visual communication aids helps participants to collect, to organize, and to convey ideas effectively, increases active participation, creativity, and interaction among participants. Additionally, room design that aligns with the training theme can enhance participants' motivation, enthusiasm, focus, and concentration, create an inspiring and energetic atmosphere, and reduce the formal and serious impression of the training. Thus, the integration of teaching tools and appropriate room design as part of nonverbal communication can result in a more effective and meaningful learning experience for adult training participants.

Acknowledgements

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