

An Analysis of the Communication Skills of Fifth Grade Students at SDN TAMAN

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Abstract. Communication skills are one of the basic abilities that must be developed since elementary school because they play a crucial role in the learning process and social interactions at school. However, in reality, many elementary school students still experience difficulties in expressing ideas, expressing opinions, and actively participating in learning activities. This condition was also found at SDN Taman, Kibin District, where some students demonstrated suboptimal communication skills. This study aims to analyze the level of communication skills of fifth grade students at SDN Taman, Kibin District. The type of research used was descriptive quantitative with a sample of 52 students. The research instrument was an observation sheet based on four indicators of communication skills according to Budiono and Abdurrohman (2020), namely the ability to listen well, express ideas and thoughts effectively, convey information clearly, and provide responses to the opinions of others. The results showed that students' overall communication skills were in the sufficient category with an average score of 60%. Two indicators that achieved good results were listening and responding skills, while the other two indicators, expressing ideas and conveying information, remained in the sufficient categories. Based on these results, it is recommended that teachers implement learning models that encourage interaction, discussion, and presentation, to help students more actively express ideas and improve their overall communication skills.

Keywords: Communication Skills, 21st Century Skills, Elementary School.

INTRODUCTION

Communication skills are one of the fundamental abilities that are crucial in the educational process, especially at the elementary school level. Through communication, students can express ideas, convey opinions, understand the ideas of others, and actively participate in learning activities. Good communication skills not only positively influence learning outcomes (Hidayat & Sari, 2021) but also serve as a foundation for character building, self-confidence, and students' social abilities (Nuraini, 2021; Utami & Rahmadani, 2021). Communication competence, as one of the pillars of the 6C framework, is not merely defined as the ability to speak and write. In the context of 21st-century education, communication is consistently identified as one of the six core competencies (6C: Character, Citizenship, Communication, Collaboration, Critical Thinking, and Creativity) (Fullan, et al., 2018). According to Fullan, Quinn, and McEachen (2018), communication is the skill of designing and delivering impactful messages through various media to diverse audiences. Furthermore, this competency is an essential foundation for effective collaboration, as it requires individuals to listen actively and understand others' perspectives. Ultimately, communication within the 6C framework aims to empower students to convey their ideas effectively and bring a positive impact to their

surroundings. This aligns with the view of Wibowo (2022) in the context of Indonesian education, who emphasizes that communication skills are a central pillar in modern learning, essential for collaboration and innovation. Thus, communication skills are not just a supporting aspect but a primary foundation in the meaningful learning process.

Moreover, technological developments and social changes in this era of globalization demand that students possess far more adaptive and effective communication skills. Students are not only required to be able to speak but also to master active listening, understand non-verbal messages, and adapt their communication style to both digital and face-to-face contexts. This concept is in line with the idea of 'communicative competence' (Hymes, 1972), which views language not just as grammar but as a complex tool for social interaction. In the elementary school environment, this holistic communication ability becomes a critical foundation for the development of critical and creative thinking skills. If students are not trained from an early age to communicate well, they will face difficulties at subsequent educational levels in arguing logically, presenting structured opinions, and interacting collaboratively. This will hinder the development of Higher Order Thinking Skills (HOTS), which is a primary objective of the current curriculum.

However, in reality, the gap between ideal expectations and the on-the-ground reality remains significant. Many elementary school students still experience difficulties in communicating effectively. This condition is crucial because poor communication skills have been proven to have a direct negative impact on student learning outcomes (Hidayat & Sari, 2021). The most common phenomena observed in the classroom are that students often lack the confidence to speak publicly, are unable to convey ideas coherently, and are not accustomed to expressing their opinions. This lack of self-confidence often correlates linearly with students' interpersonal communication skills (Nuraini, 2021), creating a cycle where students who fear making mistakes become increasingly passive and reluctant to participate.

Other research by Budiono and Abdurrohman (2020) also confirms that the profile of elementary school students' communication skills is generally at a moderate-to-low level, especially on critical indicators such as the ability to convey ideas and information effectively. This problem is often rooted in pedagogical factors within the classroom. Rohmah & Fitriani (2022), for example, highlight that the strategies applied by teachers in facilitating students' oral communication are often suboptimal and have not become a primary focus in lesson plans (RPP). Furthermore, many studies focusing on improvement efforts, such as the one conducted by Suryani & Lestari (2020) which attempted to implement a discussion-based

learning model, implicitly confirm that the initial problem was the dominance of passive learning models that do not foster interaction.

In short, these five findings (Hidayat & Sari; Nuraini; Budiono & Abdurrohman; Rohmah & Fitriani; Suryani & Lestari) paint a complete picture: elementary students' communication skills remain low due to factors of self-confidence and teachers' non-interactive learning strategies, which ultimately negatively impacts their academic achievement. This can be attributed to various factors; primarily, the dominance of teacher-centered learning methods, a lack of exposure to learning models explicitly designed to foster active student interaction, and a lack of structured speaking opportunities in class.

Field findings from observations at SDN Taman, Kibin District, align with these previous studies, indicating constraints in the communication skills of fifth-grade students. The majority of students exhibit a passive demeanor. This constraint becomes evident when students are asked to speak. The first aspect identified is students' difficulty in the stage of finding and designing an idea. Most students choose to remain silent and wait to be personally called upon. Even when stimuli are provided, the responses are often minimal (e.g., "I don't know") or mere repetitions of the teacher's statements, indicating a low originality in their expressed thoughts.

The second aspect is a problem with the clarity and orderliness of information delivery. For students willing to respond, the message conveyed is often difficult to comprehend. This is due to several technical factors, such as a very soft voice volume (mumbling) and unclear articulation. Furthermore, in terms of substance, the sentences used tend to be unstructured and their flow is illogical. Students seem overwhelmed by organizing their words, resulting in a fragmented and convoluted delivery with a low level of comprehensibility for the audience. This phenomenon indicates a clear gap between students' ability to understand the material and their ability to express their thoughts.

According to social constructivist learning theory (Vygotsky, 1978), knowledge is built through active interaction between individuals and their environment. Therefore, communication becomes a central medium in the meaningful learning process. Students need to be given opportunities to participate actively, whether through group discussions, presentations, or question-and-answer sessions. However, many teachers have not yet optimized learning strategies that foster two-way communication. As pointed out by Rohmah & Fitriani (2022), the teacher's strategy in facilitating students' oral communication is key, yet it is often suboptimal. As a result, students become accustomed to receiving information without the

offsetting ability to express their own understanding. This condition reveals a research gap between the demands of 21st-century competencies and the on-the-ground reality. Several previous studies have focused more on the influence of communication skills on learning outcomes (Hidayat & Sari, 2021) or the application of teacher strategies to improve them (Rohmah & Fitriani, 2022). However, research that comprehensively analyzes the profile or "maps" the level of elementary school students' communication skills is still very limited.

Therefore, it is important to conduct an analysis of the communication skills of fifth-grade students at SDN Taman, Kibin District, Serang Regency. This analysis is expected to provide an objective picture of the students' communication skills, particularly regarding the specific aspects that still require improvement. The results of this study can serve as a foundation for teachers and the school to design more appropriate learning strategies to develop students' communication skills. By strengthening communication skills from an early age, it is hoped that students can grow into confident individuals, capable of collaborating, and actively participating in both the learning process and their social lives.

LITERATURE REVIEW

Communication Skills

Etymologically, the term communication comes from the Latin word *communication*, which is derived from the word *communis*, meaning 'to make common' or 'to build commonality between two or more people'. The root of the word *communis* is *communico*, which means 'to share'. In this context, what is shared is a mutual understanding through the exchange of messages (Vardiansyah, 2008). Terminologically, communication means the process of conveying a statement from one person to another (Effendy, 2003).

According to Suranto (2005), communication is the act of establishing contact between a sender and a receiver, with the assistance of messages, where the sender and receiver share common experiences that give meaning to the messages and symbols sent by the sender, and which are received and interpreted by the receiver. This aligns with the view of Changara (2018), who explains that communication skills are the ability to convey messages to a recipient (audience). Meanwhile, Santrock (2014) explains that communication skills involve the skills to listen, speak, overcome problems in verbal and non-verbal communication, and constructively find solutions to problems. Similarly, Hidayat and Kusumawati (2021) explain that communication skills include the ability to listen actively, express opinions politely, and interact effectively to achieve mutual goals. According to Budiono and Abdurrohman (2020),

communication skills are an individual's ability to express thoughts, ideas, and feelings clearly, logically, and understandably to others in various social and academic contexts.

Therefore, communication is fundamentally a process of conveying information. Communication skills are the ability to convey ideas effectively through various media to build mutual understanding. These skills include empathy and active listening, which form the foundation of collaboration, with the main goal of inspiring action and turning ideas into tangible impacts.

Types of Communication Skills

Communication can be carried out in two ways: through verbal communication and non-verbal communication.

1. Verbal Communication

According to Kusumawati (2016), verbal communication is the process of conveying messages using words as the primary medium, either orally or in writing. In an educational environment, this verbal interaction is essential in the teaching and learning process. Verbal skills include clarity of articulation, vocabulary mastery, and the ability to organize ideas coherently (Suryani & Lestari, 2020). Examples are clearly seen in the dialogue between educators and students, whether during face-to-face learning in the classroom, informal conversations outside of class hours, or long-distance communication via telephone. As emphasized by Iriantara & Syaripudin (2013), in daily life, the meaning of verbal communication is often simplified to ordinary conversation.

2. Non-verbal Communication

Non-verbal communication is the conveyance of messages through cues other than words (Kusumawati, 2016). In every interaction, verbal messages are almost always accompanied by non-verbal cues that serve to strengthen, complement, or even replace the verbal message itself. This form of communication is highly diverse, encompassing body and hand movements (gestures), facial expressions, eye contact, voice intonation, and the ability to interpret messages accurately.

Indicators of Communication Skills

To objectively analyze communication skills, they must be broken down into measurable indicators. Various frameworks are used by experts and researchers to measure students' communication skills.

First, according to Budiono and Abdurrohman (2020), communication skills can be measured through four main indicators: (1) the ability to listen well, (2) the ability to express ideas and thoughts effectively, (3) the ability to convey information clearly, and (4) the ability to provide responses to others' opinions. These four indicators illustrate the extent to which students can communicate holistically, in both verbal and non-verbal forms.

Second, Ramadina & Rosdiana (2021) in their research on elementary school students' communication skills also proposed a set of indicators more focused on the technical aspects of oral delivery. The indicators they used include:

1. Using understandable language (according to rules);
2. Clarity or good articulation (clear and loud voice volume);
3. Delivery method (calm and confident when speaking/discussing);
4. Ability to ask questions (when there is material that is not understood).

Third, the indicators of communication skills according to Taryono (2016) include (1) managing presentation time, (2) explaining ideas, (3) speaking clearly (clear voice), (4) eye contact with the audience, (5) Responding to audience statements, (6) using presentation aids, and (7) participating in group presentations.

Factors Affecting Communication Skills

Students' communication skills in elementary school are not innate; they are influenced by internal factors from within the students themselves and external factors from their learning environment. Budiono and Abdurrohman (2020) and Sari and Rahayu (2022) categorize these factors into two main groups:

1. Internal Factors

Refers to all psychological and cognitive attributes inherent in the student. The most dominant factor is self-confidence. Students with high self-confidence and a positive self-image tend to be more courageous in taking social risks in the classroom, such as asking questions,

answering, or challenging opinions, making them more active in expressing ideas. Conversely, as also expressed by Nuraini (2021), students with low self-confidence are often trapped in a passive cycle; they are afraid of being wrong, afraid of negative evaluation by peers or teachers, and ultimately choose to remain silent. Additionally, innate language ability (linguistic competence) and intrinsic learning motivation also play a role as primary drivers of students' willingness to engage in social and academic interactions.

2. External Factors

Includes all environmental conditions that either facilitate or hinder the development of communication skills. The most crucial factor is the role of the teacher and the learning methods applied. Monotonous, teacher-centered learning that only emphasizes one-way information delivery (lecturing) leaves students undertrained and lacking opportunities to communicate. In this context, the teacher fails to provide a rich interaction model, as emphasized in Social Learning Theory (Bandura, 1977). Conversely, the school environment, peer support, and the implementation of interactive learning (discussions, group projects) can significantly enhance communication skills. These interactive methods create a rich social interaction "space," which, according to Sociocultural Theory (Vygotsky, 1978), is an absolute requirement for students to be directly involved in the process of exchanging ideas and constructing their knowledge.

Learning Theories Supporting Communication Skills

The development of communication skills in elementary school cannot be separated from its underlying learning theories. Several primary theories explain how these skills are learned and why they are crucial in the educational process.

First, Social Constructivist Theory, pioneered by Vygotsky (1978), places communication at the center of the learning process. Vygotsky argued that students' cognitive functions (thought) develop through social interaction. In this view, language (communication) is not merely a result of thought but the primary tool *for* thinking. Students learn and construct their knowledge by engaging in dialogue, discussing, and interacting with others, whether with the teacher or peers (More Knowledgeable Other).

Second, Social Learning Theory by Bandura (1977) explains how students acquire communication skills. Bandura stated that students learn new behaviors, including how to communicate, through the process of observation and imitation (observational learning) of models in their environment. In the classroom, the teacher and peers who speak actively

become models to be imitated. If students have minimal exposure to models of peers actively opining or discussing, and the primary model is the teacher speaking (teacher-centered), then students will tend to be trained to become passive listeners.

Third, the Theory of Communicative Competence (Hymes, 1972) provides the important perspective that communication is about more than just the mastery of grammar. Hymes emphasized that being communicatively "competent" means students are able to use language appropriately according to the social context—when to speak, when to respond, and how to interact effectively. Research on communication skills essentially measures this social-practical competence.

Fourth, Humanistic Learning Theory (as reflected in the findings of Nuraini, 2021) emphasizes the importance of internal and environmental factors. Productive communication skills (expressing ideas) constitute a behavior that carries social risk (fear of being wrong, fear of being mocked). This theory explains that students will only venture to take such risks if they possess self-confidence and are in a learning environment that is psychologically safe, open, and supportive.

The Importance of Communication Skills in Elementary School

Communication skills are not limited to the ability to speak in front of the class; they also encompass the skills of listening to teacher instructions, understanding reading materials, responding critically to questions, and actively participating in learning activities. Students with good communication skills will find it easier to understand lessons, collaborate effectively in groups, and foster self-confidence when interacting in class (Nuraini, 2021). Conversely, students with low communication skills tend to be passive, find it difficult to express ideas, and are less involved in the learning process, which in turn can negatively impact their learning outcomes (Hidayat & Sari, 2021).

Elementary school is a crucial formative phase in shaping a child's basic communication abilities. Communication skills in elementary school are vital because it is at this stage that students are building the foundation for their social, cognitive, and emotional abilities (Ilgar & Ors, 2021). At the elementary school age (around 7-11 years), students are generally in the concrete operational stage (Piaget, 1950), where they begin to be capable of logical thought. However, to transform this logical thinking into higher-order thinking, social interaction becomes the key. This is where Vygotsky's theory (1978) becomes highly relevant. Vygotsky argued that social interaction and language are primary factors in cognitive development.

Through dialogue, discussion, and instruction (social speech), children internalize these concepts and language, turning them into tools for internal thought (inner speech). Thus, the ability to communicate in elementary school acts as an essential bridge connecting the ability to think with the ability to learn, and it becomes the foundation for their self-confidence in social interaction (Nuraini, 2021).

In terms of policy, this urgency is also firmly embedded in the national curriculum. Both the Kurikulum Merdeka (Merdeka Curriculum) and the Kurikulum 2013 (2013 Curriculum) emphasize the importance of communication skills as one of the core competencies. This skill is an integral part of the 21st Century Skills (6C) adopted by the government, where communication stands as the pillar that enables the other five pillars (Character, Citizenship, Collaboration, Critical Thinking, and Creativity) (Fullan, et al., 2018). In the Kurikulum Merdeka, this is reinforced through the Pancasila Student Profile. Communication skills are not only implied in the "Critical Reasoning" dimension (as a means to express logical ideas) but are also at the core of the "Gotong Royong" (mutual cooperation) dimension. The ability to cooperate is impossible to achieve if students are not equipped with the ability to listen, convey ideas, and respond effectively.

Therefore, learning in elementary school should not only emphasize the achievement of cognitive aspects (knowledge transfer) but must also actively foster communication skills so that students are able to express their thoughts, understand the opinions of others, and collaborate in learning activities.

Without communication skills, students will struggle to understand the teacher's instructions, express ideas, or interact with their peers. This occurs because communication is the main bridge in the classroom learning process and is proven to have a significant positive correlation with student learning outcomes (Sari, et al., 2023).

METHODOLOGY

Type of Research

This research uses a descriptive quantitative approach (Sugiyono, 2019), which aims to objectively describe the level of communication skills of fifth-grade students at SDN Taman, Kibin District, Serang Regency, without manipulating the variables under study. The descriptive quantitative approach was chosen as it is suitable for measuring and describing educational phenomena based on numerical data obtained from respondents. This type of

research does not seek to find a cause-and-effect relationship but rather to provide a factual overview of the students' communication skills according to the predetermined indicators.

Research Site and Object

The research was conducted at SDN Taman, located in Kibin District, Serang Regency, Banten Province. This school was chosen as the research location because, based on preliminary observations, it was found that students demonstrated low communication skills and teachers still tended to use conventional learning models.

The object of this research is the communication skills of fifth-grade students at SDN Taman, Kibin District, Serang Regency, analyzed based on four indicators according to Budiono and Abdurrohman (2020): (1) the ability to listen well, (2) the ability to express ideas and thoughts effectively, (3) the ability to convey information clearly, and (4) the ability to provide responses to others' opinions. The selection of this object was based on the importance of communication skills as one of the 21st-century competencies that need to be developed from the elementary school level.

Research Population and Sample

The population in this study was all fifth-grade students at SDN Taman, Kibin District, for the 2025/2026 academic year, totaling 52 students. The sampling technique used was saturated sampling (total sampling), because the population of fifth-grade students at SDN Taman was 52, and this entire population was used as the research sample. With this technique, the research results are expected to represent the actual condition of all fifth-grade students at the school without selection bias.

Data Collection and Analysis Techniques

The data collection technique in this study was direct observation. Quantitative data were collected using an instrument in the form of an observation sheet, developed based on the four indicators of communication skills from Budiono and Abdurrohman (2020). The observation process was carried out by the researcher directly observing the students' communication performance during the learning process.

This performance was then assessed using a rating scale rubric on the observation sheet to generate quantitative scores. The rating scale used was a 4-point scale, ensuring quantifiable and objective data generation. This observation sheet instrument was tested for validity and reliability to ensure measurement accuracy and consistency before use. Specifically, the

instrument underwent content validation by expert judgment and reliability testing using inter-rater reliability to confirm its robust measurement properties. The data analysis technique used was descriptive quantitative analysis, which involved calculating percentages, averages, and score categories for each indicator to determine the level of students' communication skills. These analysis results were then interpreted to determine which indicators fell into the very good, good, sufficient, poor, or very poor categories.

Table 1. Criteria for Communication Skill Categories

Percentage Range (%)	Category
81% – 100%	Very Good
61% – 80%	Good
41% – 60%	Sufficient
21% – 40%	Poor
0% – 20%	Very Poor

Source: Adapted from Arikunto (2018)

RESULTS AND DISCUSSION

Description of Research Results

This study describes the communication skills of fifth-grade students at SDN Taman, Kibin District, based on four indicators of communication skills proposed by Budiono and Abdurrohman (2020).

Table 2. Description of Research Results

No	Indicator of Communication Skill	Average (%)	Category
1	The ability to listen well	70.4	Good
2	The ability to express ideas and thoughts effectively	51.5	Sufficient
3	The ability to convey information clearly	54.6	Sufficient
4	The ability to provide responses to others' opinions	63.5	Good
Average		60	Sufficient

Source: Data processed (2025)

Based on the results of data processing, the overall communication skills of fifth-grade students at SDN Taman, Kibin District, are in the sufficient category, with an average score of 60%. This result indicates that students' communication skills have begun to develop but are not yet optimal, especially in the aspects of expressing ideas and conveying information.

The research results show that the ability to listen well obtained an average score of 70.4% and is classified as good. Students are generally able to pay attention to the teacher's explanations, understand messages conveyed by friends during discussions, and provide appropriate responses to learning instructions. Observations also showed that students were quite focused during lessons and were able to capture the content of conversations well.

Meanwhile, on the indicator of the ability to express ideas and thoughts effectively, the average result obtained was 51.5%, which falls into the sufficient category. Some students still appeared hesitant and lacked confidence when expressing opinions in front of the class. Furthermore, the sentence structure they used was often incoherent, making the ideas conveyed not fully understandable to the listener. This condition indicates that students' active speaking skills still need to be improved through learning activities that provide more space for opining and discussing.

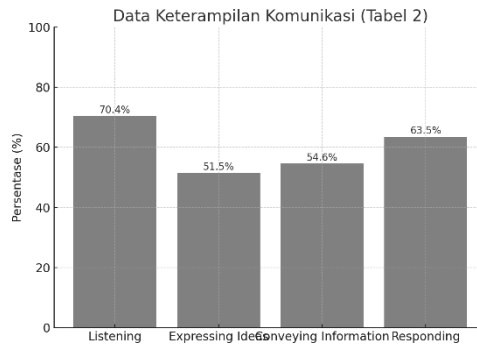
On the indicator of the ability to convey information clearly, the research results showed an average score of 54.6%, which is also in the sufficient category. Some students still experienced difficulties in conveying information or re-explaining lesson material in their own words. This was evident when students were asked to present group discussion results or explain the content of a text. Many of them were not yet able to organize the information well and were not accustomed to using effective and easy-to-understand sentences.

Next, on the indicator of the ability to provide responses to others' opinions, the average score obtained was 63.5%, which is classified as good but trending toward sufficient. Students have begun to show respect for their friends' opinions, are able to provide simple comments, and demonstrate politeness in conveying different opinions. However, most of the responses given were still general in nature and not yet accompanied by logical reasoning, indicating that students' critical thinking skills in communication need to be continuously improved.

Overall, the research results show that two indicators, namely the ability to listen and the ability to provide responses to others' opinions, have developed well. Meanwhile, the other two indicators, namely the ability to express ideas and the ability to convey information, are still in

the sufficient category. This condition signifies that students are more dominant in receptive aspects (listening and understanding messages) compared to productive aspects (conveying and expressing ideas).

Figure 1. Comparison of Students' Communication Skill Indicators



Source: Data processed (2025)

Discussion

The main finding of this study is a clear gap in the students' communication skills profile. Students' skills in receptive aspects, namely listening (70.4%) and responding (63.5%), are already in the 'good' category. However, skills in the productive aspects, namely expressing ideas (51.5%) and conveying information (54.6%), are still in the 'sufficient' category. This observed gap between receptive and productive skills highlights a critical pedagogical challenge. The strength in receptive skills is directly attributable to external factors, specifically the prevailing conventional and teacher-centered learning environment in the classroom.

In this model, the teacher acts as the primary source of information, effectively training students to become passive but focused receivers of information. This explains the high scores on the listening and responding indicators. However, this model naturally provides more limited opportunities for students to practice their productive skills. Students lack the opportunity to create their own ideas, organize them, and convey them publicly.

The low performance in productive skills is fundamentally a failure to facilitate the essential social dimension of learning, a perspective strongly emphasized by the Social Constructivist Theory (Vygotsky, 1978). Vygotsky contends that cognitive functions develop through social interaction, and language (communication) is the primary tool for thinking. When students are not given sufficient opportunities for social speech (dialogue and discussion), their ability to internalize language into inner speech (logical, structured thought) is stunted. This limitation

in expressing ideas and conveying information (productive skills) directly hinders the development of Higher Order Thinking Skills (HOTS), which is a primary objective of the current curriculum.

Furthermore, internal factors concerning student confidence reinforce this passive pattern. As per the findings of Nuraini (2021) and the principles of Humanistic Learning Theory, self-confidence is a key factor influencing active participation. In a teacher-centered environment, students who naturally have doubts or fear being judged will tend to choose silence, as communication is a behavior that carries a social risk. This lack of a psychologically safe environment for practicing public speaking, combined with a lack of active peer or teacher models (Bandura, 1977), creates a passive cycle where productive skills remain underdeveloped. This is consistent with the findings of Rohmah & Fitriani (2022), who highlighted that strategies for facilitating students' oral communication have often not been a primary focus in learning. In conclusion, the findings at SDN Taman reveal a critical misalignment: the school is currently developing communication skills in a way that prioritizes receptive competency (listening) at the expense of productive competency (expressing and conveying). This condition presents a significant research gap between the demands of the 21st Century 6C competencies and the classroom reality. To close this gap, teachers must deliberately shift from conventional methods to strategies that prioritize interaction, discussion, and presentation.

CONCLUSION

Based on the research results and discussion, it can be concluded that the overall communication skills of fifth-grade students at SDN Taman, Kibin District, are in the sufficient category, with an average score of 60%. However, the main finding of this study highlights a significant gap between students' receptive and productive skills. Students were found to possess receptive skills (receiving information) that are classified as good, particularly in the ability to listen and provide responses. Nevertheless, students still require intensive development in their productive skills (conveying information). This is indicated by achievements still in the sufficient category on two key indicators: the ability to express ideas and the ability to convey information clearly. This gap indicates that students' ability to speak and organize ideas orally has not developed as optimally as their ability to listen, thus requiring more directed stimuli and facilitation in the learning process.

In conclusion, the findings at SDN Taman reveal a critical misalignment: the school is currently developing communication skills in a way that prioritizes receptive competency (listening) at the expense of productive competency (expressing and conveying). This condition presents a significant research gap between the demands of the 21st Century 6C competencies and the classroom reality.

SUGGESTIONS

Based on the research findings and discussion, several suggestions are formulated to help develop students' communication skills in a more balanced way, particularly by addressing the gap between receptive and productive competencies:

1. Implement Student-Centered Learning Models Given the finding that productive skills (expressing ideas and conveying information) still need improvement, it is recommended that teachers supplement existing learning patterns with models that are more interactive and student-centered. Learning models such as RADEC (Read, Answer, Discuss, Explain, Create), Project-Based Learning (PjBL), or Problem-Based Learning (PBL) can be suitable choices to promote active student participation.
2. Build a Supportive and Safe Classroom Environment Recognizing that internal factors such as self-confidence and fear of being judged are inhibitors, the implementation of new models must be supported by a conducive classroom environment. Teachers are expected to continuously build a classroom atmosphere that is open, positive, and inclusive. It is crucial to create an environment where students feel psychologically safe to opine, ask questions, and even make mistakes without fear of being mocked or blamed. This supportive atmosphere will help foster students' self-confidence gradually.

To adhere to the principles of Social Constructivism and effectively close this competency gap, teachers must deliberately shift from conventional methods to strategies that consistently prioritize interaction, discussion, and presentation in the learning process.

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