



## Integrating Weekly Reflective Communication to Enhance Moral Ethics and Classroom Management Effectiveness

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**Abstract:** *The transition from elementary to junior high school is a crucial developmental stage characterized by emotional, social, and behavioral adjustments. Students often experience emotional instability, declining ethical awareness, and weakened communication skills, which negatively affect classroom dynamics. This study aims to examine the effectiveness of integrating weekly reflections with structured teacher–student communication as a strategy to enhance moral and ethical character while supporting effective classroom management. Using a mixed-methods design, data were collected through classroom observations, students’ weekly written reflections, and online questionnaires. Qualitative data were analyzed thematically to identify changes in behavior and attitudes, while quantitative data were analyzed descriptively to assess improvement patterns. The results indicate that consistent engagement in weekly reflections enhances students’ self-awareness, empathy, critical thinking, and self-regulation. Reflective communication between teachers and students also fosters mutual understanding, respect, and a harmonious classroom climate. This study confirms that integrating reflection and communication is effective in strengthening moral and ethical development and supports positive classroom management for students transitioning to junior high school.*

**Keywords:** *Reflection, Communication, Ethics, Classroom Management, Transition*

**Abstrak.** Transisi dari sekolah dasar ke sekolah menengah pertama merupakan tahap perkembangan krusial yang ditandai oleh penyesuaian emosional, sosial, dan perilaku. Siswa sering mengalami ketidakstabilan emosional, penurunan kesadaran etika, dan melemahnya keterampilan komunikasi, yang berdampak negatif pada dinamika kelas. Penelitian ini bertujuan menelaah efektivitas integrasi refleksi mingguan dengan komunikasi terstruktur guru–siswa sebagai strategi untuk meningkatkan karakter moral dan etika sekaligus mendukung manajemen kelas yang efektif. Dengan desain metode campuran, data dikumpulkan melalui observasi kelas, refleksi tertulis mingguan siswa, dan kuesioner online. Data kualitatif dianalisis tematik untuk melihat perubahan perilaku dan sikap, sementara data kuantitatif dianalisis deskriptif untuk pola peningkatan. Hasil menunjukkan keterlibatan konsisten dalam refleksi mingguan meningkatkan kesadaran diri, empati, berpikir kritis, dan pengendalian diri siswa. Komunikasi reflektif antara guru dan siswa juga mendorong saling pengertian, rasa hormat, dan iklim kelas yang harmonis. Penelitian ini menegaskan bahwa integrasi refleksi dan komunikasi efektif memperkuat moral dan etika serta mendukung manajemen kelas positif pada siswa yang bertransisi ke sekolah menengah pertama.

**Kata kunci:** Refleksi, Komunikasi, Etika, Manajemen Kelas, Transisi

### 1. INTRODUCTION

The transition from elementary to junior high school is one of the most critical stages in a child’s development, involving significant physical, psychological, and social changes (Bary et al., 2024). In class 7A at a private junior high school in Bogor Regency, several issues have been observed, including weak self-control, declining ethics and manners, the formation of exclusive groups (cliques), increased cheating behavior, lack of empathy, and complaints from parents (Hilvania et al., 2025). These challenges are

influenced by changes in environment and culture, rapid technological advancements, and weakening parent-child relationships (Karakose & Tuluban, 2023). Limited communication time with parents and the pervasive use of technology further exacerbate students' character-related problems (Fitria et al., 2022)

Educational communication plays a central role in addressing these issues (Yuliawati et al., 2023a). As a tool for delivering relevant information (Yuliawati et al., 2023) it allows teachers to explain key concepts while engaging students in meaningful two-way interactions. Transactional communication emphasizes mutual exchange, in which both teachers and students act as senders and receivers of messages, promoting interactive dialogue rather than rigid instructions (Hilvania et al., 2025) Such interactions can be framed as reflective conversations, helping students internalize values and behavioral norms (Hilvania et al., 2025)

Reflection, derived from the Latin word *reflectere* meaning “to bend back,” is an educational process through which students review and evaluate life experiences to transform themselves into better individuals (Rahmi et al., 2023). By integrating reflection with structured teacher-student communication, students can enhance self-awareness, ethical reasoning, and personal growth (Yuliawati et al., 2023). This study aims to investigate the effectiveness of weekly reflective practices combined with teacher-student communication as a strategy to develop students' moral and ethical character while supporting positive classroom management during the critical transition to junior high school (Yuliawati et al., 2023)

## 2. LITERATURE REVIEW

In this study, the author focuses on three key areas of the literature review: Reflection in Education, the Transition from Elementary to Junior High School, and Character-Based Classroom Management (Budiarti & Sari, 2024).

### A. Reflection in Education

Reflection is a process of critical thinking based on experience, which functions to generate meaningful learning (Fitria et al., 2022). In the educational context, reflection plays an essential role in helping students develop self-awareness that contributes to the formation of positive character (Faskhunnisa & Pratama, 2023). Reflection therefore serves not only as an important instrument in strengthening character education but also as a strategic element in effective classroom management (Bary et al., 2024).

## **B. Transition from Elementary to Junior High School**

The transition period in education requires adequate emotional and moral support, as there is often a mismatch between the developmental needs of students and the characteristics of the new educational environment (Redecker & Punie, 2023). The absence of such support may trigger maladaptive or deviant behavior among students (Hilvania et al., 2025)

## **C. Character-Based Classroom Management**

Effective classroom management is not limited to enforcing rules and discipline but rather emphasizes the creation of a positive classroom culture through the internalization of moral values and the development of constructive communication (Tharob et al., 2022)

## **D. Communication Styles in Moral Character Development**

Various studies highlight the importance of specific communication approaches in moral character education (Bary et al., 2024). Interpersonal communication approaches are used to build emotional closeness; teachers engage students in dialogue, address them by name, and provide opportunities for questions (Budiarti & Sari, 2024). Symbolic and nonverbal communication such as friendly facial expressions and warm body language are also employed to convey moral messages with empathetic nuance (Budiarti & Sari, 2024). Meanwhile, persuasive communication is applied by linking ethical values to students' real-life situations. For example, teachers use concrete analogies, such as cooperative tasks or community pledges, so that lessons about trustworthiness or responsibility can be understood in tangible terms (Yuliawati et al., 2023). Furthermore, teacher role modeling serves as the most powerful form of value communication students are encouraged to follow real examples of good behavior, not merely verbal advice.

## **E. Reflective Communication in Value-Based Learning**

A reflective communication approach is considered crucial in fostering moral awareness (Syam & Rahman, 2022). Contemporary educational frameworks emphasize that dialogical and reflective communication forms the core of transformative education, where critical discussions between educators and learners enable awareness and value transformation (Hilvania et al., 2025). Educational communication is understood as a process of meaning exchange that allows conscious changes in ways of thinking and acting (Rahmawati & Yuliani, 2023). By creating an egalitarian and reflective discussion space, students do not merely receive content passively but actively formulate social values relevant to their lives (Yuliawati et al., 2023). In the context of ethics learning, such communication serves as a "bridge of transformation" rather than merely a transmission of content (Miller, 2019).

## **F. Communication Approaches and Character Reinforcement**

In developing students' moral and ethical character, the use of diverse media and communication strategies has proven effective (Yuliawati et al.,2023) As an example of innovation, an interactive communication application based on daily character observation has been implemented. An online attendance system equipped with entries for values of faith and devotion helps students internalize moral character daily (Bary et al.,2024). Thus, moral communication occurs through consistent technological interaction. In addition, understanding reflective communication within families is also essential during transitional crises. A family communication empowerment workshop during the pandemic demonstrated an increase in participants' understanding of family communication patterns that support children's character development (Rahmi et al.,2023). The training materials helped teachers and parents apply reflective communication principles in the teaching–learning process, enabling students and parents to cope with cognitive and emotional uncertainty during times of transition (Yuliawati et al.,2023)

### **3. RESEARCH METHOD**

This study was conducted over approximately one year, from August to June 2025. The observation process was divided according to academic terms, as the school year consists of four terms: Term 1 (July–September), Term 2 (October–December), Term 3 (January–March), and Term 4 (April–June). The research employed a mixed-methods approach, with a dominant qualitative orientation in data collection and analysis (Hilvania et al., 2025)

#### **A. Research Design**

The subjects of this study were seventh-grade students from a private junior high school located in Bogor Regency during the 2024/2025 academic year. The selection of junior high school students as research participants was based on the developmental characteristics of early adolescents, who are in a crucial stage of moral and emotional formation (Sagala, 2021; Tarafdar et al., 2019). At this stage, students begin to develop a stronger sense of identity, autonomy, and moral reasoning while still requiring consistent guidance from teachers and structured learning environments to channel their emotional and social growth effectively.

Furthermore, early adolescence is characterized by heightened sensitivity to peer influence and an increasing need for self-expression, which often leads to fluctuations in behavior and attitude toward authority figures. These dynamics make reflective communication an essential pedagogical approach, as it encourages students

to evaluate their actions, internalize ethical values, and build emotional awareness through dialogue and feedback. Therefore, the selection of this age group aligns with the study's objective to explore the impact of reflective communication strategies on students' moral and emotional development within the classroom context.

### **B. Data Collection Techniques**

The data collection techniques in this study involved several methods:

1. **Daily reflections** conducted from Monday to Friday. The collected reflections were compiled every Friday, analyzed by the homeroom teacher over the weekend (Saturday–Sunday), and feedback results were returned to the students on Monday.
2. **Direct observations** of student behavior in class, particularly during homeroom sessions, break times, and dismissal hours.
3. **Google Form questionnaires** to measure students' perceptions of the benefits of reflection.
4. **Documentation and indirect interviews** with students and the homeroom teacher.

### **C. Data Analysis Techniques**

1. Qualitative data were analyzed using thematic coding techniques, identifying patterns of meaning that emerged from daily reflections, observations, and indirect interviews. The coding process was carried out in multiple stages to uncover key themes representing changes in student character during the transition period. Each thematic category was analyzed in terms of frequency of occurrence, depth of narrative, and its relation to moral, ethical, and emotional management aspects (Özden, 2024)
2. Meanwhile, quantitative data obtained through Google Form questionnaires were analyzed using descriptive statistics, including measures of central tendency (mean, median, mode) and frequency distribution. This analysis aimed to measure students' perceptions of the effectiveness of weekly reflections and their behavioral changes in the context of maintaining a conducive classroom environment (Stewart et al., 2021)
3. Through a data triangulation approach, qualitative and quantitative findings were compared to obtain a holistic and valid picture of the impact of integrating reflection and communication on students' character development (Redecker, 2017)

## **4. RESULT AND DISCUSSION**

This section presents the main findings from a one-year study conducted with seventh-grade students at a private junior high school in Bogor Regency. The results were analyzed based on data obtained through students' daily reflections, direct classroom observations, questionnaires,

and documentation of classroom activities. The mixed-methods approach allowed the researcher to combine in-depth insights from qualitative data with a broader perspective from quantitative data, thereby providing a holistic view of students' character dynamics during the transition from elementary to junior high school (Spillane, 2018)

The discussion is directed toward answering the research question concerning the effectiveness of integrating weekly reflection and homeroom teacher communication in shaping students' moral and ethical character, as well as creating effective classroom management. The findings are analyzed with reference to relevant theories from (*Kurniawan et al., 2024*). to ensure coherence between empirical data and theoretical frameworks (Ryan & Bohlin, 1999)

Overall, the results show significant improvement in students' ability to manage emotions, engage in reflective thinking, and enhance social behavior within the classroom environment. These improvements directly contributed to a more positive classroom climate and a more effective learning process (Sary et al.,2023). The following sections describe each stage of implementation, changes that occurred from one term to another, and an in-depth analysis of the factors influencing the success of the weekly reflection program integrated with interpersonal communication (Rahmi et al.,2023)

#### **A. Identification of Problems**

The transition period from elementary to junior high school often represents a challenging phase emotionally, socially, and morally (Sagala, 2021). Based on preliminary observations and student reflections from class 7A at a private junior high school in Bogor Regency, several issues reflecting students' character immaturity were identified. More than 50% of students showed difficulties in controlling emotions, making ethical decisions, and understanding the consequences of their actions. This was evident in behaviors such as irritability, blaming others, inability to resolve conflicts constructively, and dishonest acts such as cheating or undermining peers in group settings (Miller, 2019)

These problems were compounded by a decline in meaningful interpersonal communication between students and their immediate environments, including teachers and parents (Budiarti & Sari, 2024b). The rapid advancement of technology and exposure to social media also influenced students' thought patterns and social responses, often leading to impulsive and egocentric behaviors (Rahmi et al., 2023). This condition created challenges in establishing a classroom environment that is orderly, warm, and supportive of the learning process (Marzano, 2023). Therefore, a strategy that addresses the root causes of these issues is needed one that strengthens

self-awareness, moral values, and reflective communication skills as the foundation for character formation during the educational transition period (Yuliawati et al., 2023)

## **B. Implementation of Reflection**

Reflection was conducted daily based on three core questions:

1. What dominant feeling did I experience today?
2. What did I learn from today's events?
3. What will I do to improve myself?

Reflections were collected every Friday, analyzed and given feedback by the homeroom teacher over the weekend, and returned to students on Monday as part of a continuous learning process.

## **C. Reflection Development (Terms 1–4)**

The daily reflection process, carried out consistently throughout the academic year, showed progressive development among the seventh-grade students (Hilvania et al., 2025). Initially viewed as an administrative activity, reflection gradually evolved into a tool for character transformation and self-awareness (Wang et al., 2023). The following describes the stages of reflection development across the academic terms (Paudyal et al., 2023)

### **1. Term 1 (July–September):**

In the initial phase, most students still showed confusion in completing their reflection sheets. Their responses were typically short, normative, and lacked deep understanding of personal experiences. Many treated reflection as an ordinary diary rather than a process of introspection for developing ethical awareness and responsibility (Gresinta & Tukiran, 2024). This indicated that their metacognitive and reflective skills were still in the early stages of development (Hilvania et al., 2025).

### **2. Term 2 (October–December):**

By the second term, emerging patterns began to appear in students' reflections, though consistency varied. Some students made efforts to relate daily experiences to behavioral improvements, but factors such as academic workload and limited free time caused the depth of reflection to differ across individuals (IJLTER, 2024). The homeroom teacher's main focus during this term was to deepen students' understanding of the meaning of reflection (Hilvania et al., 2025; Yuliawati et al., 2023).

### **3. Term 3 (January–March):**

In the final term, most students demonstrated maturity in reflective thinking. Reflection sheets were submitted punctually without reminders, reflecting internalized discipline and self-awareness (Habibi et al., 2023). Their reflections became more personal and profound, showing

heightened moral consciousness and understanding of the consequences of their actions (Dewey, 2024; Hilvania et al., 2025). Some students even began spontaneously posing additional reflective questions as part of their search for meaning and self-evaluation (Bary et al., 2024).

#### **4. Term 4 (April–June):**

In the final term, most students demonstrated maturity in reflective thinking. Reflection sheets were submitted punctually without reminders, reflecting internalized discipline and self-awareness. Their reflections became more personal and profound, showing heightened moral consciousness and understanding of the consequences of their actions. Some students even began spontaneously posing additional reflective questions as part of their search for meaning and self-evaluation.

The progression of reflection across the terms indicates that the integration of daily reflection and teacher–student communication not only enhanced administrative order but also fostered the development of new habits supporting holistic character education. These findings align with view that reflection serves as a vital instrument in meaningful and transformative learning.

#### **Character Change and Classroom Management**

Students' improved ability to manage and regulate emotions, engage in reflective behavior, and reduce intergroup conflicts demonstrates positive transformation in behavioral and social interaction aspects within the classroom. These findings indicate that reflection- and communication-based interventions not only affect individuals on an interpersonal level but also create collective effects that strengthen social cohesion among students. As students become more capable of understanding their own and others' feelings and perspectives, the tendency toward reactive and egocentric behavior decreases significantly. This directly contributes to the creation of a more harmonious, understanding, and low-conflict classroom environment. In terms of classroom management, these conditions substantially enhance a conducive, democratic, and productive learning climate, where learning extends beyond cognitive processes and is supported by strong affective and social foundations

### **5. CONCLUSION AND RECOMMENDATION**

#### **Conclusion**

The integration of weekly reflection and communication has proven effective in supporting students transitioning from elementary school (SD) to junior high school (SMP) in developing moral and ethical awareness, as well as holistic self-management skills (Hilvania et al., 2025). Through a structured reflection process and intensive interpersonal relationships between teachers and students, learners are given the space to reinterpret their daily

experiences, critically evaluate their behavior, and formulate concrete steps for self-improvement (Yuliawati et al.,2023). This approach not only strengthens students' intrapersonal dimensions such as emotional regulation, empathy, and responsibility but also enhances their ability to build healthy and constructive social interactions (Yuliawati et al., 2023). In the context of classroom management, the practice of reflection combined with two-way communication creates a more humanistic, democratic, and supportive classroom culture (Bary et al.,2024). Teachers are no longer positioned merely as behavior controllers but as facilitators of character growth. Therefore, this strategy effectively fosters a more conducive, meaningful, and sustainable learning atmosphere while also supporting the achievement of character education goals as mandated in the Kurikulum Merdeka (Bary et al., 2024)

### **Recommendation**

Based on the research findings, several strategic recommendations can be applied to enhance the effectiveness of character development during the transition from elementary to junior high school through a reflective approach:

**1. Reflection should become a permanent part of the transition curriculum.**

Given its effectiveness in fostering self-awareness, moral values, and emotional regulation, reflective activities should not be temporary or incidental but systematically integrated into the transition curriculum. Reflection can be formulated as a special program within guidance and counseling activities or as part of the Pancasila and Character Education subject, providing students with a consistent space for self-evaluation and continuous personal improvement..

**2. Reflection training for teachers and parents is highly recommended.**

The role of teachers and parents as primary facilitators in character formation requires a deep understanding of reflective methods and principles. Therefore, regular training on reflection techniques, empathetic communication, and constructive feedback strategies should be conducted. Well-trained teachers can guide students more effectively, while parental involvement extends the impact of reflection from the school environment to the home. Children learn more from the way their parents speak, listen, and act daily than from what they hear outside the classroom.

### 3. The development of a digital reflection system is needed to ensure sustainability.

In the digital era, the creation of technology-based reflection platforms has become a strategic necessity to maintain the continuity and accessibility of reflective practices. An interactive digital system can facilitate students in recording daily experiences, receiving feedback from teachers, and monitoring their character development periodically (Miller, 2019a). Moreover, technology allows for longitudinal documentation that benefits the comprehensive evaluation of character education (Wang et al., 2023). Thus, the digitalization of reflection serves as an adaptive step that supports the efficiency, sustainability, and wider impact of reflective practices in schools (Stewart et al., 2021)

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