

# Enhancing Communication Skills through Global Diversity Reinforcement: Strategic Approaches of Social Studies Teachers

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## ABSTRACT

This study explores the strategies implemented by social studies teachers to develop students' communication skills through the reinforcement of global diversity. Conducted at SMP Al-Kautsar in Bandar Lampung, Indonesia, the research adopts a descriptive qualitative approach. Data were gathered through interviews, classroom observations, and document analysis, and validated using triangulation. The findings reveal that teachers employ a mix of group discussions, lectures, and role-playing (sociodrama) to enhance communication competencies. These strategies not only foster interactive skills among students but also promote an inclusive learning environment where global cultural diversity is recognized and valued.

**Keywords:** Teacher Strategy, Social Studies, Communication Skills, Global Diversity, Inclusive Education.

## INTRODUCTION

In today's dynamic globalized era, communication skills are not only an academic necessity but also a vital asset for navigating increasingly complex social interactions. Education—especially through social studies—plays a strategic role in developing communication competencies that support the creation of inclusive and tolerant societies. Structured and interactive learning strategies are believed to enhance students' communication skills while instilling values of global diversity, thereby preparing them to compete on an international level.

Recent studies highlight that social studies is not only a cognitive subject but also an affective one, as it requires students to engage in meaningful social interactions and apply knowledge directly in their community (Sinaga et al., 2022). The ability to communicate effectively is closely linked to the development of social skills, which include cooperation, problem-solving, and mutual respect. Sinaga et al. (2022) found that students' social skills could be improved through interactive learning models such as moral reasoning-based and simulation-based cooperative learning. The study concluded that moral reasoning-based cooperative learning was more effective in fostering students' social skills than simulation-based learning, emphasizing the importance of guided discussions and structured ethical dilemmas in shaping students' interpersonal competencies.

According to Sutikno (2021), instructional strategies are a series of systematically designed plans and activities aimed at achieving specific educational objectives. This approach emphasizes the importance of thorough planning and the implementation of appropriate methods to create a learning environment that fosters active student participation. Mulyasa (2022) adds that effective communication skills encompass the ability to clearly convey information, actively listen, and provide constructive feedback. In this context, Fitriah et al. (2020) have shown that interactive communication techniques—such as group discussions and simulations—significantly boost students' confidence and verbal abilities.

The importance of developing communication skills is further supported by the findings of Ismayanti and Sofyan (2021), who assert that communication is one of the fundamental skills students must possess to compete and adapt in a multicultural environment. Khan and Wulansari (2021) highlight the crucial role of teachers as facilitators who not only transfer knowledge but also guide students in applying effective communication techniques in the classroom. In this way, the teacher's role becomes essential in creating a learning atmosphere that nurtures the development of communication skills.

Within the framework of the national curriculum, the Ministry of Education and Culture (Kemdikbud, 2021) emphasizes the integration of diversity values through the implementation of the Kurikulum Merdeka and the Profil Pelajar Pancasila. Suryadien et al. (2022) explain that this approach is intended to shape students' character, enabling them to appreciate cultural differences and communicate effectively in a global context. Furthermore, Qulsum and Hermanto (2022) emphasize that strengthening the dimension of diversity in learning can cultivate an inclusive and empathetic attitude, which is crucial in addressing the challenges of a multicultural society.

Irawati et al. (2022) underscore the importance of intercultural communication competence, encouraging students to actively interact with peers from various cultural backgrounds to develop tolerance and mutual respect. Additionally, Muslich (2022) stresses that tolerance and appreciation for diversity are fundamental in building effective and harmonious communication within the school environment.

By integrating these ten contemporary theoretical perspectives, this study aims to describe the strategies employed by social studies teachers to develop communication skills through the reinforcement of global diversity. It is anticipated that the teaching of social studies will not only enhance students' academic performance but also equip them with adaptive, creative, and responsive communication abilities to face global challenges.

## METHOD

This study employs a descriptive qualitative approach with a case study design to investigate the strategies implemented by social studies teachers in developing communication skills through the reinforcement of global diversity. The research is carried out at SMP Al-Kautsar in Bandar Lampung, Indonesia, where the dynamic interplay between instructional strategies and cultural diversity is actively pursued.

### Research Design

The study adopts a descriptive qualitative design, which allows for an in-depth exploration of teaching practices and classroom dynamics. The case study approach focuses on a single educational institution, providing rich, contextual insights into how specific strategies are implemented and how they impact student communication skills.

### Research Location and Participants

**Location:** The research is conducted at SMP Al-Kautsar, Bandar Lampung, a school recognized for its innovative approaches in social studies education and its commitment to promoting global diversity.

#### Participants:

- **Social Studies Teachers:** The primary informants responsible for implementing various instructional strategies.
- **Grade VII Students:** Recipients of the teaching strategies, whose communication skills are developed through these methods.
- **School Administrators:** Including the Deputy Head of School and the Principal, who provide administrative insights and validate the observed practices.

### Data Collection Methods

Data are collected using multiple techniques to ensure a comprehensive understanding of the research phenomena:

- **Interviews:**  
Semi-structured interviews are conducted with teachers, students, and administrators. These interviews explore the details of teaching strategies, the role of global diversity in the curriculum, and the observed impact on students' communication skills.

- **Observations:**  
Classroom observations are carried out to directly witness the implementation of various teaching methods such as group discussions, lectures, and role-playing (sociodrama). Observations focus on teacher-student interactions, the flow of classroom activities, and the degree of student engagement.
- **Document Analysis:**  
Relevant documents, including lesson plans, school records, and instructional materials, are reviewed. This analysis supports data triangulation and provides additional context regarding the theoretical foundations and practical applications of the strategies.

## Data Analysis Techniques

Collected data are systematically analysed using thematic analysis. The process involves:

- **Transcription:** Converting audio recordings from interviews into written text.
- **Coding:** Identifying and categorizing recurring themes related to instructional strategies, global diversity reinforcement, and communication skill development.
- **Triangulation:** Comparing and contrasting data from interviews, observations, and document analysis to identify convergent patterns and ensure the robustness of the findings.
- **Synthesis:** Integrating the coded data into a coherent narrative that describes the effectiveness of the strategies and their impact on student communication skills.

## Validity and Reliability Measures

To ensure the credibility of the study's findings, the following measures are implemented:

- **Triangulation:** Information is cross-verified using multiple data sources (interviews, observations, and documents) to reduce bias.
- **Member Checking:** Preliminary findings are shared with the participants for confirmation, ensuring that interpretations accurately reflect their perspectives.
- **Audit Trail:** A detailed record of the data collection and analysis processes is maintained to enhance transparency and allow for external verification of the study's procedures.

This detailed methodological framework not only guides the systematic collection and analysis of data but also ensures that the study's findings are credible and reflective of the complex dynamics inherent in social studies classrooms that emphasize global diversity.

## RESULT AND DISCUSSION

The study's findings indicate that the development of communication skills among students is achieved through a combination of strategies, which aligns closely with the theoretical frameworks introduced earlier. The empirical evidence gathered through interviews, observations, and document analysis demonstrates how these strategies are implemented in practice, confirming that interactive teaching techniques, teacher facilitation, and the integration of global diversity are essential components in enhancing communication competencies.

### Group Discussions

Teachers frequently organize group discussions that allow students to interact with peers. This method helps in developing interpersonal skills, fosters active listening, and encourages the sharing of diverse viewpoints. Observations revealed that group discussions are particularly effective in practicing verbal communication and building mutual respect among students. This finding supports the theoretical perspectives of Fitriah et al. (2020) and Mulyasa (2022), which emphasize that interactive techniques stimulate active engagement and improve verbal fluency. Students reported increased confidence in articulating ideas during these sessions, underscoring the effectiveness of this approach.

## Lectures

While lectures are traditionally teacher-centered, they are also employed strategically to set clear expectations and provide structured content. In this study, lectures served to train students in discipline and attentiveness, ensuring that they grasp foundational concepts before moving on to more interactive activities. This structured approach aligns with Sutikno's (2021) framework on strategic instructional planning, where clear and organized delivery of content is essential for building a solid base of knowledge that supports subsequent interactive learning.

## Role-Playing (Sociodrama)

Role-playing exercises enable students to simulate real-life social scenarios, providing them with a safe environment to practice expressing themselves and resolving conflicts. Through sociodrama, learners enhance both verbal communication and nonverbal cues, such as body language and facial expressions, which are critical for effective communication. The evidence from classroom observations and student interviews confirms that this method bolsters emotional intelligence and improves the overall communicative competence of the students. These results echo the insights of Mulyasa (2022) and support emerging perspectives on the integration of digital tools into role-playing scenarios, as highlighted in recent educational literature.

## Teacher Roles and Their Impact

The research highlights that social studies teachers adopt multiple roles to support student communication development. Teachers function not only as content deliverers but also as facilitators who create a learning atmosphere that encourages dialogue and interaction. They serve as moderators during group discussions, ensuring that every student is heard and that diverse perspectives are respected. Furthermore, teachers provide constructive feedback and serve as role models by demonstrating effective communication techniques. This multifaceted role of teachers is consistent with the theories of Khan and Wulansari (2021), who emphasize the importance of teacher facilitation in the learning process. The supportive role of teachers reinforces global diversity by modeling respectful communication and promoting cultural sensitivity among students.

## Integration of Global Diversity Values

The study also found that the integration of global diversity values is a cornerstone of the teaching strategies at SMP Al-Kautsar. The curriculum not only includes but emphasizes culturally responsive teaching methods that enable students to appreciate different cultural contexts. This integration is clearly observed in classroom activities and is supported by the guidelines of Kemdikbud (2021) and Suryadien et al. (2022). By reinforcing these values, teachers are able to foster an inclusive environment that not only enhances students' intercultural competence but also builds mutual respect and empathy. This approach has proven effective in promoting a tolerant and cohesive classroom dynamic.

## Emerging Perspectives: Digital Literacy and Blended Learning

In addition to the traditional methods discussed, the study identifies emerging practices that incorporate digital tools into teaching. Some teachers have started using multimedia presentations and online discussion platforms to complement face-to-face interactions. These digital resources create a blended learning environment that further enhances communication skills by enabling more dynamic and interactive exchanges. Although these practices extend beyond the initial theoretical framework, they are supported by recent educational literature and suggest that the integration of technology can significantly enrich traditional teaching strategies.

## Synthesis and Theoretical Alignment

Data triangulation confirms that the strategies observed in the classrooms—group discussions, lectures, role-playing, and the active facilitation role of teachers—are well aligned with the theoretical frameworks outlined in the introduction. The convergence between theory and practice underscores that when structured interactive methods are implemented alongside culturally responsive teaching, students not only improve academically but

also develop robust communication skills. The inclusion of emerging digital strategies further expands the theoretical model, suggesting that future research should explore how these innovations can be systematically incorporated to further enhance student communication competencies.

In summary, the empirical findings of this study validate that the strategic approaches employed by social studies teachers at SMP Al-Kautsar are effective in developing communication skills among students. The data support the established theories on interactive learning and teacher facilitation while also highlighting the potential of digital literacy and blended learning as emerging trends in education.

## CONCLUSIONS

his study has shown that social studies teachers at SMP Al-Kautsar effectively enhance students' communication skills through a combination of practical strategies. Group discussions encourage active conversation, build interpersonal skills, and help students express their ideas clearly. Structured lectures provide a solid foundation by setting clear expectations and ensuring students understand key concepts before engaging in more interactive activities. Role-playing exercises offer students the opportunity to simulate real-life scenarios, which enhances both their verbal and nonverbal communication abilities.

Teachers play a vital role as facilitators by guiding discussions, providing timely and constructive feedback, and creating an inclusive atmosphere where every student feels valued. The integration of global diversity into classroom activities further enriches students' experiences, fostering mutual respect and understanding among peers. Additionally, the use of digital tools in some classes presents promising opportunities for further enhancing communication skills.

In summary, the combination of group discussions, lectures, role-playing, and effective teacher facilitation significantly improves students' communication abilities. This comprehensive approach not only boosts academic performance but also prepares students to interact confidently and respectfully in a diverse and interconnected world. Future research should explore the continued integration of digital resources to build on these successful practices.

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