



Investigation of communication skills using the psycho-cognitiv homogeneity strategy: A study of physical Education for elementary school students

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Abstrak: Penelitian ini bertujuan untuk mengeksplorasi keterampilan komunikasi siswa dengan strategi pembelajaran Homogeneity Psycho Cognition (HPC) pada sekolah dasar, khususnya dalam konteks pendidikan jasmani. Keterampilan komunikasi merupakan elemen krusial dalam pendidikan abad ke-21, karena mendukung pengembangan keterampilan lain seperti berpikir kritis dan kreatif. Namun, masih terdapat kekurangan signifikan dalam keterampilan komunikasi di kalangan peserta didik, terutama di tingkat sekolah dasar. Jenis penelitian ini adalah deskriptif kuantitatif, dimana pengumpulan data dilakukan melalui angket, sedangkan analisis data menggunakan metode statistik deskriptif dengan presentase. Hasil penelitian menunjukkan keterampilan komunikasi siswa kategori baik dari strategi pembelajaran HPC. Secara khusus, strategi HPC terbukti lebih efektif dalam meningkatkan keterampilan komunikasi siswa. Penelitian ini juga menemukan bahwa HPC, yang mendukung kolaborasi antar siswa, dapat menumbuhkan keterampilan komunikasi yang memadai di semua siswa. Namun, terdapat faktor penghambat seperti interaksi yang terbatas antara siswa dan lingkungan belajar, serta beban ekonomi yang dapat menimbulkan masalah emosional bagi orang tua, yang pada gilirannya berdampak pada emosi anak. Oleh karena itu, penerapan strategi HPC dalam pembelajaran pendidikan jasmani sangat direkomendasikan untuk meningkatkan keterampilan komunikasi dan emosional siswa sekolah dasar. Penelitian ini memberikan wawasan penting bagi pendidik dalam merancang strategi pembelajaran yang lebih efektif untuk mendukung perkembangan keterampilan komunikasi siswa.

Kata Kunci: keterampilan komunikasi, homogeneity psycho cognition, pendidikan jasmani, siswa sekolah dasar

Abstract: This study aims to explore students' communication skills using the Homogeneity Psycho Cognition (HPC) learning strategy in elementary schools, particularly in the context of physical Education. Communication skills are a crucial element in 21st-century Education, as they support the development of other skills such as critical and creative thinking. However, there is still a significant deficiency in communication skills among learners, especially at the elementary school level. This type of research is quantitative descriptive, where data collection is carried out through questionnaires, while data analysis uses descriptive statistical methods with percentages. The results indicate that the HPC learning strategy improved students' communication skills significantly. Specifically, the HPC strategy enhanced students' communication skills more effectively. The study also found that HPC, which fosters student collaboration, can cultivate adequate communication skills in all students. However, there are hindering factors such as limited interaction between students and the learning environment, and economic burdens that can lead to emotional issues for parents, affecting the children's emotions. Therefore, implementing the HPC strategy in physical Education is highly recommended to enhance communication and emotional skills among elementary school students. This research provides important insights for educators in designing more effective learning strategies to support the development of students' communication skills.

Keywords: 21st century life skills, Communication skills, Elementary school students

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INTRODUCTION

"Skills have become the global currency of the 21st century," according to the Organization for Economic Cooperation and Development (OECD), and the concept of "21st-century skills" is an operationalization of the most important skills expected to be needed in future societies. These skills include critical thinking, decision-making, problem-solving, communication, collaboration, responsibility, and creativity. They are essential for producing effective learners, workers, and citizens who can participate in future societies (Hilt et al., 2019). These skills have a direct impact on teaching and learning. Classroom teachers need to understand these skills and integrate them into the curriculum. 21st-century skills emphasize the importance of communication, teamwork, planning, and organizing skills, ICT (information and communication technology), lifelong learning, initiative, and entrepreneurial skills (Wu et al., 2023). They involve strong communication and collaboration skills, technological expertise, innovative and creative thinking skills, and problem-solving abilities. Are 21st-century skills really new? 21st-century skills are not new, but they are "newly important" because today's workers must be able to "find and analyze information from various sources and use this information to make decisions and create new ideas (Larson & Miller, 2011). "21st-century skills" has evolved as a key concept and slogan in Education. However, when it comes to actually measuring these skills, many questions remain unanswered about how tasks adequately reflect the theoretical framework, how these skills can be assessed meaningfully and effectively, how performance can be scaled and scored, and what the implications and uses of this assessment are (Greiff & Kyllonen, 2016).

One of the 21st-century skills that must be taught explicitly is communication skills. This skill is important in the 21st century, so students must be accustomed to good communication (Ibrahim et al., 2019). The study results show that elementary school students' communication skills in all indicators are still very low. It is due to students' low understanding of learning, feelings of embarrassment and fear, and low critical and creative thinking skills (Angganing et al., 2022). In addition, a study in Tanzania shows that a shortage of qualified teachers in preschool education affects the efficiency of equipping children with 21st-century skills (Tandika, 2022). Another study also shows that male students have better speaking skills and are more relaxed when conversing together than female students (Saldaria et al., 2019). A positive communication environment allows them to learn how to communicate and have good communication skills (Yusof & Halim, 2014). Emotional intelligence, public speaking, and social interaction skills have become important in professional development. On the other hand, written communication skills involve critical thinking and problem-solving. Practical communication skills involve a person clearly expressing their opinions and accepting the opinions of others (Cîrțiță-Buzoianu et al., 2022). The communication process involves verbal and nonverbal components designed to mediate the behavior of students and teachers (Abdallah et al., 2024). Communication in the learning process builds relationships or interactions between teachers and their students who share thoughts, knowledge, and understanding. In other words, communication is essential in transferring knowledge and exchanging ideas (Chen et al., 2020).

Communication is the most important element humans need to adapt to their environment. Through communication, humans can find opportunities to express, share, and evaluate concepts and ideas in their minds. Teachers with lower communication skills contribute less to student success. Students must clearly and easily understand what their teachers say (Reeve & Jang, 2006). Expressing opinions more efficiently is a matter for educators and everyone. Physical Education teaches the learning process through physical activities, games, or sports that are carefully selected to support academic goals. Physical Education is important in achieving educational goals, providing a comprehensive approach to student activities, and improving overall physical well-being (Andriyani et al., 2024). Physical Education is often associated with developing psychomotor aspects or physical skills. However, Physical Education and Sports not only focus on physical aspects, but also aim to shape students' character to be physically and mentally healthy, as well as to foster a spirit of sportsmanship (Akbar et al., 2024). Sports are a type of education-based activity that involves competition. Sports activities, which complement general Education and are an integral part of general Education, are physical activities based on rules and principles of organism integrity and aim to develop individuals physiologically, psychosocially, mentally, and sensorily (Sözen et al., 2011). All these issues depend on a social process that may be the most important component of intra-team interaction. This process is

communication, and for some reason, this process is constantly unrecognized and ignored in sports psychology research (Sullivan & Feltz, 2003). Teachers, coaches, managers, students, and athletes who participate in sports requiring personal communication need to know and apply communication skills to build, strengthen, and maintain good communication with each other. Individuals learn practical communication skills and use them in their lives by seeing, hearing, and experiencing situations in team and individual sports (Uluöz et al., 2019). Effective communication occurs when team members listen to each other and try to build on each other's contributions. In team situations where conflicts may arise, recognizing and resolving conflicts is important for achieving success. Building trust, respect, and understanding is key to team development. Effective communication between coaches and athletes and among teammates will result in peace and confidence within the team and the development of athletes' mental and emotional health (Akdagcık & Mamak, 2016).

Poor communication skills cause several problems, such as misunderstandings between team members. On the other hand, practical communication skills help athletes to understand each other better and build strong relationships between team members (Abdulshakur, 2022). A study of physical Education and sports students at Balıkesir University showed that female students' average communication skills scores were higher than male students (GÖKALP, 2018). These results may indicate that communication skills in the classroom are essential for interacting with students, as the nature of teaching requires such skills. Therefore, it is recommended that physical education teachers use communication skills to increase students' enjoyment and participation in sports (ShafaeianFard, 2022). However, most students still lack communication skills. Furthermore, specific issues related to communication skills in elementary schools still need to be addressed. The use of games to teach communication skills has received limited research attention, even though many studies show the effectiveness of games in fostering intelligence, cognitive abilities, physical coordination, communication behavior, and language skills in basic Education. Implementing the new general education curriculum in Vietnam focuses on developing students' competencies and character. Significant emphasis is placed on developing communication and collaboration skills among students. As a result, the role of communication skills education in schools has become essential (Tran Thi Lan, 2023). Lack of communication skills can also affect the ability to process information, difficulty integrating thoughts and speech, and difficulty adapting to the environment (Spektor-Levy et al., 2009). Therefore, communication is vital in physical education and sports learning because, without communication, others do not know what is planned or will be done. Here, teachers need clear communication for good student understanding and to avoid student problems during learning. Teachers with lower communication skills contribute less to student success. Students must clearly and easily understand what their teachers say (Ozkan et al., 2014). A study in Turkey shows that students who learn with coaches have better communication skills than those who learn with teachers in the classroom (Hacıaferoğlu, 2022).

Various studies have shown the effectiveness of communication skills training programs focusing on learners, skills, and practices in learning communication skills (Fallowfield et al., 2002; Bragard et al., 2012). However, other studies indicate that such training programs are insufficient to improve student communication behavior (Cegala & Broz, 2002; Hulsman, 2009). Integrating communication skills into the physical education curriculum empowers students to convey information effectively and fosters a positive and inclusive learning environment (Otamirzayev, 2023). Understanding the predictors and relationships in learning can help design more effective communication skills training programs. To date, only one study has investigated the variables related to communication skills learning among elementary school students in physical Education. Studies on communication skills in physical Education are more prevalent at higher levels, such as junior high school to high school (Purnomo et al., 2024), among children with disabilities (Akamoglu et al., 2019), and in the coaching world, where communication from coach to athlete is emphasized (Banne, 2018).

Therefore, another learning strategy is needed to overcome students' communication skills deficiencies, namely the Homogeneity Psycho Cognition (HPC) learning strategy. This study's novelty lies in applying the HPC strategy in the context of physical Education learning in elementary schools, which has not been widely explored in previous literature. This study makes a significant contribution by showing that HPC improves students' communication skills and encourages collaboration among students, which is an important element in 21st-century learning. In addition, this study identifies

inhibiting factors that affect communication skills, such as limited interaction with the learning environment and the emotional impact of family economic burdens, which are often overlooked in previous studies. By integrating a psychocognitive approach into learning strategies, this study paves the way for new, more effective methods of addressing communication problems among elementary school students. The results of this study also provide practical recommendations for educators to design curricula that are more responsive to students' emotional and social needs, thereby creating a more inclusive and supportive learning environment. Therefore, this study not only adds to the theoretical understanding of communication skills but also offers practical solutions that can be implemented in the context of Education, making it a valuable contribution to the development of Education in the modern era.

The uniqueness of the HPC strategy compared to other strategies lies in its focus on grouping homogeneous students, especially in terms of cognition, thereby helping students improve each other's self-confidence, emotions, and cognition. HPC is considered to be able to cover the weaknesses of PBL by encouraging students to work in homogeneous groups with more enthusiasm (Fenanlampir et al., 2021), using relevant strategies, and being more humanistic in learning so that serious problems in learning do not occur again. Through the HPC strategy, students' communication skills are expected to improve. Several findings show that HPC can improve elementary school students' emotional and literacy skills (Fenanlampir et al., 2024; Leasa & Pelamonia, 2024). The HPC strategy is highly valued, respected, and treated humanely in learning. This situation impacts students' enjoyment and comfort in learning, encouraging a better learning process and developing problem-solving skills. As a new approach, further information is needed to reveal the potential of the HPC strategy on communication skills in elementary school students. Related to the above research, no studies have been found on the effect of HPC strategies on communication skills in physical Education learning for elementary school students. Therefore, this study aims to analyze the effect of HPC learning strategies on the communication skills of physical education students in elementary schools.

METHOD

This type of research is quantitative descriptive. Descriptive research is a process of study and understanding based on a methodology to investigate social phenomena and human problems (Suriagiri et al., 2022). The research subjects were 200 public and private elementary school students in Teluk Elpaputih District, Central Maluku, Indonesia. The research targets were six school students in grades 4, 5, and 6. Demographic data showed that there were 85 male students and 115 female students. The research instrument was a communication skills questionnaire adapted from Al-Alawneh et al. (2019), as shown in Table 1. The rating scale was 1 (never), 2 (sometimes or rarely), 3 (often), 4 (always).

Table 1. Communication skill indicators

Indicator	Indicator Code	Question Item
Impact of learning on relationships with others	IC-001	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17
Impact of learning on personal characteristics	IC-002	18, 18, 20, 21, 22, 23
Social skills	IC-003	24, 25, 26, 27, 28, 29
Presentation skills	IC-004	30, 31, 32, 33, 34, 35, 36

The reference used refers to the criteria for success presented in Table 2. This scale provides valuable insight into the impact of physical Education on students' ability to communicate effectively in various social and professional contexts. Research utilizing communication skills has shown that comprehensive physical education programs contribute to students' physical well-being and play an important role in fostering essential interpersonal communication skills. By integrating communication skills into the assessment of physical education initiatives, educators and policymakers can better understand the specific areas of interpersonal communication in which students excel and where they may need additional support. Furthermore, using communication skills enables the continuous evaluation and improvement of physical education programs to better align with the evolving needs of students in today's interconnected world. As educational institutions continue to prioritize the development of students' interpersonal communication skills, incorporating communication skills into the ongoing

assessment of physical education programs will provide valuable data to support further exploration and refinement of these initiatives. Through careful use, educational institutions can continue to adapt and improve their approach to physical Education, ensuring that students are equipped with the interpersonal communication skills necessary to succeed in a complex and rapidly changing global landscape.

Table 2. Guidelines for converting five scales in student communication skills

Score Interval	Criteria
90	Very High
80	High
70-79	Fair
60-69	Poor
50-59	Very Poor

Source: (Syamsuddin et al., 2021)

RESULTS AND DISCUSSION

Results

The results of this study describe several indicators that play an important role in evaluating the impact of learning on the development of students' communication skills. These indicators include the impact of learning on relationships with others (IC-001), the impact of learning on personal characteristics (IC-002), social skills (IC-003), and presentation skills (IC-004). Each indicator provides a more in-depth picture of how the learning process can influence students' communication and social interaction skills in physical Education, as shown in Figure 1.

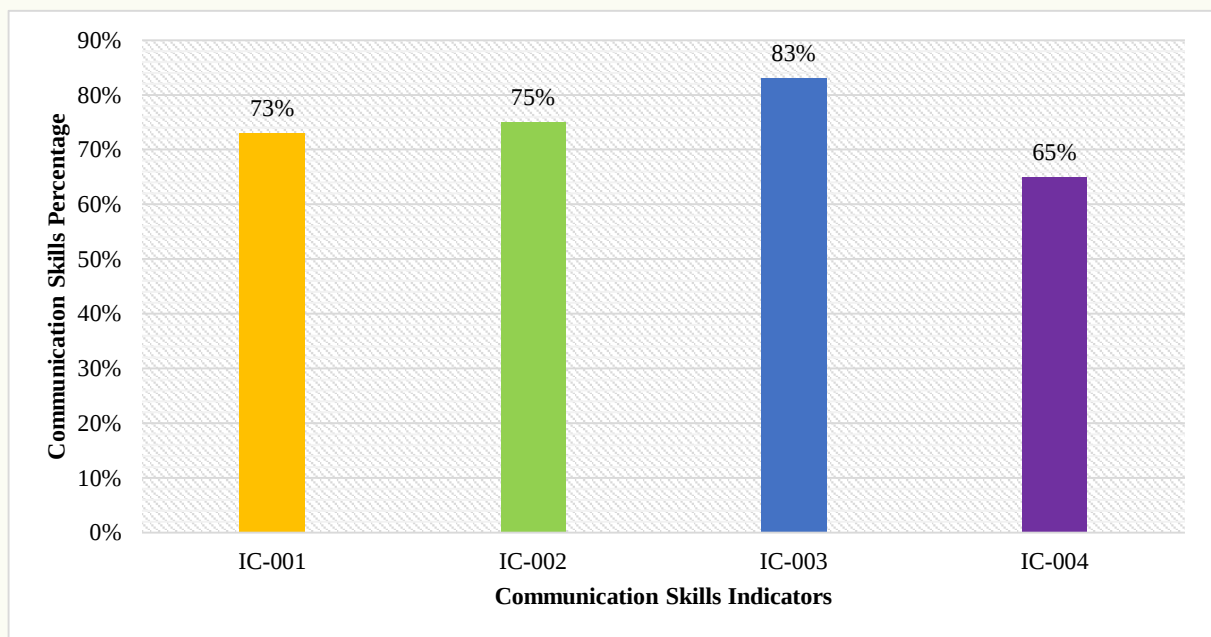
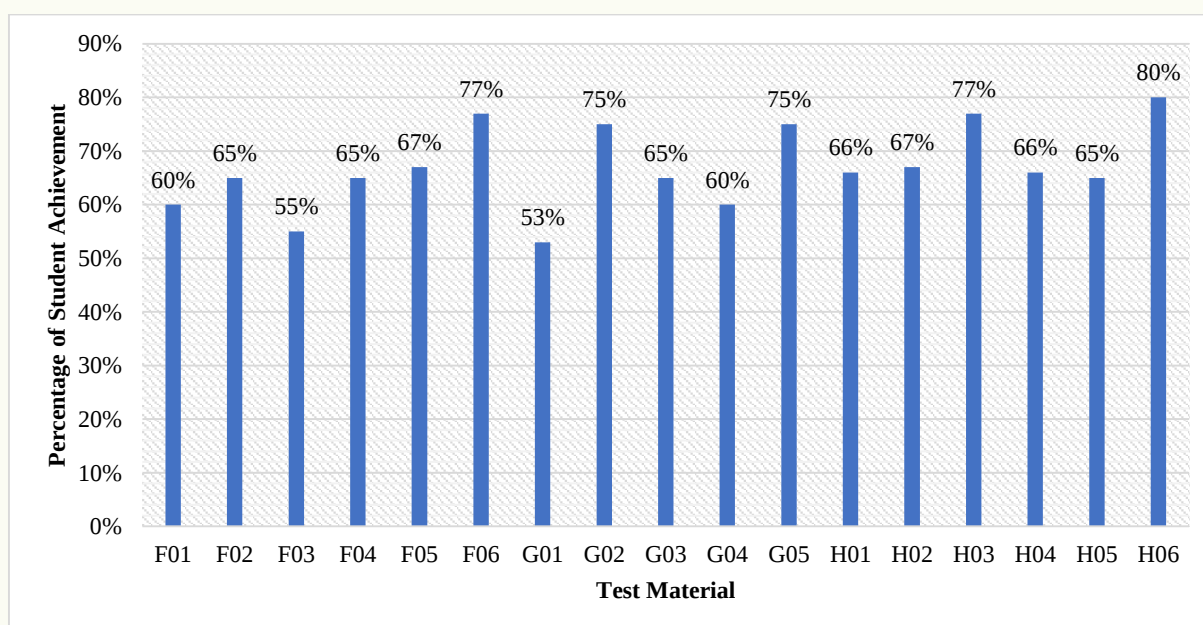


Figure 1. Percentage of Communication Skills

The material tested in grades 4, 5, and 6 to measure students' communication skills is shown in Table 3.

Table 3. Physical Education Material Tested in Class to Measure Communication Skills

Grade	Materials	Material Code
4	Locomotor and Non-Locomotor Movements	F01
	Locomotor and Non-Locomotor Movements	F02
	Large and Small Ball Games	F03
	Gymnastics Activities	F04
	Physical Fitness	F05
	Healthy Lifestyle	F06
5	Variations and Combinations of Basic Movements	G01
	Traditional Games	G02
	Physical Fitness	G03
	Swimming	G04
	First Aid	G05
6	Variations and Combinations of Advanced Basic Movements	H01
	Large and Small Ball Games	H02
	Physical Fitness	H03
	Gymnastics	H04
	Swimming	H05
	Healthy Lifestyle	H06

**Figure 2.** Percentage of Achievement of Communication Skills for Each Material

Discussion

The Impact of Learning on Relationships with Others

The impact of learning on relationships with others in communication skills in physical Education can be seen from the achievement of 73%, which is categorized as adequate. This achievement shows that students have adequate communication skills, but there is room for improvement. In physical Education, communication skills are critical because physical activities often involve interaction between students, whether in the form of teamwork, organizing games, or giving and receiving feedback. With an achievement of 73%, students can interact well, but may not yet be fully confident or effective in communicating. The positive impact of this learning can be seen in the students' ability to collaborate and interact with their classmates. Those with good communication skills tend to be better at building positive social relationships, supporting each other, and creating an inclusive learning environment.

Students who communicate well are also more likely to actively participate in discussions, share ideas, and constructively resolve conflicts. However, with a fair rating, some challenges need to be overcome. Students may still have difficulty expressing their opinions or asking questions, which can hinder the development of deeper interpersonal relationships. Therefore, it is important to continue developing communication skills through activities encouraging interaction, such as group games, discussions, and collaborative projects. Overall, successful learning in physical Education improves physical skills and strengthens students' communication skills, which positively impacts their social relationships. With further improvement in communication skills, it is hoped that students can achieve better relationships with others inside and outside the school environment.

Students who dare to ask questions will stand out in class or their environment. This attitude reflects a person's ability to request information or explanations from others or their conversation partners. When asking questions, individuals will first examine the knowledge they already possess. This attitude is inseparable from students' lives at school and in society, and aims to improve the quality of the learning process and outcomes. In addition, the attitude of daring to ask questions is an important element in effective learning and classroom management. Through this attitude, teachers can identify students' difficulties in the thinking process and improve their learning experiences in the future. However, there are still many students who are reluctant to ask questions for various reasons. Observations show that some students feel embarrassed and afraid to ask questions. External distractions, such as students who are busy talking to friends and not listening to the teacher's explanations, also contribute to their ignorance of what to ask. In addition, students' low critical thinking and communication skills are also contributing factors. It is similar to previous studies, where a lack of effective communication can make individuals feel alienated, like outsiders, or they may feel unsuccessful in their professional careers. If interpersonal skills are not mastered, productivity and satisfaction, which are very important for relationships, can be lost. It is important to explore the concept of communication from the perspective of values in sports performance. Using appropriate communication skills is a key element that can improve the performance of athletes and teams. In any job, a certain level of communication skills is essential. It becomes even more crucial in some occupational groups because their work primarily depends on human interaction. Communication is essential in jobs emphasizing human relationships, but it is less relevant in technical jobs that do not require social interaction skills. Therefore, it is natural for individuals in different occupations to have different levels of communication skills (GÖKALP, 2018). In addition, interpersonal communication skills are essential for students in physical education classes (Hacıcaferoğlu, 2022). Through effective communication, students can collaborate with their peers, engage in team sports, and understand the importance of clear instructions and teacher feedback (Hawani et al., 2020). In addition, interpersonal communication skills can help students resolve conflicts, express their ideas, and build a supportive and inclusive environment in physical Education (Laufs & Waseem, 2020). By honing these skills, students can improve their performance in sports and physical activities and develop important life skills that will benefit their personal and professional lives. Study results indicate differences in interpersonal communication skills outcomes between high school and vocational school students compared to the outcomes of physical education implementation in schools (Purnomo et al., 2024).

Impact of Learning on Personal Characteristics

The impact of learning on personal characteristics in communication skills in physical Education, which achieved a score of 75% and was categorized as sufficient, shows that students have made positive progress in communication. However, there is still room for improvement. In this context, personal characteristics include self-confidence, empathy, listening skills, and openness in interacting with others. With an achievement of 75%, students show that they can communicate quite well, which means they can convey their ideas and opinions and interact with their friends in physical education activities. The positive impact of this learning is seen in the increase in students' confidence when communicating. Students who actively participate in physical activities, such as team games or sports, are often required to speak, give instructions, or ask for help. These situations help them build confidence in speaking in front of others, an important feature of communication skills. In addition, learning in Physical Education can also increase students' empathy. When working in groups or teams, students learn to understand the feelings and perspectives of their friends. It encourages them to be more sensitive to the needs and

emotions of others, which is a crucial aspect of effective communication. However, despite being rated as adequate, some aspects still need improvement. Students may still experience difficulties dealing with more complex communication situations or adapting to different communication styles. Therefore, it is important to continue providing opportunities for students to practice and develop their communication skills through challenging and supportive activities. Overall, learning in the field of Physical Education has a significant impact on students' personal characteristics in communication skills. With continuous improvement, students can achieve higher communication skills, which will positively impact their personal development and social interactions in various aspects of life.

This study is in line with previous research stating that understanding and improving interpersonal communication skills can significantly impact academic achievement, career prospects, and overall student well-being (Balcar & Dokoupilová, 2021). Investing in physical Education contributes to students' physical health and plays a crucial role in their social and emotional development (Sutherland & Parker, 2020). By providing students with opportunities to engage in teamwork, conflict resolution, and effective communication, Physical Education can empower them with important life skills that extend far beyond the classroom (Gil-Madrona et al., 2019). In today's interconnected world, communicating effectively is more important than ever (Cortellazzo et al., 2019). As educators and policymakers, it is essential to recognize the value of physical Education in equipping students with the tools they need to succeed in an increasingly complex and evolving society. By fostering a supportive environment that prioritizes holistic student development, schools can lay the foundation for lifelong success (Tarigan et al., 2023). Moving forward, it is important to continue researching and implementing innovative approaches to integrating physical Education into the overall education curriculum. By doing so, we can ensure that students receive a well-rounded education that focuses on academic knowledge and prioritizes acquiring important interpersonal communication skills (McKenzie & Lounsbery, 2009). As educators and policymakers continue to recognize the value of physical Education in student development, it is important to prioritize integrating physical Education into the overall educational curriculum (El-Sherif, 2014). A comprehensive educational approach should include academic knowledge and the development of important interpersonal communication skills. One effective way to achieve this integration is by establishing collaborative programs that combine physical Education with other subjects such as language arts, social studies, or even technology (Martinen et al., 2017).

Social Skills

Social skills in communication skills in physical Education, which achieved a score of 83% and was categorized as good, indicate that students have excellent abilities in interacting and communicating with others in physical and social contexts. This achievement reflects the maturity of students in understanding and applying the principles of effective communication in a physical education environment. The social skills include the ability to work together, collaborate, and communicate well in group situations. In physical Education, students are often involved in activities that require teamwork, such as sports games, group exercises, and other physical activities. With an achievement of 83%, students show that they are not only able to communicate clearly, but also listen and respond well to their peers. The positive impact of these good social skills can be seen in several aspects. First, students with high social skills build positive relationships with their classmates. They are more open to sharing ideas, providing support, and resolving conflicts constructively. It creates a more inclusive and enjoyable learning environment, where all students feel valued and listened to. Second, good social skills also increase student motivation and participation in physical education activities. Students who feel comfortable interacting with their friends are more likely to be actively involved in games and physical activities. It improves their physical skills and strengthens their sense of togetherness and team spirit. However, even though an achievement rate of 83% is considered good, there is still room for further development. Physical Education can continue providing challenges that encourage students to practice social skills in more complex contexts, such as competitive situations or collaborative projects. By improving their social skills, students will be better prepared to face various social situations outside school. Overall, the good achievement in social skills, communication skills, and physical Education shows that students are developing physically, socially, and emotionally. By strengthening these skills, students will be better able to interact well in various aspects of their lives, both inside and outside school.

How children behave during conversations is important to social competence because it is how we make interpersonal contact, form relationships, and regulate our interactions (Anderson et al., 2018). Children who do not adhere to standard social-communication rules, such as displaying appropriate body language and allowing their conversation partners to speak without interrupting, will find engaging and developing good relationships with peers and adults difficult. A lack of these skills can significantly impact a child's ability to form and maintain friendships and negatively affect their academic performance (Elliott et al., 2001). Studies also show that poor social communication skills can lead to behavioral and self-regulation problems and detrimental academic, social, and relationship outcomes (McClelland et al., 2000). Conversely, students with well-developed social communication skills are typically happier, more adaptable, and achieve greater academic success (Kim & Sim, 2020). By developing these skills, students can improve their performance in sports and physical activities and gain important life skills that will be useful in their personal and professional lives. It is essential for physical education teachers to actively support and encourage the development of interpersonal communication skills among students. Teachers can implement group activities, partner drills, and team sports that require effective communication and cooperation (Chermak & Weiss, 2005). In addition, providing opportunities for students to practice giving and receiving constructive feedback can significantly improve their interpersonal communication skills. Outside of classroom activities, integrating exercises that build communication skills into the curriculum can also be beneficial (Doggun, 2016). These exercises can include role-playing scenarios, group discussions, and communication workshops. By consistently emphasizing the importance of interpersonal communication, students will be better prepared to engage in social interactions, collaborate, and lead successful and active lives outside of the school environment (Chermak & Weiss, 2005).

Presentation Skills

Presentation skills in communication skills in physical Education, which achieved a score of 65% and were categorized as poor, indicate that students still face significant challenges in their ability to convey information effectively to others. This achievement reflects the need for more attention to be paid to developing presentation skills, which are important for successful communication. Presentation skills include organizing and conveying information clearly, confidently, and in a way that captures the audience's attention. In physical Education, these skills are critical, especially when students are asked to present group work, explain game rules, or share strategies in physical activities. With an achievement rate of 65%, students may experience difficulties in various presentation aspects, such as organizing material, using appropriate body language, and using voice control. Poor presentation skills can have several impacts. First, students who lack confidence in their presentation abilities may be reluctant to speak in front of the class or participate in discussions. This can hinder the development of their overall communication skills and reduce their involvement in physical education activities. Second, ineffective presentations can lead to misunderstandings or a lack of understanding among classmates. If students cannot convey information clearly, their peers may not gain the necessary understanding of the activities or concepts being taught. This can negatively impact group collaboration and overall learning outcomes. To address these challenges, educators must provide more intensive support and training in presentation skills. It can include public speaking practice, constructive feedback, and opportunities to practice in a supportive environment. Activities such as group presentations, class discussions, and simulations help students feel more comfortable and confident when speaking in front of others. Overall, the 65% achievement rate in presentation skills indicates that students need to improve their communication skills in Physical Education. With the proper focus on developing these skills, students are expected to become more confident and effective in conveying information, enhancing their learning experience, and communication skills in various situations.

This interdisciplinary approach allows students to apply their communication skills in various contexts, strengthening and improving their abilities (Deneme & Ada, 2012). Furthermore, implementing extracurricular activities that emphasize teamwork and communication, such as team sports or group fitness challenges, can complement the formal physical education curriculum. These activities improve physical health and offer students practical opportunities to apply and improve their interpersonal communication skills in real-life scenarios (Eime et al., 2013). In addition, educators may consider incorporating technology and digital tools into physical Education to engage students in

interactive communication exercises (Wintle, 2019). Platforms for video analysis, virtual teamwork, and communication simulations can provide a modern and dynamic approach to teaching interpersonal communication within the framework of physical Education. Along with these advances, educational institutions must engage in ongoing research to identify the most effective methods for integrating physical Education into a broader curriculum (Wilson-Parish & Parish, 2016). By continually developing and adapting physical education approaches, schools can ensure students have the interpersonal communication skills necessary to thrive in all aspects of their lives. Integrating physical Education into the broader curriculum improves students' physical well-being. It equips them with important interpersonal communication skills, maximizing their potential for success in an increasingly complex and interconnected world (Lambert, 2016). Research has shown that collaborative programs integrating physical Education with subjects such as language arts, social studies, and technology can provide students with various opportunities to improve their communication skills in real-world contexts.

In addition, extracurricular activities that emphasize teamwork and communication, such as team sports or group fitness challenges, complement the formal physical education curriculum by offering practical scenarios for students to apply and refine their interpersonal communication skills (Gabler & Kaufman, 2006). Educational institutions must continue researching to identify the most effective methods for integrating physical Education into the broader curriculum (Bryant et al., 2021). By developing and adapting approaches to physical Education, schools can ensure that students are equipped with the interpersonal communication skills necessary to thrive in all aspects of their lives. A sustained commitment to developing and implementing innovative approaches to physical Education will play a crucial role in shaping students into well-rounded individuals capable of facing the challenges of the modern world (Purnomo et al., 2024).

Communication Skills for Every Subject in Physical Education

Figure 2 data about the percentage of communication skills achievement for each subject in Physical Education, which reached 66.94% and was categorized as poor, shows that students still face various challenges in developing the communication skills needed to interact effectively in Physical Education. This achievement reflects the need for greater attention and effort in improving students' communication skills in various subjects taught. Communication skills in physical Education cover various aspects, such as conveying instructions, collaborating in teams, providing feedback, and interacting with peers. With an achievement rate of 66.94%, students may experience difficulties in several areas, such as mastery of appropriate language, clarity in conveying ideas, and the ability to listen and respond well. The impact of poor achievement can affect the overall learning process of students. First, students who cannot communicate well may have difficulty understanding instructions from teachers or classmates, which can hinder their active participation in physical education activities. Unclear communication can lead to confusion and misunderstanding of the game's rules or techniques being taught, thereby reducing the effectiveness of learning. Second, underdeveloped communication skills can affect group dynamics in physical activities. Students who cannot communicate effectively may feel isolated or uninvolved in teamwork, which is important in many sports and physical activities. It can reduce the sense of togetherness and team spirit, key elements in physical Education. To increase the percentage of achievement of these communication skills, educators need to implement more interactive and collaborative learning strategies. For example, implementing activities that encourage group discussions, presentations, and public speaking exercises can help students practice their communication skills in relevant contexts. In addition, providing constructive feedback and opportunities for self-reflection can also help students understand areas for improvement. Overall, the 66.94% achievement rate for communication skills indicates that students need more support in developing their communication skills in physical Education. With the right efforts, it is hoped that students can improve their communication skills, which will positively impact their learning process and experiences in interacting with others.

This study aligns with research conducted by Angganing et al. (2022) on elementary school students, which explains that overall, communication skills are not functioning optimally, with average scores and percentages below standard or in the low category. This is due to students' lack of understanding in the learning process, feelings of shame and fear experienced by students, and their low critical and

creative thinking skills. These findings can be used as a reference for teachers to pay attention to each indicator of students' communication skills, so that they can improve and correct indicators that are still below standard. In addition, teachers can also refer to this study to understand the importance of developing communication skills. On the other hand, the recommendation for future researchers is to develop learning models or approaches, such as scientific approaches and inquiry models, to improve students' communication skills. Other researchers can also adopt several important concepts related to communication skills as a reference in designing further research.

The challenges students face in developing these communication skills can be attributed to several factors. First, there is a lack of opportunities to practice communication in real-life situations. Many students may not be accustomed to speaking publicly or expressing their ideas clearly, especially in dynamic contexts such as Physical Education. Second, an unsupportive learning environment, where teachers may not actively encourage social interaction, can hinder the development of students' communication skills. Students may be reluctant to participate if teachers do not create an atmosphere conducive to discussion and collaboration. In addition, the teaching methods used also play an important role. If the approach is more instructional and does not allow students to interact, they will find it challenging to develop their communication skills. In this context, the HPC strategy can be an effective solution. HPC is an approach that emphasizes the importance of collaboration and social interaction in the learning process. By implementing this strategy, students are encouraged to engage in activities that require active communication, such as group discussions, team games, and pair exercises. The HPC strategy helps students improve their communication skills and creates a sense of togetherness and mutual support. When students work together in groups, they learn to listen to each other, give feedback, and constructively express their opinions. This is very important in physical Education, where coordination and teamwork are essential to achieve common goals. It is hoped that students will overcome the challenges they face in developing communication skills by implementing the HPC approach. Through a more interactive and collaborative learning experience, students will feel more confident in communicating and interacting with others. Over time, this can contribute to an increase in the percentage of their communication skills achievement and help them become more competent individuals in interacting in various contexts, both in Education and in everyday life. Overall, it is important for educators to be aware of the challenges students face in communication skills and to implement strategies that support the development of these skills. In this way, physical Education can be more than just teaching sports techniques; it can also serve as a platform for developing important life skills for students.

CONCLUSION

Based on the test results, there are differences in communication skills between learning with the HPC strategy and conventional learning. Further test results show that the highest communication skills are found in learning with HPC. Suggestions that can be made from the results of this study are: 1) Schools need to strive to create a learning environment that supports learning with the HPC model. 2) Teachers can use the HPC strategy to improve students' communication skills. 3) To develop communication skills in the context of HPC, they need to be trained in a more focused manner and implemented continuously in learning. As for future recommendations, more specific research needs to be conducted to examine the use of HPC strategies in physical Education learning to obtain further information about emotional literacy, problem solving, and innovation in physical Education in elementary schools. It should be emphasized that the interrelated nature of physical well-being and interpersonal communication skills highlights the need for a comprehensive educational framework that addresses both aspects to ensure that students are well prepared to face the complexities of the modern world. In conclusion, the research findings support a continued commitment to integrating physical Education into a broader curriculum to equip students with essential interpersonal communication skills. By concluding this data, educational institutions can continue to refine and improve their approach to physical Education, ultimately empowering students to thrive in all aspects of their lives.

This research contributes significantly to the field of Education, particularly in the context of physical Education and the development of students' communication skills. Based on the test results, the research shows a clear difference in communication skills between learning the HPC strategy and conventional methods. These findings confirm that learning with HPC results in higher communication skills,

demonstrating this strategy's effectiveness in improving students' social interaction and communication skills. One of the main contributions of this study is the importance of creating a learning environment that supports the application of the HPC model. Schools are expected to provide facilities and an atmosphere that encourages collaboration and interaction among students, thereby strengthening the application of this strategy in physical education learning. In addition, teachers are expected to adopt and apply the HPC strategy in their teaching. By using this approach, teachers can be more effective in improving students' communication skills, which are beneficial not only in the context of physical Education but also in other aspects of students' lives. This study also emphasizes that developing communication skills in the context of HPC needs to be focused and sustainable. Students can internalize the communication skills necessary to interact well in various situations through consistent practice. Thus, this study opens up opportunities for further, more specific research on using HPC strategies in physical Education, including exploring the relationship between HPC and emotional literacy, problem solving, and innovation in Education. Furthermore, this study emphasizes the importance of developing a comprehensive educational framework that integrates physical well-being and interpersonal communication skills. It is important to ensure that students are well prepared to face the complex challenges of the modern world. The findings of this study support the need to integrate physical Education into a broader curriculum to equip students with essential interpersonal communication skills. Thus, educational institutions can continue to refine their approach to physical Education, empowering students to thrive in all aspects of their lives. This research contributes to developing physical education and communication skills in elementary schools. It emphasizes the need for a more holistic approach to Education relevant to the needs of students in the modern era.

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