

Communication Pattern of Trainer (A Phenomenological Study on Form and Style of Communication Trainer as the Training Motivator in the City of Bandung)

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Abstract: This study was intended to research the form of trainer communication and to understand communication style used by trainer as the training motivator. The question to be analyzed was how the form and the style of communication has been exercised as training motivator in the city of Bandung. The study used phenomenological methodology with constructivism paradigm using interpretative analysis technique. The data was collected through a thorough interview, participative observation, documentation, library research, internet searching and data triangulation. Validation of the data in the study was conducted through extensive observation, high level of persistence, triangulation and peer reviews. From the study, it was found that the form of communication training in the context of educational training can be grouped into interpersonal communication and group communication and inspirational communication. For the style of communication the following styles were exercised by the trainer: attractive, articulate and style that is adjusted to accommodate participant's preference of learning, such as visual, auditory, kinesthetic, paralanguage and body language and style that employed the theory of left cerebral hemisphere that affects participants indirectly. Overall it can be concluded from this study that the form and the style the trainer chose to communicate with the audiences determine the level of success of the training itself. Further research on different type of training conducted by the trainer as a training motivator is suggested. The research should focus more on the technique, method and process of training communication.

Key words: Trainer, trainer activity, training motivation, communication style, participative observation

INTRODUCTION

Training is categorized as an informal teaching intended to improve the quality of human character. Mastering a skill, improving knowledge, attaining positive changes in personality can be achieved through participation in training. Training is important for corporate/institution/organization to ensure the employees possess knowledge, ability and skill needed or to improve employees individually. Training also can improve intellectual level of employee. It could increase employee's knowledge and skill and enhance their performance and loyalty toward their own company. High quality human resources can be achieved only through education and training that are given completely well planned and sustainable with the purpose of giving knowledge, skill and motivation to participants. Training can be viewed as an investment. To make any organization or institution positively developed, training of the employee should be prioritized. However, not all trainings give optimal result because the elements that

form communication do not interact well. Those elements could be trainer, participants, trainee, message and goal of training, psychological aspect (i.e., ability, intellectuality, interest, talent, motivation, attention, sensation, perception, memory and retention are often to be ignored in communication training, especially by trainer. Also, differences in education background are also not being taken into consideration. Realizing all the facts above, I was intrigued to analyze how the form and the style of communication has been employed by trainer as training motivator.

Objective of the study:

- To research the form of trainer communication that has been done by trainer as a training motivator
- To understand communication style used by trainer as the training motivator

Literature review: A trainer has been known to not only give motivation and instruction but also guidance, coaching, attention, control, suggestion, direction and

improvement. A trainer is capable of being instructor and motivator. However, a trainer cannot merely depend just on those to accomplish their goal as a trainer. A trainer can be an individual or a group giving variety of training as stated by Hasibuan (1996) "a trainer or an instructor is the one/s giving training/education to employee. A trainer as communicator in the training process possesses role in giving training as mentioned by H. Malayu S.P. Hasibuan, "a trainer plays an important role in improving employee's performance" (Hasibuan, 1996). Edwin B Flippo stated, "training is the act of increasing the knowledge and skill of an employee for doing a particular job "as quoted by Kamil (2010). Training is held by implementing programs that satisfy the need of participants. At this stage, programs are designed and given. The programs should contain activities and educational experiences that satisfy training goal as set earlier at the assessment stage (Kamil, 2010; Rijal, 2016; Kongmanus, 2016; Alshehhi, 2016; Nuchso *et al.*, 2016).

Social constructivism theory was applied in this study where the trainer was observed during motivation training. Trainer tried to build a good and harmonic relationship with participants in hoping to achieve the goal set for the training. In addition to social constructivism theory, role theory was also used in this study. The theory emphasizes the role of the trainer in the motivation training given to participants. Concepts that are used in understanding the role theory are structuralism and interactionism. Structuralism relates role as cultural unit. It is referred to right and responsibility that have been assigned by cultural system in which social position has been determined. Structuralism concept shown passive-static connotation on both permanent aspect and interaction-between-position aspect. On the other hand, interactionism shown active-dynamic connotation of role phenomenon, especially for role enactment. Instead of being given as is the role is mostly determined by the individual through internalization process. Whoever owns this type of role they possess sense of ownership to the role itself. Hence, they always try to be qualified so that the others would perceive that they will not run against society goal. Symbolic interactionism is a theory that is built on social formation of symbols, general or common meaning and their use in both intrapersonal communication and interpersonal communication. The term of symbolic interactionism was introduced first by herbert blumer in his explanation on Mead's Social Psychology. The theory was also enriched by the thoughts of early 20th century American Sociologists such as William Isaac Thomas, Robert Park and Everett Hughes. Therefore, one of the difficulties arising from the symbolic interactionism theory

as frequently mentioned in the secondary literature is that postulation about creative and reflective "self" serves to protect from the consequences of conservative and non-reflective of the conclusion that the interaction results in interpretation-interpretation that is later used in the formation of action. Denzin and Lincoln (1994)'s Paradigm: "basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways." Paradigm in this sense implies a basic belief system or worldview that guides researcher not only in choosing the method but also fundamental ways that are both ontological and epistemological. This study uses a constructivist paradigm with interpretive analysis techniques. Per Denzin and Lincoln (1994), constructivist research paradigm has some characteristics which are: reality is relative, meaning that reality is constructed specifically, locally and subjective which generates knowledge based on the findings that occurred during the process of interaction between researchers and informants as research subjects. The subjects of the research are any living or inanimate objects, institutions or individuals whose nature and circumstances will be investigated. In other words, the research subject is anything that attaches or contains the object of the research. The subject of the research is communication trainers located in the city of Bandung.

MATERIALS AND METHODS

Methodology used in this research is Phenomenology. Phenomenology is derived from the Greek "phainomenon", meaning "appearance". Thus, phenomenology can generally be defined as the study of appearances. Lorens Bagus gives two meanings to the phenomenology. Generally, it is defined as the study of the phenomenon or anything that are appeared. Specifically it is the study of the phenomenon as they are perceived or understood in the human consciousness. As a new direction in philosophy, phenomenology was introduced by Edmund Husserl. To set an undeniable foundation, he used what he called as phenomenological method. He became known as a great figure in developing phenomenology. However, the term phenomenology had been known before it was introduced by Husserl. The term phenomenology was philosophically used first by J.H. Lambert. He applied the term in theology that the teaching about phenomenon is intended to find the causes of the subjective and objective of the object characteristics from sensory experience (phenomenon).

Data collection techniques used in this study are as follows

In-depth interview: In-depth interview is a conversation that is held with a purpose. The conversation was conducted by two parties. Those are the interviewer asking the questions and the interviewee providing answers to the questions (Moleong). The interview was conducted by researcher to the informant of the research. Interview to the informant was conducted in various places where the time and place was adjusted to the informant convenience. Those places were either at informant's home or office in cafe and restaurants in the mall.

Participant observation: Participant observation is held by collecting data through an intensive involvement with the objects of the observation in their cultural environment over an extended period to gain a close and intimate familiarity in the effort to understand who they are and what they do or practice. Thus, researcher was deeply involved into the life of the object of observation and even sometimes took part in their cultural life. In this study, researcher used participant observation technique to collect the data where direct observation was performed in the room where the training was held. Through collection of the data there were two types of involvement researcher participated. First was as an observer of the training and second was as a trainee. Employing these two types of involvement in collecting the data allowed researcher to directly observe the trainer activities and to collect data needed when the training took place.

Documentation: Documentation is a record of events that have already passed. Documents can be text, images or the monumental work of someone. Documents have long been used in research as a source of data because in many ways the document as a data source can be used to test even to forecast. Documentation is authentic data of a study. Therefore, researcher documented all activities that were related to the research data such as: documentation at the time of the training delivered by a trainer where researcher joined in the training as an observer, documentation when the interview took place and documentation related to the activity of a trainer as supplemental data.

Library research: In searching for information or other supporting data, researcher also conducted a review of the books, literature, scientific study or journals that were related to subject of the study. In a scientific study, having references is a must. Hence, in this study

researcher looked for analyzed and reviewed books, literature or scientific papers/journals related to the subject of the study. Library research conducted in this study was intended as resources used to strengthen the research.

Internet searching: Internet searching is one of the internet facility that is run through a browser to find the information we want. Internet searching contains database of worldwide sites that have billions of web pages. Simply by entering the keyword the internet searching will display the links to the sites accompanied by a brief description. Internet searching was conducted if researchers could not find the necessary information through books or references that have been studied. It is undeniable that Internet searching was very helpful in writing this dissertation.

Data triangulation: Triangulation is defined as data collection method through combining various data collection techniques and data sources that already exist. Researchers use triangulation as a technique to check the validity of the data. Triangulation is a method to test the validity of the data by using different approach in comparing the results of interviews of the research object. The data triangulated in this study came from supporting informants. They are trainees, providers, leaders of the training events and the chairman of Bandung Trainers Club.

Data analysis techniques: Analysis of the data itself according to Patton is a process of setting the order of the data, organizing them into a pattern, category and a basic sequence. In qualitative research, data analysis performed throughout the study. This is done through the description of research data, reviewing the existing themes and prioritizing on a specific theme. Data analysis techniques performed throughout the research process started when researcher got into the field to collect data. Therefore, the data analysis techniques applied in this study had five stages, starting from the provision of data the reduction or data selection the display or presentation of the data and taking data conclusion. In addition, the process did not go linear but simultaneous or interactive cycle.

RESULTS AND DISCUSSION

Form of communication: Having certain form of communication in training is one of the approaches made by the trainer. The form used will also determine the layout of room set by the training organizer. There were

several types of lay out of the room. Those were room having tables and chairs or room having just chairs with table/armrest. The chairs also were set in certain forms such as half-circle form, U form or class form.

Interpersonal communication and group communication:

According to all (the informants), in giving the training, trainer utilized two types of communication form, interpersonal communication and group communication. All respondents agreed that the right types of communication form were interpersonal communication and group communication. Interpersonal communication can be done before the training conducted and can also be implemented at any time during the training. During interpersonal communication the trainer established the atmosphere of closeness and familiarity with the trainees in hoping that the training materials that will be given can be more understood and appreciated by them due to having less barrier between the trainer and the trainees. As for group communication it was communication that occurred in group and addressed to the training participants. The number of trainees in the group was varied. Common numbers were 15, 20 and 30 and sometimes even >30 trainees. For group communication, communication strategy used by the trainer was crucial, including earlier sponsor messages from the training organizer, either corporate leaders or organizing committees.

Inspiring: Having different answer from the other informants, Parlindungan Marpaung added another form of communication during the training: communication having “Inspiring” trait with the purpose of making people to be awake, acknowledging what they were missing. According to Parlindungan Marpaung, “inspiring training” is a training that possesses materials that are designed to make people realize of what they have done what they have not done and then trying to do self-introspection and self-evaluation.

Communication style: Every trainer had different communication styles in giving the training because their own personality was unique. Their unique personality can be caused by the differences in the backgrounds they possessed such as cultural, educational, knowledge, experience and principle. These background differences gave informant personality their own color.

Attractive: Most of the communication style of the trainer was attractive and mobile. From the interview, a trainer in giving the material did not stay at one particular spot but mobile in the room. Therefore, the place and its lay-out should accommodate enough space for the trainer to do so and to make it easier for discussion, game or ice breaking

interaction with the trainees. Attractive movement of the trainer makes all participants feel getting attention and if participants feel that way then they will focus and respectful to the material presented by the trainer.

Articulation: Communication style in training according to Bambang: “having a clear articulation and choice of words is very important”. Bambang emphasized on clear articulation of a trainer. Clear articulation according to him could affect the trainee and becomes the trainer’s main attraction. It is undeniable that a person’s voice can grab attention of the trainees. Articulation of the trainer in delivering the training can vary with the intonation that can be sharp, high, low, soft, loud and so forth. Articulation means clarity of tone and words. Articulation is a technique to produce good sound and speak it clearly, eloquent and tunable. When we used to speak with clarity, articulation in singing will also be clearer. Hence, what is meant by articulation in this case is the muscle movements of talk used to pronounce the sounds of language symbols that correspond to the standard patterns that can be understood by others.

Visual, auditory, kinesthetic, paralanguage and body language:

Sutanto Windura had different opinion from the other informants. He said that communication styles in training should possess these aspects: “visual, auditory, kinesthetic and very important to add paralanguage and body language.” Sutanto Windura said this communication style is able to adjust to the type of the trainees. Visual people prefer to see presentation using a slideshow of pictures or movie. Different with auditory type they like to listen to music or they can pay attention closely by focusing on listening to the material given in the training. For kinesthetic people the trainer should frequently add in his training ice breaking involving participants in “role playing” and games. According to Sutanto, the trainer should also pay attention to the body language, facial expressions and movements of the extremities. Once the trainer stepped into the training room the trainer becomes the center of attention of the trainees. Hence, all the gestures and body language of the trainer attracted the attention of participants. Therefore, during the interview with researcher, Sutanto said that body language needs to be learned and understood by the trainer.

Employing the theory of left cerebral hemisphere:

According to Amirulloh Syarbini, he begins to pay more attention when entering the room: “employing the theory of left cerebral hemisphere and “all out” style. Amirulloh Syarbini’s communication style emphasized more on paying attention to the trainees. Starting from getting into the training room he usually entered from the back and

walked on the left side of the trainees. If we talk about the right brain and the left brain of human when the trainer position himself/herself at the left side of the trainees their right brain is more active. As we all have known the ability of the right brain turned out to be equal to 90% of the total capacity of the brain, leaving the left brain to only 10-12%. According to Albert Einstein regarding right brain: "imagination is more important than knowledge". It has been acknowledged that creativity is expensive but has an extraordinary impact. The information processed by the right brain laterally, unstructured and tend not to process it in detail. Right-brain memory lasts longer. Because the right brain processed information unstructured when trainers entered the room at the left side the right brain becomes more active. Hence, the trainees are easier to be controlled. They become more accepted to the presence of the trainers and the trainees are also more prepared to accept inputs and materials submitted by the trainer.

CONCLUSION

Based on the data presented and analyzed in this study it can be concluded that:

- The form of communication training in the context of educational training can be grouped into interpersonal communication and group communication and inspirational communication
- The following styles of communication were exercised by the trainer: attractive, articulate the style that is adjusted to accommodate the trainee's preference of learning such as visual, auditory, kinesthetic, paralanguage and body language and the style that employed the theory of left cerebral hemisphere that affects participants indirectly

SUGGESTIONS

It is suggested that this study should be further extended to research different type of training conducted by the trainer as a training motivator. The research should focus more on the technique, method and process of training communication.

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