

Adaptive Communication – Decode & Connect

Dibimbing I Sekolah Kak Seto

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Speaker Profile

- Experienced **People Development Professional** with 7+ years in **talent management, career consulting, coaching, and training** across **national and SEA Region**.
- Accumulated **550+ hours of coaching, training, and consulting experience**, assisting **250+ brands** across academic, business, government, community, and media sectors.
- **Coach Specialist** at **RevoU, Rumah Siap Kerja (ex), and several reputable brands**, conducting 750+ coaching sessions with a consistent **4.9/5 feedback rating**.
- **Public Speaker & Facilitator for 100+** career development, employability, and personal growth webinars/workshops, reaching **over 50,000 participants**.
- Recognized as **[LinkedIn Power Profile 2018](#)**.
- **Certified in Coaching, Public Speaking, and Training**, with awards from **Temasek Foundation, Ashoka, U.S. Department of State, Asia Foundation, etc.**



Irvandias Sanjaya, S.Psi., CPC., CT.

Founder at Kerja Cer-Dias | Coach |
Trainer | Consultant | Sportscaster |
Entrepreneur

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Listed Portfolio

Academic



Business



Government



Community



Media



Others



and many more!

Be **READY?** For The Session

To obtain an optimum learning result, let's follow these ground rules!

Raise Hand if there's
concern/questions
along the way.

Actively participate
throughout the session
(**reciprocal approach**).

Turn off devices to
ensure the learning
journey landed in safe
and sound experience.





Be **READY?** For The Session

Deal On'Derdil'?

*Bonus available



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Please do not distribute this presentation or any component of this presentation to any 3rd party without written consent.

6



Guess “**Movie/Series Title**”!

**Before the class starts,
let's do an ice breaking
shall we?**

Guess **"Movie/Series Title"**!



Guess “Movie/Series Title”!



Dilan 1991

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Guess “**Movie/Series Title**”!



Guess “Movie/Series Title”!



Pengabdi Setan

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Guess “**Movie/Series Title**”!



Guess “Movie/Series Title”!



Dua Garis Biru

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Guess “**Movie/Series Title**”!



Guess “Movie/Series Title”!



Money Heist

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Guess **"Movie/Series Title"**!



Guess “Movie/Series Title”!



Alice in Wonderland

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ARE YOU READY?

Say it **"I'm Ready!"** loudly and clear



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Table of Contents

1	Why Adaptive Communication Matters?	3	Listening and Responding: The Misconception in Between
2	Personality and Communication Styles: DISC	4	Conflict and Difficult Conversation

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Have you ever noticed/felt these phenomenon?

Students' Classroom Silence and Hopelessness: The Impact of Teachers' Immediacy on Mainstream Education

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.819821/pdf>

Have you ever noticed/fet **these phenomenon?**



Does Teacher Immediacy Affect Students? A Systematic Review of the Association Between Teacher Verbal and Non-verbal Immediacy and Student Motivation

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8267458/>

Abstract

In instructional-learning contexts, the relationship between teacher verbal and non-verbal immediacy and student motivation has gained increasing attention. However, no systematic research has been done to review the empirical studies conducted on the impact of teacher immediacy on students' motivation. Hence, the aim of the present study was to systematically review the available literature on different types of teacher immediacy and student motivation. Some common databases were searched and 30 eligible manuscripts were identified. With regard to the key features of the included studies, the review's findings were categorized into different sections, namely "the measures of teacher immediacy employed," "the measures of student motivation employed," "designs," and "educational contexts". The main findings of the studies were also discussed. The reviewed studies pointed to **positive associations between teacher immediacy and student motivation**. Finally, limitations of the included studies are discussed and some practical directions for further research are offered, accordingly.

Students' Classroom Silence and Hopelessness: The Impact of Teachers' Immediacy on Mainstream Education

Kurangnya Motivasi Siswa di Kelas: Dampak Keterbukaan Guru Terhadap Pendidikan



Students' Classroom Silence and Hopelessness: The Impact of Teachers' Immediacy on Mainstream Education

Osman Juma^a, Maysigul Husiyin, Asat Akhat and Imirhamza Habibulla

Department of Chinese Language and Literature, Northwest Minzu University, Lanzhou, China

<https://www.frontiersin.org/journal/sychology/articles/10.3389/fpsyg.2021.819827/full>



Does Teacher Immediacy Affect Students? A Systematic Review of the Association Between Teacher Verbal and Non-verbal Immediacy and Student Motivation

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Read:

Apakah Keterbukaan Guru Mempengaruhi Siswa? Systematic Review Hubungan Keterbukaan Verbal & Non-verbal Guru dengan Motivasi Siswa

Abstract

In instructional-learning contexts, the relationship between teacher verbal and non-verbal immediacy and student motivation has gained increasing attention. However, no systematic research has been done to review the empirical studies conducted on the impact of teacher immediacy on students' motivation. Hence, the aim of the present study was to systematically review the available literature on different types of teacher immediacy and student motivation. Some common databases were searched and 30 eligible manuscripts were identified. With regard to the key features of the included studies, the review's findings were categorized into different sections, namely "the measures of teacher immediacy employed," "the measures of student motivation employed," "designs," and "educational contexts". The main findings of the studies were also discussed. The reviewed studies pointed to **positive associations between teacher immediacy and student motivation**. Finally, limitations of the included studies are discussed and some practical directions for further research are offered, accordingly.

Keywords: verbal immediacy, non-verbal immediacy, students, motivation, systematic review, teachers.

Have you ever noticed/felt these phenomenon?

This builds on Mehrabian's original "immediacy" construct (closeness-enhancing behaviors) and its adaptation to education.

Did you know?

However, teacher immediacy is also just a subset of a bigger competency called Adaptive Communication

Teacher Immediacy is defined as communication behaviors by instructors that decrease perceived distance between teacher and learners (e.g., warmth, availability, approach cues).

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8267458/>

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8267458/>

<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781405186407.wbiec013.pub2>

Abstract

In instructional-learning contexts, the relationship between teacher verbal and non-verbal immediacy and student motivation has gained increasing attention. However, no systematic research has been done to review the empirical studies on teacher immediacy and student motivation. This study aims to systematically review the available literature on teacher immediacy and student motivation. Some common findings were identified. With regard to the relationship between teacher immediacy and student motivation, they were categorized into different contexts: "the measures of student motivation," "the measures of student motivation," and "the measures of student motivation." The main findings of the study are summarized in the table below. The main findings of the study are summarized in the table below. The main findings of the study are summarized in the table below.



Interactive

Quick Question

“Have you ever heard of
Adaptive Communication?”

***Raise your hand**





On a scale of 0-10,
how **familiar** are you with an **adaptive communication**?



Interactive

Prologue Question

“Describe your **initial thoughts on what is adaptive communication** on behalf of personal reason?”

***1 of participant can open mic and share the reason**



What Is Adaptive Communication?

Adaptive communication is the strategic approach of **tailoring your communication style** to suit the specific needs, context, and goals of your audience. It's about ensuring your message is not just heard, but truly understood and resonated with.

Clarity

Ensuring your message is understood without ambiguity.

Empathy

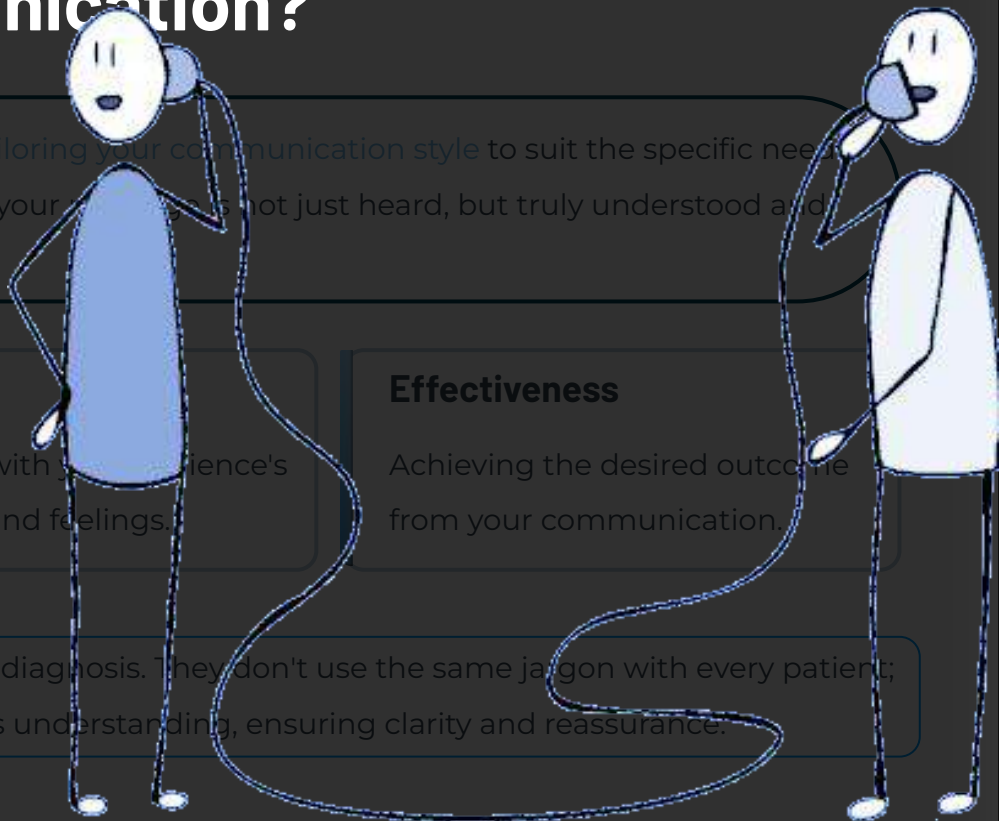
Connecting with your audience's perspective and feelings.

Effectiveness

Achieving the desired outcome from your communication.

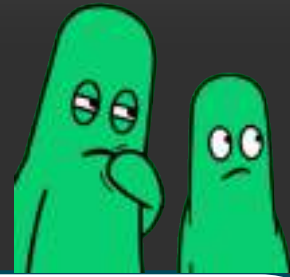
Think of a neurobiologist doctor explaining a complex diagnosis. They don't use the same jargon with every patient; instead, they adapt their explanation to each individual's understanding, ensuring clarity and reassurance.

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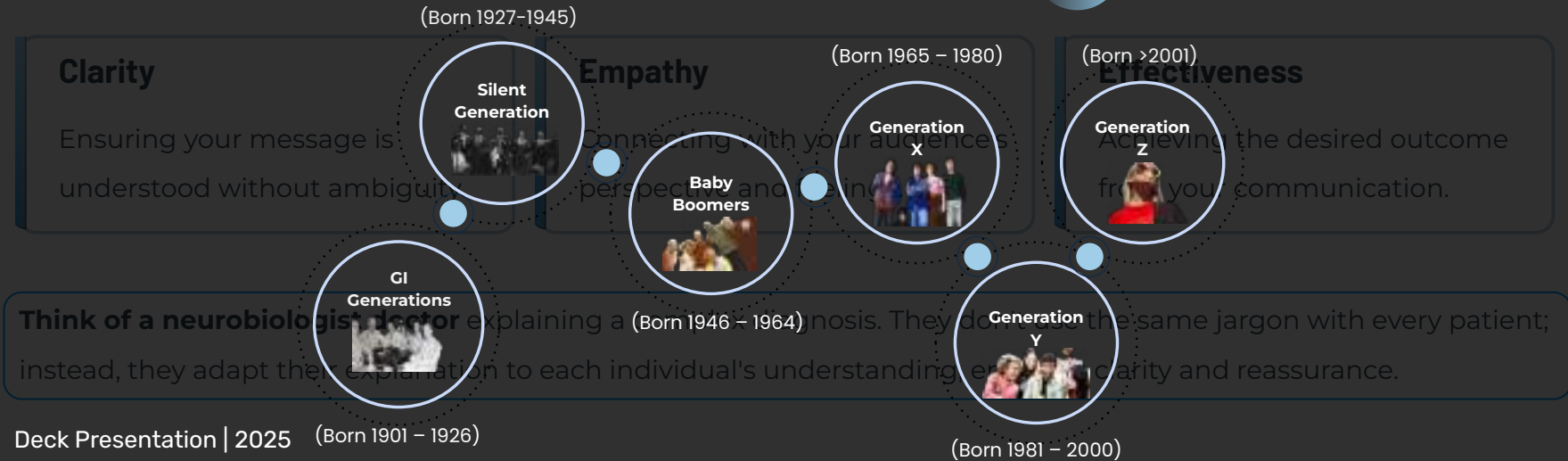


What Is Adaptive Communication?



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List of Generations Amongst Us





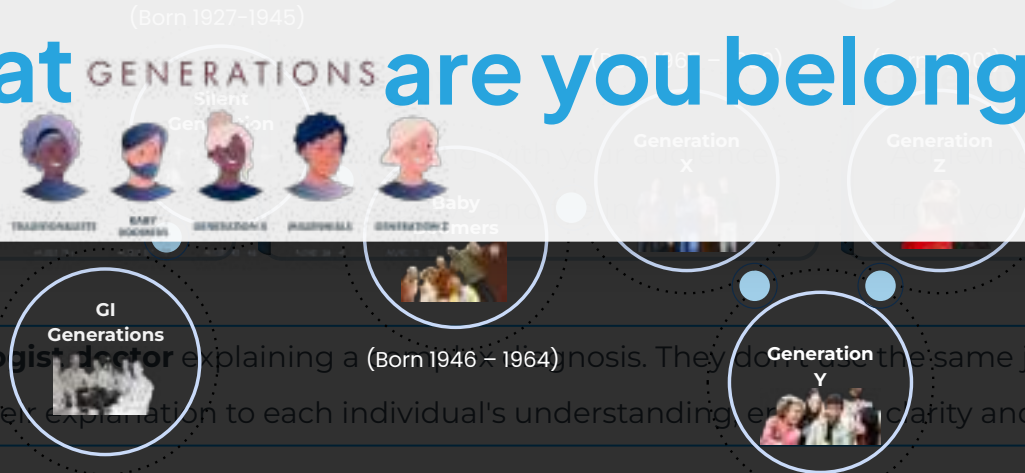
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List of Generations Amongst Us

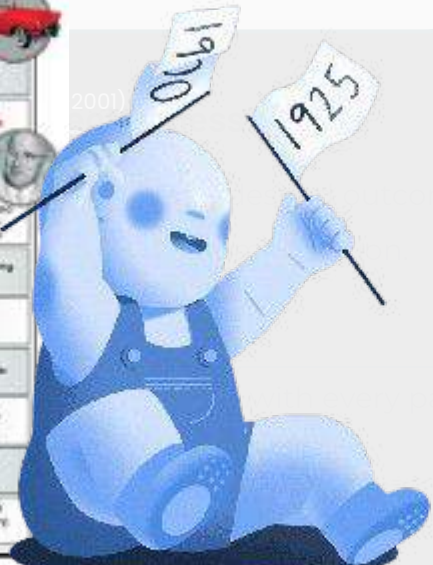
What are you belong ?



Think of a neurobiologist doctor explaining a diagnosis. They do not use the same jargon with every patient; instead, they adapt their explanation to each individual's understanding for clarity and reassurance.

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Ge...

[illegible]


● 2019 年 12 月 1 日起实施

Today's Objective Focus

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 irvandiassanjaya
 Kerjacerdias



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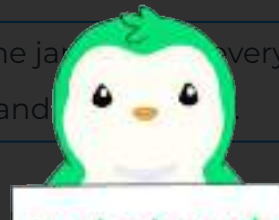
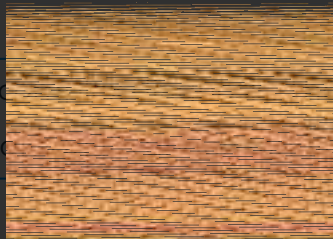
Empathy

Connecting with your **audience's perspective and feelings.**

Effectiveness

Achieving the **desired outcome** from your communication.

Think of a **doctor** explaining a diagnosis. They don't use the same jargon for every patient; instead, they tailor the explanation to each individual, ensuring clarity and understanding.



✔ What Is Adaptive Communication?

Adaptive communication is the strategic approach of **tailoring your communication style** to suit the specific needs, context, and goals of your audience. It's about ensuring your message is **not just heard, but truly understood and resonated with.** ✔

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Achieving the **desired outcome** from your communication.

Think of a neurobiologist doctor explaining a complex diagnosis. They don't use the same jargon with every patient; instead, they adapt their explanation to each individual's understanding, ensuring clarity and reassurance.



Why Adaptive Communication Matters

Communication Imperative

80% of leaders' time is spent communicating – making its effectiveness paramount for success.

- Poor communication is a leading cause of workplace project failures, costing companies millions.

Impactful Benefits

Builds **trust** and strengthens **relationships**.

- Reduces misunderstandings and conflicts.
- Boosts morale and employee engagement.

• **More Persuasive:** They can influence different personalities effectively.

• **More Respected:** They demonstrate emotional intelligence by adjusting their approach.

• **More Effective:** They ensure their message is understood and acted upon.

• **More Inclusive:** They create an environment where diverse voices feel heard and valued.

<https://elationcommunications.com/adaptive-communication-in-leadership/>

Real-World Adaptive Communication Examples

Adaptive communication isn't just theory; it's practiced every day in diverse settings.

Here are some scenarios where it shines:



Team Engagement

A manager shifts from a group setting to a **one-on-one discussion** to engage a soft-spoken team member, ensuring their ideas are **heard**.



Technical Translation

An **executive** **simplifies complex technical jargon** when presenting to non-expert staff, making the information accessible and engaging.



Inclusive Training

A trainer uses a mix of **visuals and detailed** written notes to accommodate both visual and analytical learners, maximizing comprehension.

The Transformative Impact of Adaptive Communication

Embracing adaptive communication yields far-reaching benefits, transforming not just how you connect, but your overall success and influence.



Stronger Relationships

Build deeper trust and understanding in all personal and professional interactions.



Enhanced Collaboration

Foster better team dynamics, leading to increased innovation and productivity.



Greater Influence

Positions leaders and professionals for greater impact and success in their fields.

It's the difference between merely talking and truly communicating, unlocking potential in every exchange.

Adaptive vs Traditional Communication

Traditional Communication

Traditional communication **uses static, one-size-fits-all messages**. It lacks flexibility and often fails to meet diverse audience needs, leading to misunderstandings and inefficiencies.

Adaptive Communication

Adaptive communication dynamically **adjusts messages based on real-time audience data**. It enhances clarity, engagement, and effectiveness, making it ideal for modern, fast-paced environments.





Interactive

Test

**During teacher meetings, one member rarely speaks.
Which response best reflects inclusive and adaptive practice?**

A. Continue group format so the member acclimates

B. Move to a brief 1:1 pre-meeting to surface ideas, then bring them into the group

C. Ask the member to submit ideas by email only





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C. Ask the member to submit ideas by email only

A quiet teacher may be overshadowed in full-group settings. A brief 1:1 pre-meeting lowers pressure, lets the leader listen, paraphrase, and clarify needs.

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Interactive

Quick Question

“Have you ever heard of
Dominant Influence Steadiness
Compliance (DISC) Test?”

*Raise your hand





DISC

By All Means

DISC is a **behavioral assessment framework** that uses observable traits and patterns to understand **how people communicate, make decisions, and respond to challenges.**

It is **psychological research** and proven workplace applications to **improve teamwork, leadership, and personal effectiveness.**

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Interactive

Quick Question

What Are the Four
DISC Types?

***Raise your hand**



<https://bit.ly/disc-sbdp>

DISC Test

Test Me: DISC

- Open your laptop or tablet.
- Click on the provided link or scan the QR code.
- You will receive a [DISC Test](#) with available several questions.
- Answer the questions based on your personal experiences on at work.
- You have 10 minutes to complete the worksheet.
- You can also use this worksheet outside of this session (for example, at the office) to help reduce your stress.

10:00

DISC in Education:
Communication Gains

Why DISC is Important for School Communication



90% Reported Stronger
Connections
Across Opposing Styles
Post-Intervention

80% Gained Deeper DISC
Knowledge
and Adaptation Skills
Except Steadiness Subgroup

Communication Strategies
Knowledge
Pre: 8.11 → Post: 8.40
 $p < 0.01$, Effect Size 0.20

Self-Perception Awareness
Pre: 6.58 → Post: 7.30
 $p < 0.001$, Effect Size 0.42

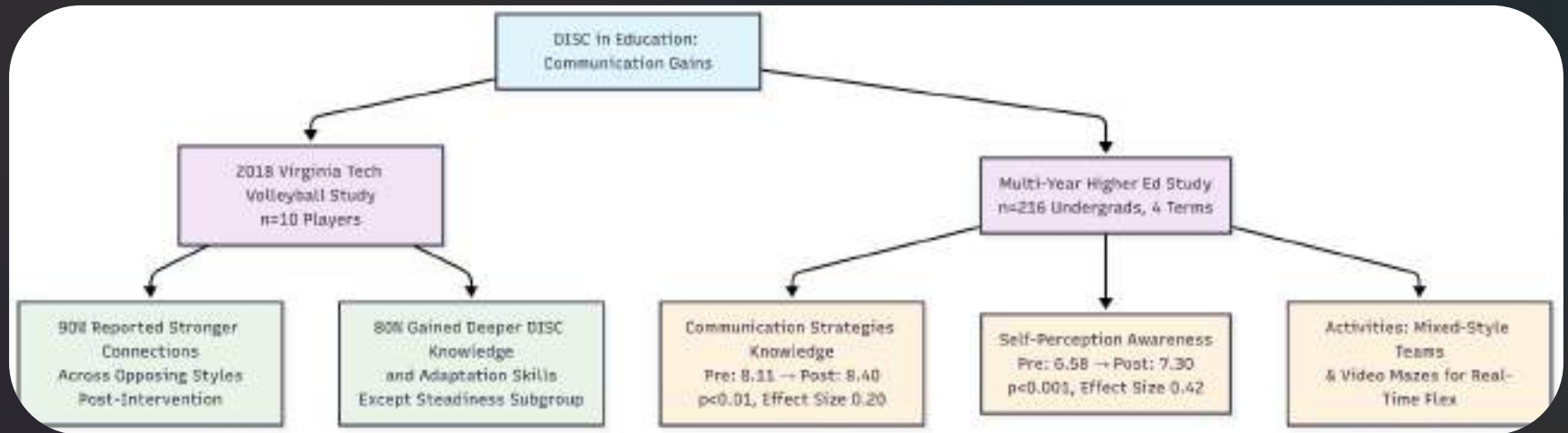
Activities: Mixed-Style
Teams
& Video Mazes for Real-
Time Flex

Source:

<https://vtechworks.lib.vt.edu/server/api/core/bitstreams/3fa4ac89-41ca-4b64-8ed4-293960aee8/content>

Source:

https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1179&context=busadmin_faculty



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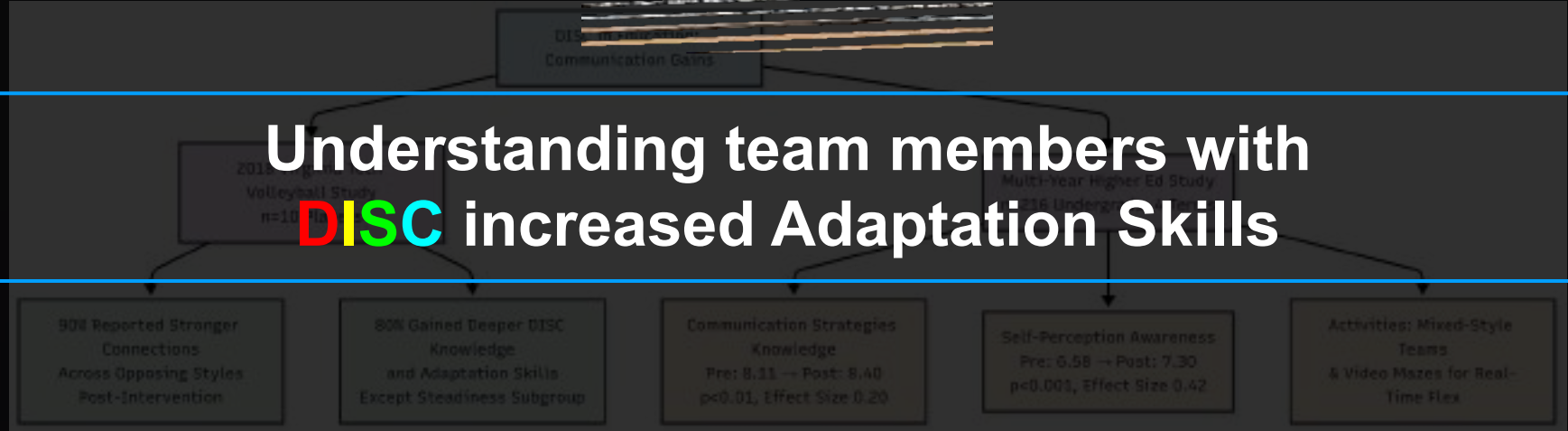
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Understanding team members with **DISC** increased Adaptation Skills



Source:

<https://vtechworks.lib.vt.edu/server/api/core/bitstreams/3fa4ac89-41ca-4b64-8ed4-293960aee8/content>

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DOMINANT

- Direct
- Decisive
- High Ego Strength
- Problem Solver
- Risk Taker
- Self Starter

D

INFLUENCE

- Enthusiastic
- Optimistic
- Persuasive
- Talkative
- Impulsive
- Emotional

I

- Good listener
- Team player
- Possessive

S

- Steady
- Predictable
- Understanding

STEADINESS

- Accurate
- Analytical

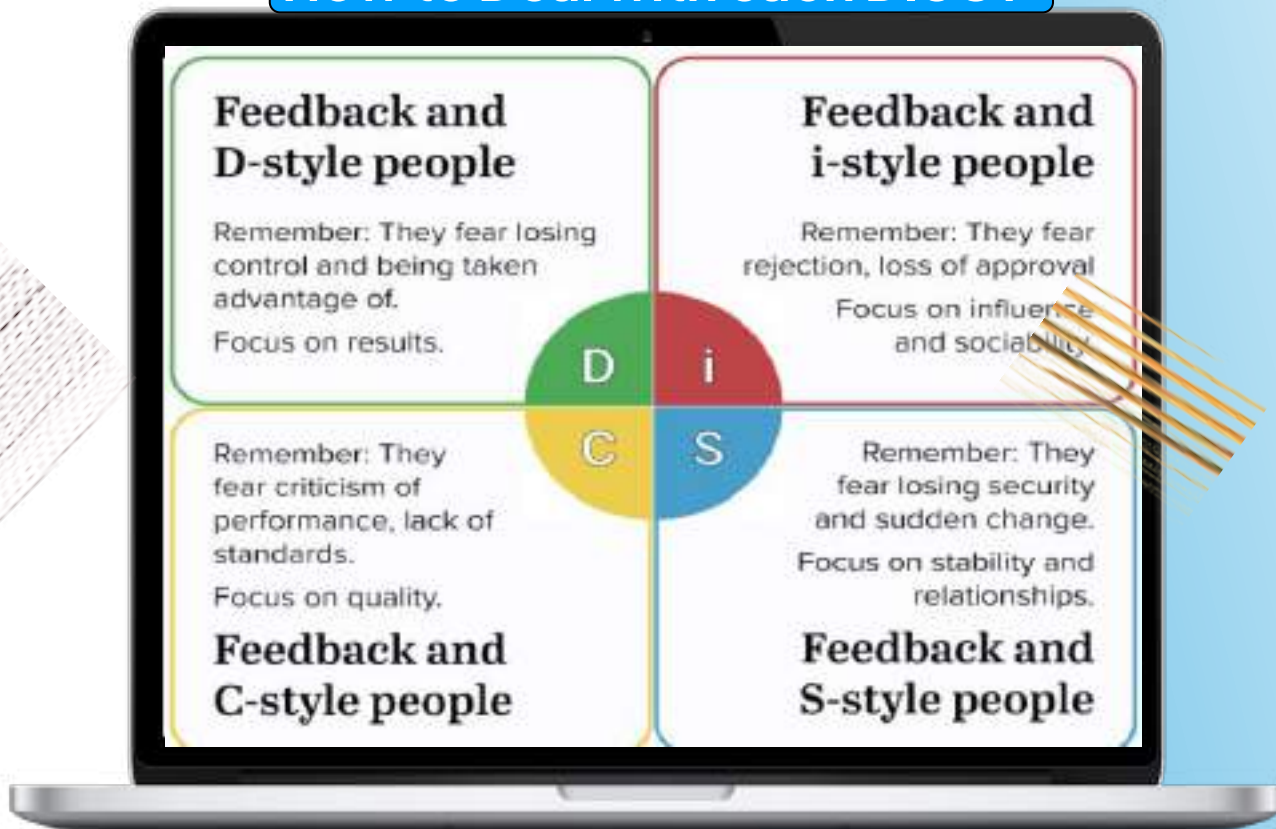
C

- Conscientious
- Fact-finder
- High standards

COMPLIANT



How to Deal with each DISC?



How to Deal with each DISC?



D style needs

Autonomy and independence
Challenging projects
Big-picture tasks
Creative license and experimentation

i style needs

Opportunities to collaborate
Freedom for self-expression
Limited predictability and routine
Encouragement to dream big

Sufficient time to do assigned work
Ability to help define quality standards
Logical reasoning for tasks
Projects that are a challenge

C style needs

Mindful, tactful communication
Advance notice on changes and deadlines
A strong sense of security
Opportunity for collaboration

S style needs





Interactive

**Your grade-level team includes a high-D and high-S colleague.
What's the best DISC-informed adjustment for task review?**

**A. Fast decisions;
those who need
more detail can
follow up later**

**B. Present concise
options (D-friendly)
+ share a brief
rationale & timeline
(S-friendly)**

**C. Send a long report to
satisfy both**





Interactive

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B works because it balances both styles: high-D wants quick, concise choices; high-S needs predictability, rationale, and timelines to feel secure.

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Interactive

Can anyone explain...

Have we ever **heard** the term
active listening at work?

**Raise your hand*

I HEAR YOU



LISTEN

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Interactive

Can anyone explain...

Are we noticed the difference between
Listen and **Hear** in the very fundamental?

***Raise your hand**

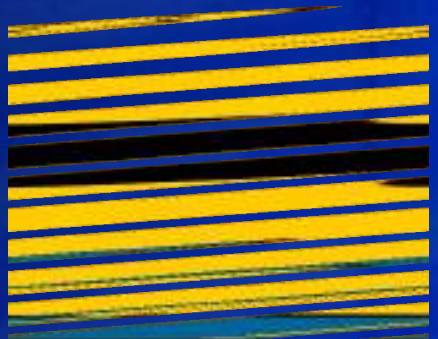


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Did You Know?

Listening is not the same as hearing

<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80994§ion=3.1>



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Active Listening

Active listening means **noticing both words and body language so you can respond** to the real message.

Most people do not listen with the intent to *understand*.

Most people listen with the intent to *reply*.

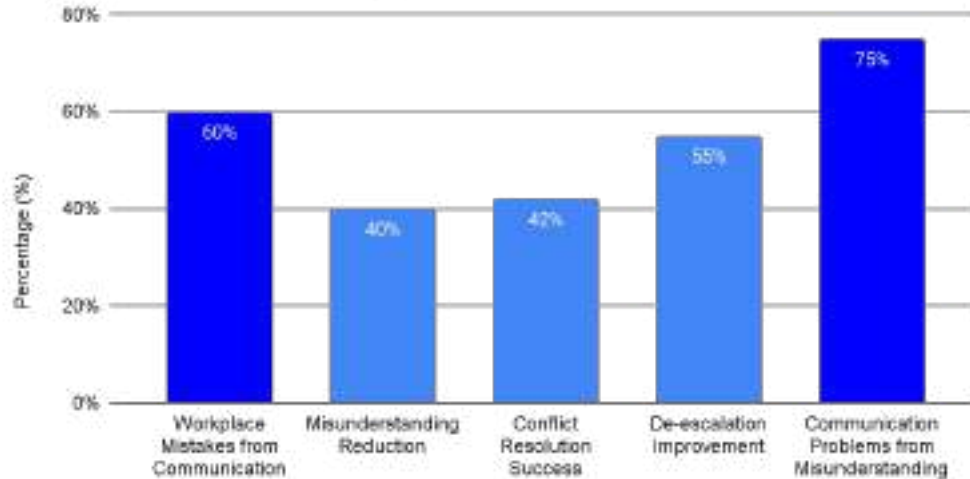
– Stephen R. Covey

ilovemylsi.com

Listen actively

Reduces Mistakes, Conflicts & Misunderstandings

Impact of Active Listening



Sources:

<https://jobera.com/active-listening-statistics/>
<https://wifitalents.com/active-listening-statistics/>
<https://worldmetrics.org/>

<https://gitnux.org/active-listening-statistics/>
<https://zipdo.co/active-listening-statistics/>

KEY INSIGHTS

60% workplace mistakes come from poor communication, but **active listening can cut them by 40%.**

70% work mistakes happen because people don't communicate well, and better listening fixes it.

Active listening **boosts conflict resolution by about 42%** and **calms 55% more disputes.**

3 in 4 communication problems come from misunderstandings, and active listening clears them up.

Listen actively

Boosts Productivity, Collaboration & Innovation



KEY INSIGHTS

Active listening can **enhance collaboration and productivity** by up to 25%.

It **boosts productivity 30%, creativity 20%, and goal success 50%.**

Teams with managers who listen actively are **up to 67% more productive.**

Problem-solving become 30% faster, and **project delivery within budget** improves by 50% when communication is strong.

Teams that feel heard **engage more and earn 21% extra profit.**

Sources:

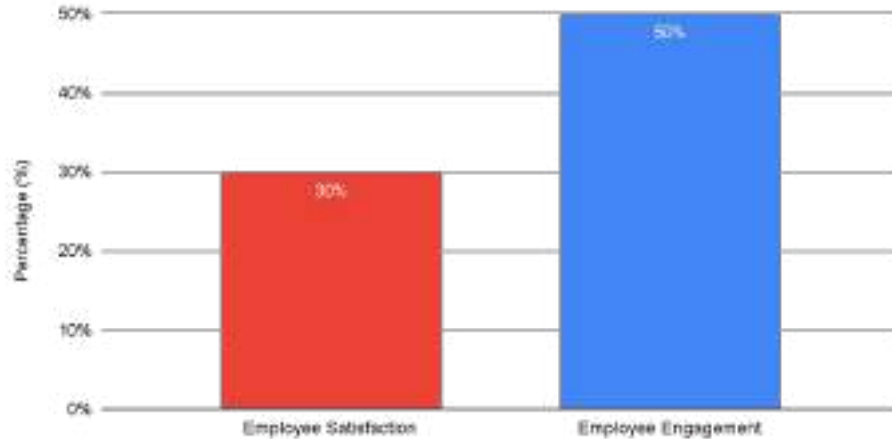
<https://jobera.com/active-listening-statistics/>
<https://wifitalents.com/active-listening-statistics/>
<https://worldmetrics.org/>

<https://sparkmoor.com/active-listening-in-the-workplace-boosting-team-collaboration-and-productivity/>
<https://pumble.com/learn/communication/communication-statistics/>

Listen actively

Enhances Employee Satisfaction, Retention & Engagement

Impact of Active Listening



KEY INSIGHTS

Managers trained in active listening see **30% higher employee satisfaction.**

[Jobera](#)

Employees feel **16% more satisfied** when their managers listen attentively.

[Jobera](#)

Organizations prioritizing listening report **50% higher employee engagement.**

[WifiTalents](#)

Acting on feedback **keeps staff 11x more likely to stay.**

[humanemergence](#)

It's also true in Educational context

How teachers' student voice practices affect student engagement and achievement: exploring choice, receptivity, and responsiveness to student voice as moderators

Abstract

Strategies that promote student voice have long been championed as effective ways to enhance student engagement and learning; however, little quantitative research has studied the relationship between student voice practices (SVPs) and student outcomes at the classroom level. Drawing on survey data with 1,751 middle and high school students from one urban district, this study examined how the SVP of seeking students' input and feedback related to their academic engagement, agency, attendance, and grades. Findings revealed strong associations between this SVP and student engagement. Additionally, results showed that having just one teacher who uses the SVP is associated with significantly greater agency, better math grades, higher grade point averages, and lower absent rates than having no teachers who do so. In models testing interaction effects with choice, responsiveness, and receptivity to student voice, teachers' receptivity was strongly associated with all outcomes. Few interaction effects were found. This study contributes compelling evidence of the impact of classroom SVPs and teacher receptivity to student voice on desired student outcomes.

Keywords: Student voice, Student engagement, Student agency, Student achievement, Choice

<https://pmc.ncbi.nlm.nih.gov/articles/PMC11836230/>

How to get through hard times: Principals' listening buffers teachers' stress on turnover intention and promotes organizational citizenship behavior

Abstract

When principals listen to teachers' concerns, it creates a supportive environment that buffers the negative effects of perceived principal stress on teachers' turnover intentions. This study was conducted during the COVID-19 pandemic and included data from two distinct time points.

with our hypothesis.

However,

teachers evaluated the

principal listening is also

teachers were more likely to

Keywords: Teachers, Principals, Listening, Stress, COVID-19, Turnover intentions, OCB

<https://pmc.ncbi.nlm.nih.gov/articles/PMC9362686/>

Teacher's active listening can enhance student engagement and grades

It's also true in Educational context

How teachers' student voice practices affect student engagement and achievement: exploring choice, receptivity, and responsiveness to student voice

Abstract

Strategies that enhance student voice in the classroom have been studied, but the relationship between classroom-level student voice and one-to-one student voice related to the

Principal's active listening can **reduce teachers stress and turnover**

choice, receptivity, and responsiveness, and receptivity to student voice, teachers' receptivity was strongly associated with all outcomes. Few interaction effects were found. This study contributes compelling evidence of the impact of classroom SVPs and teacher receptivity to student voice on desired student outcomes.

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How to get through hard times: Principals' listening buffers teachers' stress on turnover intention and promotes organizational citizenship behavior

Abstract

When principals listen to their teachers, they may foster an open and receptive work environment that helps teachers adapt during stressful times. Two studies examined the role of perceived principals' listening to teachers on workplace outcomes. Study 1 ($N = 218$) was conducted during the first nationwide lockdown in Israel. Study 2 ($N = 247$) was conducted during a later lockdown and controlled for social support to test the independent effects of the two distinct interpersonal experiences. Findings supported our hypothesis that principals' listening would relate to lower teacher turnover intention. In addition, in line with our hypothesis, teachers high on perceived stress generally reported higher turnover intention. However, the detrimental effect of perceived stress was not observed when teachers evaluated their principals as good listeners. Finally, we anticipated and found that principal listening is associated with organizational citizenship behavior. Specifically, teachers were more likely to help one another when feeling listened to by their principals.

Keywords: Teachers, Principals, Listening, Stress, COVID-19, Turnover Intentions, OCB

<https://pmc.ncbi.nlm.nih.gov/articles/PMC9362686/>

Interactive

Can anyone explain...

How **to train ourselves** to become a **good listener** ?

**Any ideas are welcome*

I HEAR YOU



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Our Expectation

Didengerin

Emotionally supported

Aman

Nyaman

Lega

Relax

The Reality

GUE dulu....

Adu nasib

Lu mah enak

Gue si paling susah

**LU SIH MASIH MENDING
LAH GUE....**

Empathetic Listening vs Hear that intent to Reply

Give full attention

Listen with your **ears, eyes, and heart**

Try to **feel what they feel**

Don't judge, interrupt, or try to "fix" them right away

Interrupt or talk over someone

Focus on your **own story, advice, or opinion**

Can't remember what the other person said

You respond with "Yeah, but..." or "Me too!" too quickly

Empathetic listening is about **truly** understanding the other person's feelings, thoughts, and perspective.

The goal is to connect, not correct.

Listening with the intent to reply means you're hearing words but already preparing your response.

Your focus shifts to **what you'll say next.**

Active Listening

Appreciate by showing that you're listening: Uh-huh / OK / Yes, I see / Good / Really?

Ask questions to clarify and offer encouragement: What do you mean when you say...? / And then? / What happened next?

R

RECEIVE

A

APPRECIATE

S

SUMMARIZE

A

ASK

Receive the message, pay attention to the person speaking.

Summarize the main idea: It sounds like... / In other words, what you are saying is... / So in a nutshell... / Sounds like you are saying...

Active Listening

CASE STUDY: Let's imagine a team member, Rina, is explaining a challenge with a project deadline

Step	What it means	Example
Receive	Pay full attention to the speaker—tune in both verbally and non-verbally.	You look at Rina, pause your task, nod when she speaks, giving her your full attention.
Appreciate	Convey acknowledgment and empathy through small verbal (like “uh-huh”) or nonverbal cues (like nodding/slightly smiling).	You say, <i>“I hear you’re really stretched, I understand,”</i> and offer a sympathetic nod.
Summarize	Reflect back what you've heard using your own words (e.g., “So what I’m hearing is…”).	You respond, <i>“So you're finding the current timeline too tight, especially given the resource constraints in code reviews—do I have that right?”</i>
Ask	Pose follow-up or clarifying questions after summarizing (e.g., “Can you elaborate on…”).	You follow up with, <i>“Would it help if we shifted some tasks or extended the review period to alleviate the pressure?”</i>



Interactive

A hallway conflict flares between students. Which teacher move most aligns with Receive–Appreciate–Summarize–Ask?

A. Let each speak without interruption; reflect key points, then ask clarifying questions

B. Tell them the rule they broke and issue consequences

C. Separate them and handle it tomorrow





Interactive

A hallway conflict flares between students. Which teacher move most aligns with Receive–Appreciate–Summarize–Ask?

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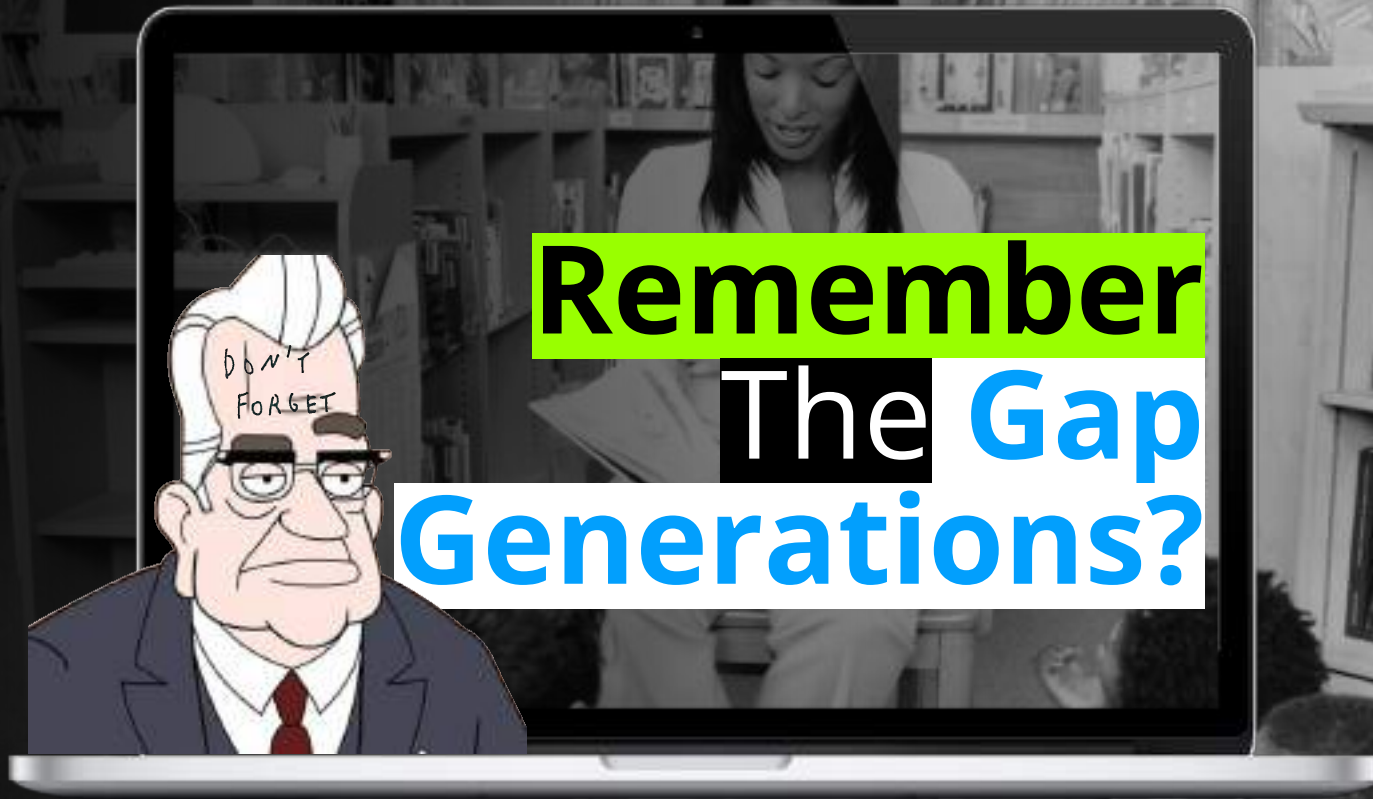
C. Separate them and handle it tomorrow



It mirrors Receive–Appreciate–Summarize–Ask: listen first, reflect back, then clarify.

Table of Contents

1	Why Adaptive Communication Matters	3	Listening and Responding: The Misconception in Between
2	Personality and Communication Styles: DISC		Conflict and Difficult Conversation



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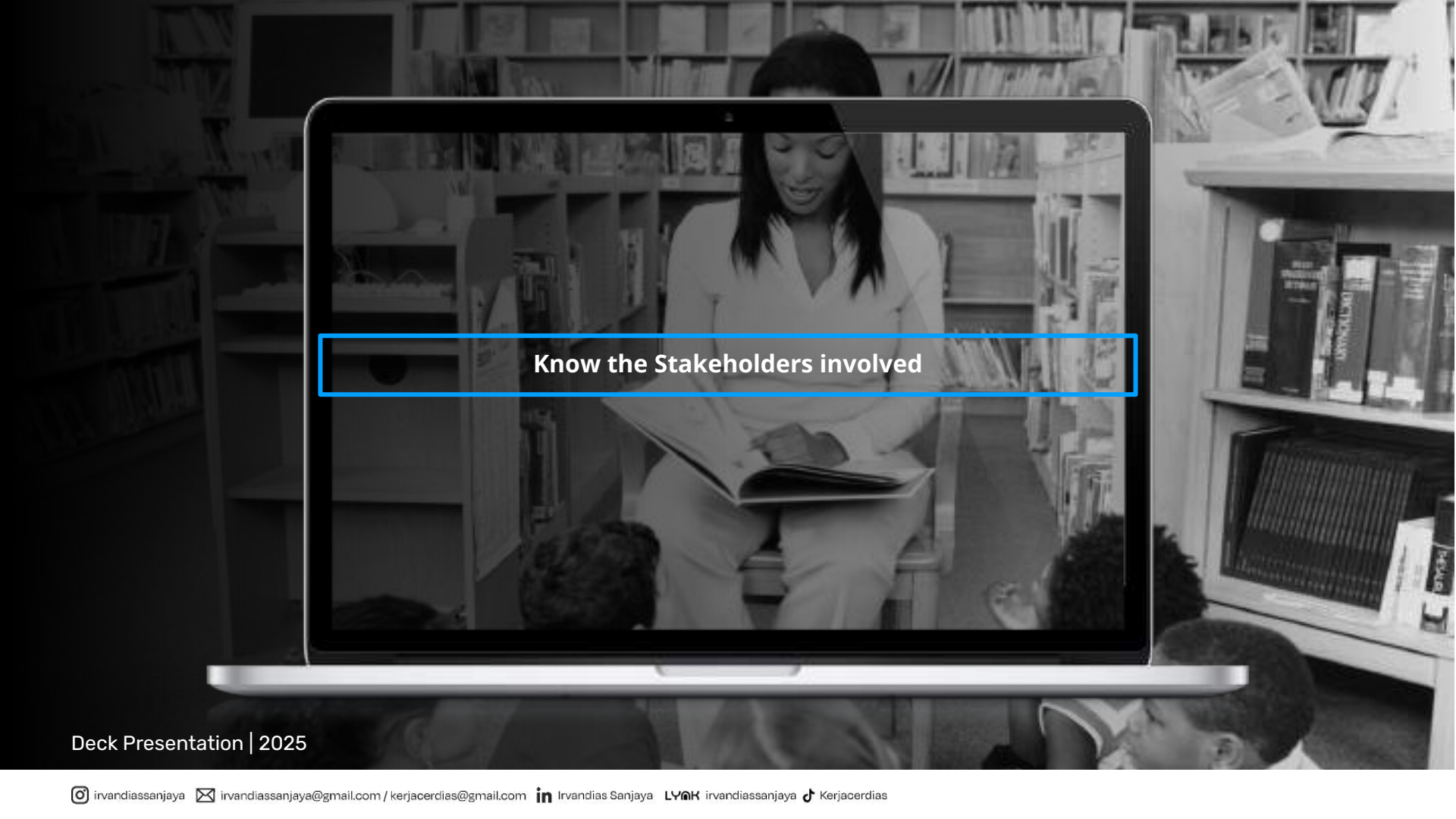
One policy - 4 generations

4 generations will be working side-by-side in 2020. Here we look at the most effective ways to communicate with each.

	Baby Boomers (1946 - 1964)	Generation X (1965 - 1980)	Generation Y (1981 - 1995)	Generation Z (after 1995)
Preferred ways to engage	 Phone	 Email  Text	  Text Social media	 Handheld devices
Preferred comms methods	  Email Phone  Face to face	 Email  Text	  Online Mobile	 FaceTime

Source: Barclays

 vervoë

A black and white photograph of a woman with long dark hair, wearing a light-colored long-sleeved shirt, sitting in a library and reading a large open book to a group of children. The children are seen from behind, looking at the book. The background is filled with bookshelves. This scene is displayed on a laptop screen, which is the central focus of the image. A blue rectangular box is overlaid on the screen, containing the text "Know the Stakeholders involved".

Know the Stakeholders involved

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Stakeholders From Teachers' Perspective

(1)

Stakeholders

Students

(Primary stakeholders)

Interests

fair grading, psychological safety, relevance, timely feedback, autonomy.

What Teacher Obtains

learning data, classroom climate, peer influence.

Teacher Lens

build trust (immediacy), differentiate instruction, co-create norms.

Families / Guardians

(co-educators at home)

child wellbeing, progress clarity, behavior support, future pathways.

context (home routines, health), reinforcement at home, attendance support.

keep messages bite-sized and actionable; celebrate small wins before raising concerns.

Fellow Teachers & Support Staff

(execution partners)

consistent policies, shared materials, predictable schedules.

curriculum alignment, cover/backup, interdisciplinary projects.

reduce “initiative overload”; standardize rubrics and deadlines across subjects.

Stakeholders From Teachers' Perspective

(2)

Stakeholders

School Leadership & Governance (principals, department heads, school board/yayasan, PTA/Komite Sekolah)

Student-facing Specialists (counselor/school psychologist, SPED/inklusi, librarian, lab/IT technicians, nurses/UKS)

Interests

School results, compliance, budgets, reputation, safety.

Appropriate referrals, early intervention, data privacy, inclusive access.

What Teacher Obtains

Policy, time allocation, resources, escalation pathways.

Targeted supports, accommodations, crisis response, literacy & research skills.

Teacher Lens

Needs into metrics leaders track (attendance, mastery, behavior incidents, parent satisfaction).

Loop them in early; document patterns (frequency, triggers) not just single incidents.

Stakeholders From Teachers' Perspective

(3)

Stakeholders

External Partners
(community leaders, alumni, NGOs, universities, employers, edtech providers)

Regulators / Funders
(Dinas/Kemendikbud Ristek, accreditation bodies, BOS fund admins)

Interests

Impact, visibility, pipeline building, program fit.

Curriculum compliance, assessment integrity, equitable access, fiscal accountability.

What Teacher Obtains

Real-world projects, mentors, internships, tools, enrichment.

Mandates, resources, professional development, quality assurance.

Teacher Lens

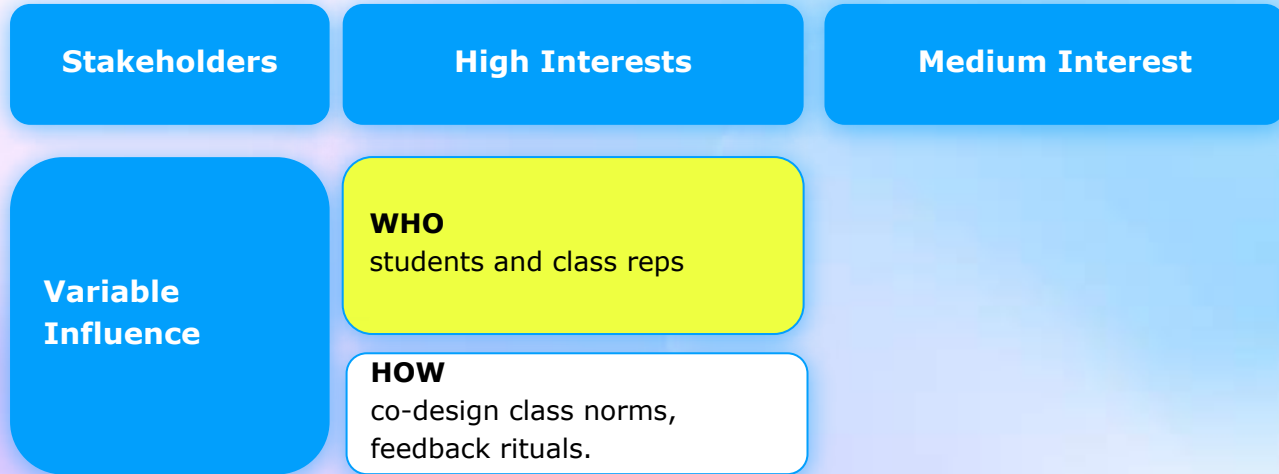
Align projects to standards; clarify roles, timelines, and safeguarding.

Map mandates to classroom routines; keep light evidence trails (lesson plans, assessment samples).

Influence vs. interest (1)

Stakeholders	High Interests	Medium Interest
High Influence	<p>WHO leadership, department heads, families of high-needs students</p> <p>HOW keep weekly touchpoints and data snapshots.</p>	<p>WHO board/yayasan, district officers</p> <p>HOW speak in outcomes, risk, and compliance.</p>
Medium Influence	<p>WHO counselors, special education school, librarians</p> <p>HOW co-plan and co-document supports.</p>	

Influence vs. interest (2)



Typical friction points & teacher-centric fixes

Friction Points	Description	Fixes
Policy–practice gap	new rules without classroom supports	request time, exemplars, and assessment alignment before rollout.
Communication overload	too many channels	agree on “tiering” (urgent = phone/WA; important = LMS note; FYI = weekly bulletin).
Parent expectations vs. pedagogy	grade focus over mastery	show growth evidence (pre/post samples) and clear rubrics.
Multi-partner projects drifting	unclear RACI: Responsible, Accountable, Consulted, dan Informed	define who approves, who does, who consults, who is informed.

Example: launching a “Reading Across Subjects” week

Students

co-create reading choices; daily 5-minute reflections; peer-led book talks.

Families

one-page home guide with 3 prompts for dinner chats; optional read-aloud night.

Teachers

shared schedule, one rubric for all subjects (comprehension, evidence, reflection).

Counselor/Librarian

curated lists at varied levels; quiet spaces; support for reluctant readers.

Leadership

approve timetable tweaks; highlight goals (attendance, engagement); end-of-week showcase.

External partner

local bookstore or alum author talk, 30 minutes + Q&A.

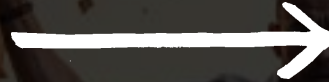
Regulators/funders

tag to literacy standards; brief evidence pack (photos, student samples, attendance).

Communication Skills to Have

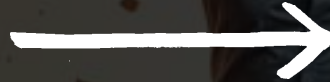
In order to break the wall of communication, skills are required

Non-Verbal Communication



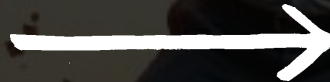
Non-verbal communication is relying instead on body language, facial expressions, gestures, posture, and eye contact, adding context and meaning to interactions.

Communication



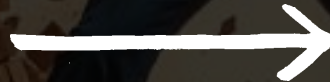
Communication is the process of sending and receiving messages. It involves the exchange of information between two or more people. Communication can be verbal or non-verbal. Verbal communication involves the use of words, while non-verbal communication involves the use of body language, facial expressions, and gestures.

Ability to



Ability to communicate is the skill of sending and receiving messages. It involves the exchange of information between two or more people. Communication can be verbal or non-verbal. Verbal communication involves the use of words, while non-verbal communication involves the use of body language, facial expressions, and gestures.

Emotion



Kayaknya bakal diliat bagus deh kalau aku ajak ngobrol kakaknya duluan



Descriptive Gestures

help **indicate position, location, size, shape, or number**



Emphatic Gestures

underscore **strong emotions, conviction, or the importance of a point**



Suggestive Gestures

can **symbolize thoughts, emotions, or actions**, such as an open palm suggesting giving or receiving ideas,



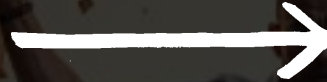
Prompting Gestures

Body movements or signals used to **elicit a response or encourage someone to take a specific action.**

Communication Skills to Have

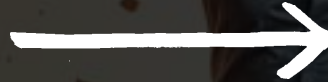
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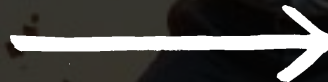
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Assertive Communication

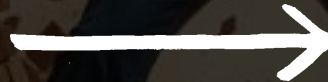


Respectful way of expressing your thoughts, feelings, and needs while also considering the rights and perspectives of others. It promotes honest dialogue, healthy boundaries, and confidence without being aggressive or passive.

Ability to



Emotion



Kayaknya bakal diliat bagus deh kalau aku ajak ngobrol kakaknya duluan

Assertive Communication

Definitive Meaning

Assertive communication is an **interpersonal communication style** that **expresses thoughts, feelings, and needs clearly and respectfully,**

While acknowledging the rights and perspectives of others.



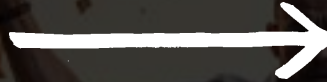
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Communication Skills to Have

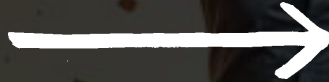
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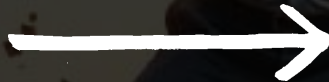
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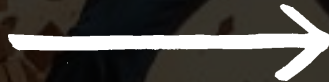
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Ability to Listen



The skill of actively focusing on and understanding what others are saying, both verbally and non-verbally. It involves giving full attention, showing empathy, and providing thoughtful feedback

Emotion Control



Kayaknya bakal diliat bagus deh kalau aku
ajak ngobrol kakaknya duluan

Communication Skills to Have

In order to break the wall of communication, skills are required

Non-Verbal Communication

<https://www.linkedin.com/pulse/most-people-want-seen-heard-understood-listening-lifelong-staley/>

Non-verbal communication is relying instead on body language, facial expressions, gestures, posture, and eye contact, adding context and

Most People Want to be Seen, Heard, and Understood: Listening as a Lifelong Practice

Ability to Listen

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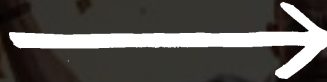
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Communication Skills to Have

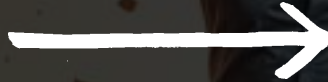
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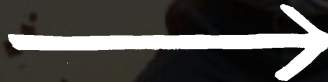
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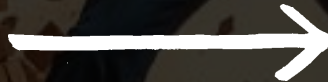
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The skill of actively focusing on and understanding what others are saying, both verbally and non-verbally. It involves giving full attention, showing empathy, and providing thoughtful feedback

Emotion Control



The ability to manage and regulate your emotional responses, especially in challenging or stressful situations.

Communication Skills to Have

Good
Communication

is
Actually

Good
Emotion
Regulation



is relying instead on expressions, gestures, adding context and

our thoughts, feelings, and the rights and perspectives of dialogue, healthy boundaries, aggressive or passive.

and understanding what ally and non-verbally. It showing empathy, and

regulate your emotional ing or stressful situations.



Interactive

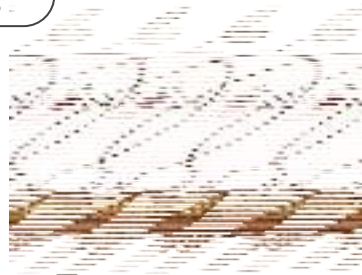
Test

Parents push for more grades over mastery. As a teacher, which response best realigns expectations?

A. Promise more graded tasks to reassure families

B. Avoid grade talk; keep conversations short

C. Show growth evidence (pre/post samples) and clear rubrics in conferences





Interactive

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Showing pre/post work plus a clear rubric re-centers the conversation on learning growth, not point-chasing—and it addresses parent concerns with transparent evidence.



● **Are there any questions?**



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