

Adaptive Communication – Decode & Connect

Dibimbing | Sekolah Kak Seto

Deck Presentation | 2025





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

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Listed Portfolio

Academic



Business



Government



Community



Media



Others



SHIRVANO
architecture and planning



HASNUR CENTRE
Bakti untuk Banua
Bakti untuk Bangsa



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

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

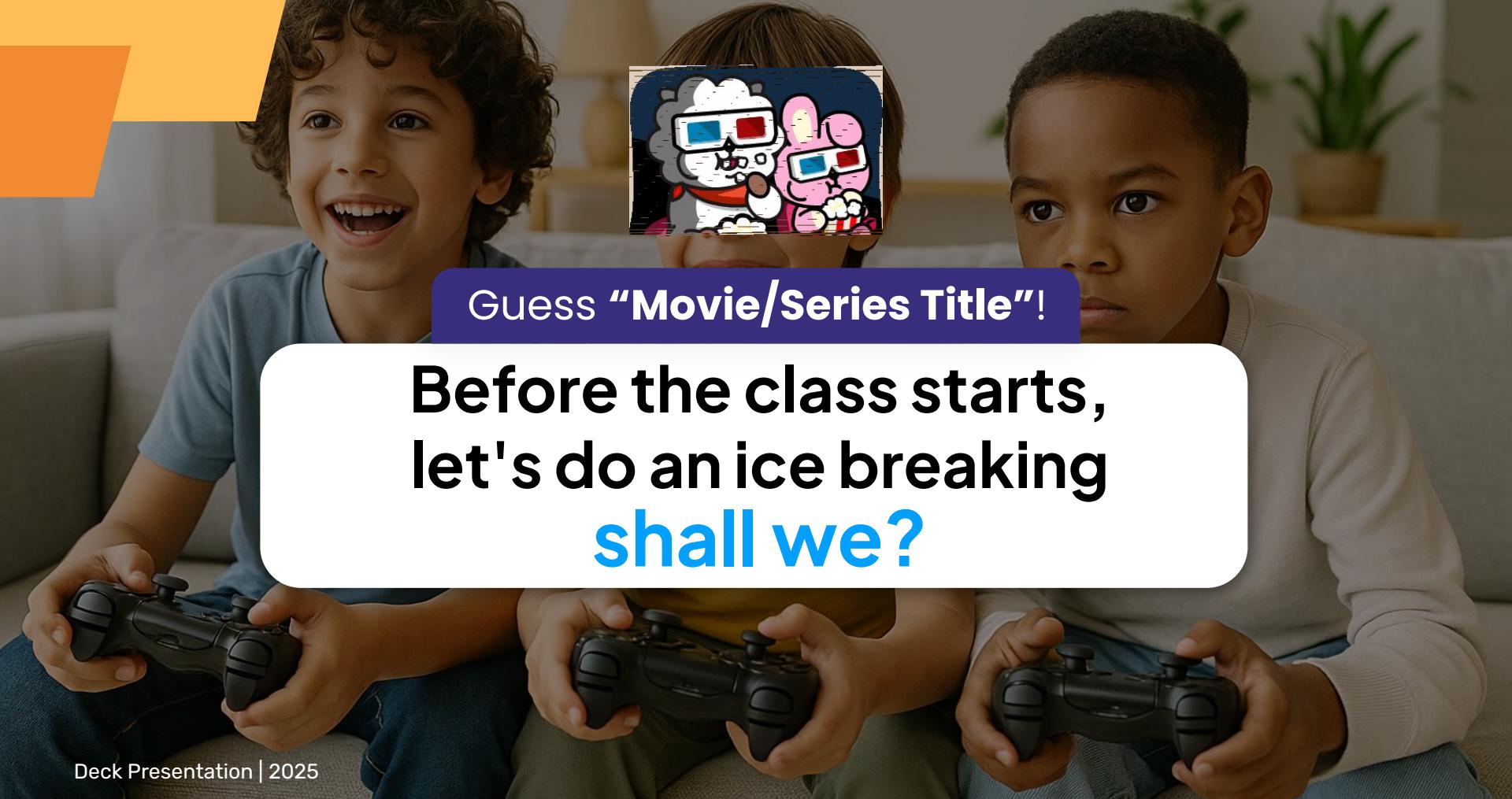
1. **Stay focused.** Please do not use your mobile phone during the session. If you must use it, please turn it off or put it in silent mode.

2. **Arrive early.** Arrive at least 15 minutes earlier than the scheduled start time. You can use this time to familiarize yourself with the room layout and equipment.

3. **Use a quiet device.** Please ensure that your device is set to silent mode or on airplane mode. You may need a safe and sound experience.

*Bonus available





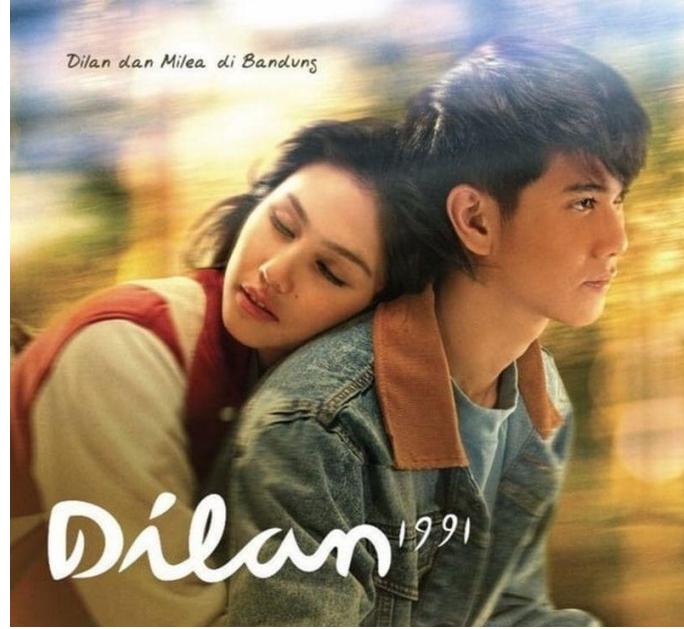
Guess “Movie/Series Title”!

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”!



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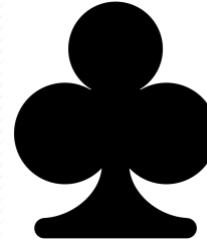
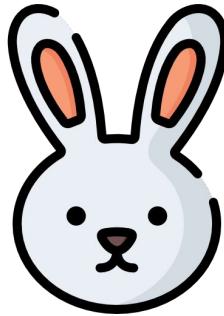
Guess “Movie/Series Title”!



Money Heist

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Guess “Movie/Series Title”!



Guess “Movie/Series Title”!



Alice in Wonderland

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ARE YOU READY?

A black and white photograph of a person sitting at a desk in a library. The person is seen from the side, looking down at their hands. In the background, there are tall bookshelves filled with books.

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

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

Teacher immediacy increases student motivation

Association Between Teacher Verbal and Non-verbal Immediacy and Student Motivation

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

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?

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

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8267458/>
<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781405186407.wbiect013.pub2>

Osman Juma*, Maysigul Husiyin, Asat Akhat and Imirhamza Habibulla

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

Student Motivation

<https://www.semanticscholar.org/paper/1f3a3a3a/does-teacher-immediacy-affect-student-motivation-a-systematic-review-of-the-associations-between-teacher-verbal-and-non-verbal-immediacy-and-student-motivation>

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

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

This study aims to review the available literature on different types of teacher immediacy and student motivation. 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 included in the review. The results showed that there is a positive association between teacher immediacy and student motivation. The review also found that the measures of student motivation employed, "designs," and "educational contexts" 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.

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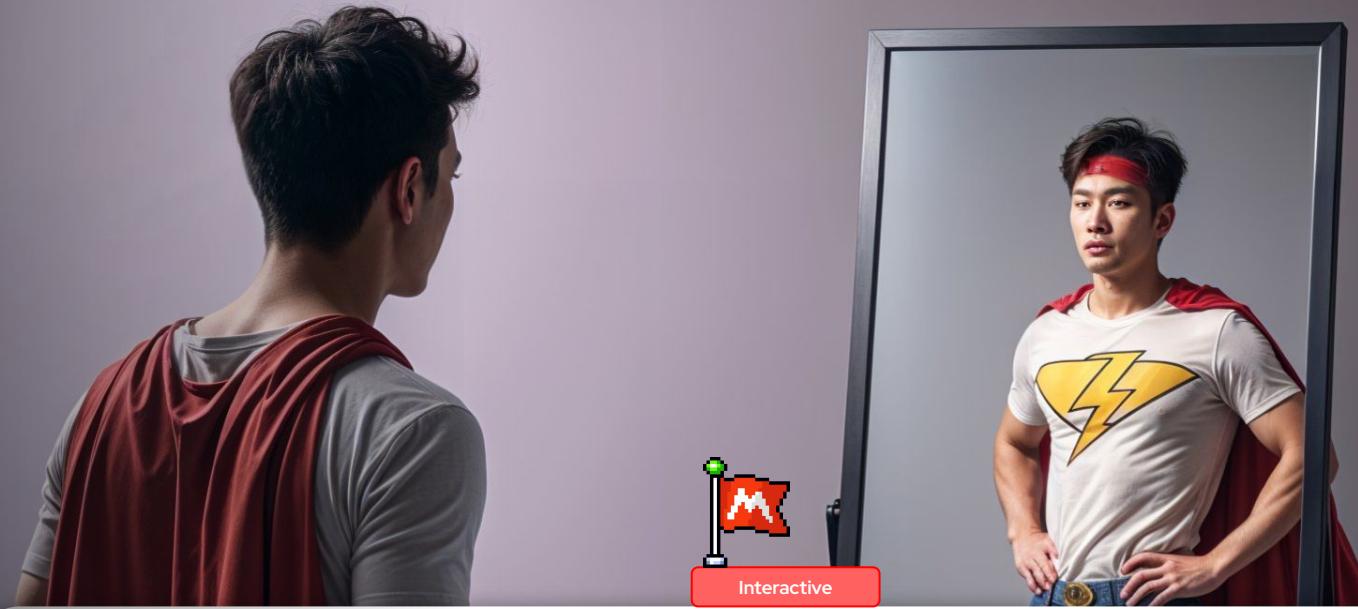
Interactive

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.

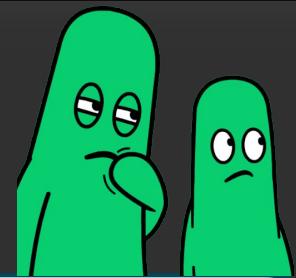
Effectiveness

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.

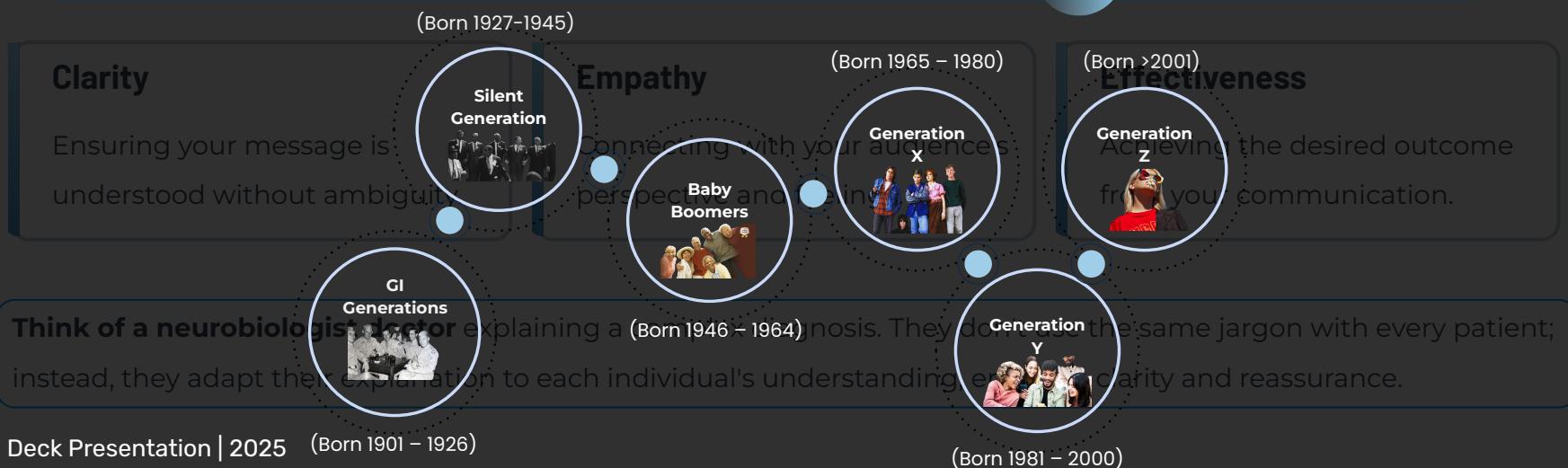


What Is Adaptive Communication?



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.**

List of Generations Amongst Us





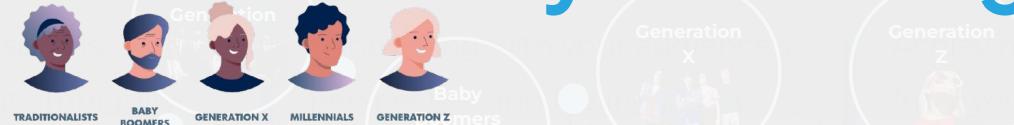
What Is Adaptive Communication?

Adaptive communication is a strategic approach to your communication style to suit specific needs, contexts, and audiences. It's about tailoring your message to what you just heard and how it's been received.



List of Generations Amongst Us

Classical Generations
What GENERATIONS are you belong ?



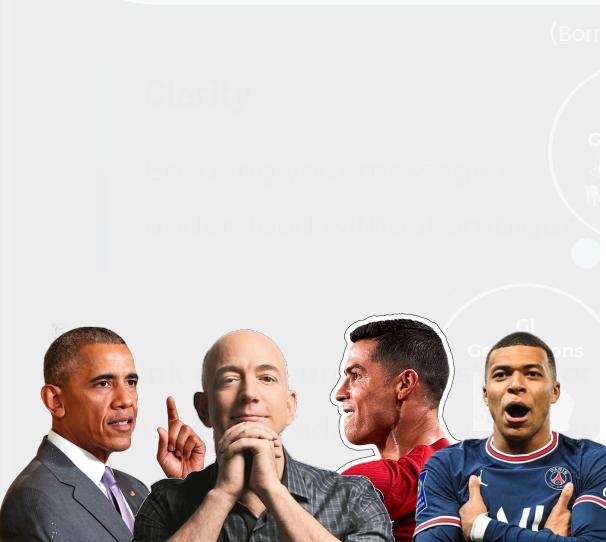
Think of a neurobiologist doctor explaining a diagnosis. They do not use the same jargon with every patient; instead, they adapt their explanation to each individual's understanding, empathy, clarity and reassurance.

Deck Presentation | 2025 (Born 1901 – 1926)

(Born 1981 – 2000)

What Is Adaptive

Adaptive communication is the strategy of tailoring your message to the needs, context, and goals of your audience so that it can be easily understood and resonated with.



GENERATION GAPS					
By BRUCE FEIRSTEIN					
GENERATION	iGEN	Millennials	Gen X	Baby-Boomers	Greatest Generation
YEAR OF BIRTH	After 2000	1980-2000	1965-1979	1946-1964	Before the end of WW. II
WHICH MAKES THEM HOW OLD?	0-14	15-35	36-50	51-69 (but they lie)	70+
LIFE-ALTERING EVENT	Release of the iPhone 6	Free Wi-Fi	9/11	First time they tried pot	First time they laid eyes on a '55 Ford Thunderbird
CURRENT LIVING SITUATION	Down the hall from Mom and Dad	Sharing an apartment in Brooklyn	Priced out of Brooklyn, considering Los Angeles	Back in the city, baby!	Using a reverse mortgage to provide shelter for feckless offspring
HOW DO THEY GET AROUND?	Mom's Prius	Lyft	Handmade Dutch bicycle	Soon-to-be-repossessed BMW	Dreaming about that '55 T-Bird
TRUSTED NEWS SOURCE	YouTube	Twitter	John Oliver	Don-Rather-Brian-Williams	Dead trees
PREFERRED MODE OF COMMUNICATION	Snapchat	Selfies	Text	Lawsuits	Guilt-inducing phone calls
ICON	Ariana Grande	Mark Zuckerberg	Kurt Cobain	Howard Stern	Harry Truman
SOCIAL NETWORK THEY ABANDONED FACEBOOK FOR	Instagram	Tinder	LinkedIn	Match.com	The Rotary Club
ENTERTAINMENT EXPENDITURE	\$26.95 on Minecraft	\$900 on Coachella	\$2,000 on Burning Man	\$5,000 on "Platinum" fix to the Rolling Stones	\$35 on Oklahoma community dinner theater
MONEY-DRAINING ADDICTION	Mobile-game upgrades	Limited-edition Nikes	Superhero collectibles on eBay	Second home	G.O.P. fund-raising e-mails
GEAR-UP QUICK SCHEME	Create a video game	Invent an app	Sell something to Yahoo	Flipping houses	Fracking
SIGNIFICANT CONTRIBUTION TO SOCIETY	Being Common Core guinea pigs	Trigger warnings and micro-aggressions	Artisanal pickles	The bong	Defeating Hitler
DEFINING CONDITION	Peanut-allergic	Gluten-intolerant	Attention-deficit-disordered	Erectile-dysfunctional	Permanently aggrieved
DEEPEST FEAR	Low batteries	Everybody doesn't get a trophy?	How to pay off grad-school loans	No longer being the center of the universe	America, 2015
AND, FINALLY, THE KEY QUESTION OF THEIR LIVES	What's a landline?	What's a career?	What's the point?	Where's the Viagra?	Where the fuck did we go so very, very wrong?



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IDEAS	Create a video game	Invent an app	Using Common Core guidelines	Trigger warnings and micro-aggressions	Political pickles
ATTITUDE	It's all about me	It's all about me	It's all about me	It's all about me	It's all about me
TO SOCIETY	Peanut-allergic	Gluten-intolerant	Attention-deficit-disordered	Erectile-dysfunctional	Permanently aggrieved
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AND, FINALLY, THE KEY QUESTION OF THEIR LIVES					

Today's Objective Focus



What Is Adaptive Communication?

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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 **doctor** explaining a diagnosis instead, the doctor tailors their explanation to each individual patient; ensuring clarity and





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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.



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.

10 points



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	Personality and Communication Styles: DISC	4	Conflict and Difficult Conversation



Interactive

Quick Question

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

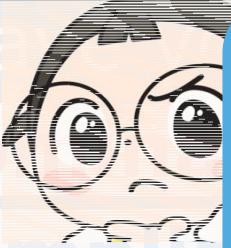
*Raise your hand





Interactive

Quick Question



"Hasil
Dari
Compa

What Are the Four DISC Types?

*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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Why DISC is Important for School Communication

DISC in Education:
Communication Gains

Understanding team members with DISC increased Adaptation Skills

SOC REPORTED STRONGER
Connections
Across Opposing Styles
Post-Intervention

COM-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://vttechworks.lib.vt.edu/server/api/core/bitstreams/3fa4ac89-41ca-4b64-8ed4-293960aeefe8/content>

Source:

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

DOMINANT

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

- Good listener
- Team player
- Possessive

- Steady
- Predictable
- Understanding

STEADINESS

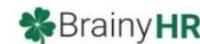
INFLUENCE

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

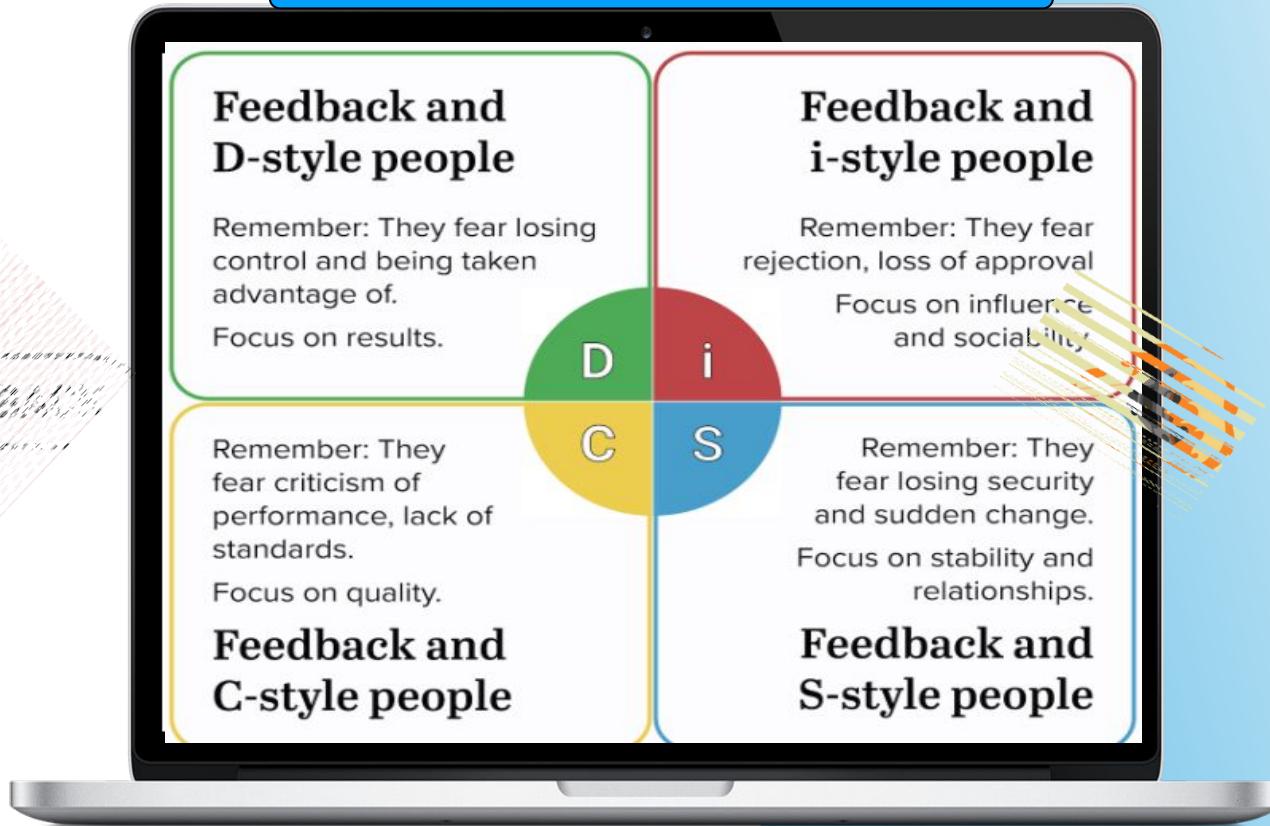
- Accurate
- Analytical

- Conscientious
- Fact-finder
- High standards

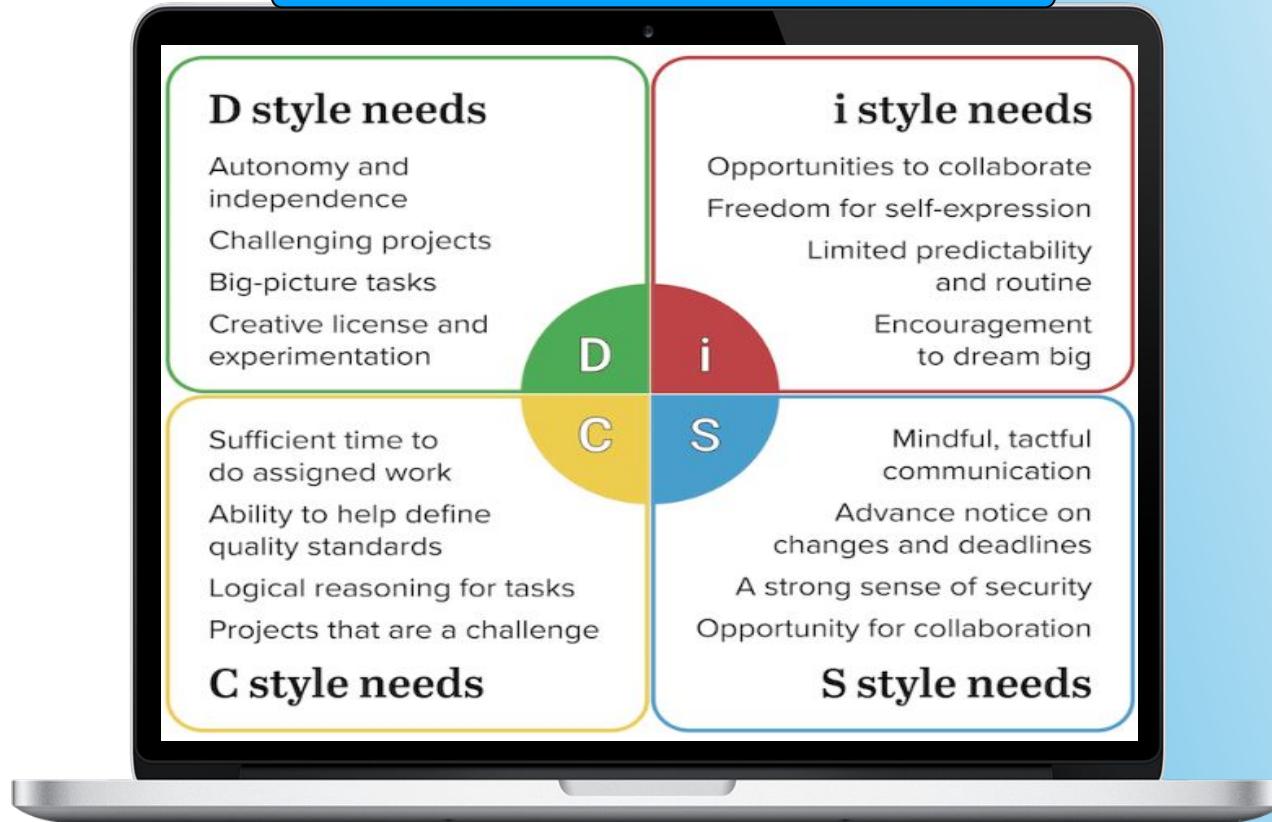
COMPLIANT



How to Deal with each DISC?



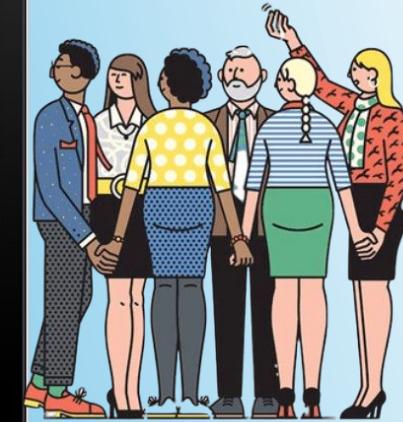
How to Deal with each DISC?



How to Deal with each DISC?



DO's & Don'ts		D	I	S	C
VOICE	Match Yours to Theirs	Rapid Pace Limited Emotion	Rapid Pace Friendly, Upbeat	Slow Pace Warm & Caring	Moderate Pace Formal, Businesslike
COMMUNICATION DO's	Approaches That Cause Them to "Open Up"	Focus on Results. Be Brief and to the Point. Exhibit Confidence. Expect Them to be Blunt. Don't Overreact To It.	Expect them to be Talkative and Stray Off the Topic, But Don't Let Them Take You Off Track. Make Them the Center of Attention.	Break the Ice First. Expect Them to Be Slow, Methodical and Calm. Give Them "Time to Think". Listen Attentively.	Expect Them to Want a lot of Information, and Be Prepared to Give it. Respond Logically and Not Emotionally.
COMMUNICATION DON'T'S	Approaches That Cause Them to "Shut Down"	Don't Ramble. Avoid "Chit Chat". Don't Challenge them, You Will Lose! Don't Offer Assurances You Cannot Deliver.	Don't be Curt or Cold. Don't Be Too Businesslike. Don't Talk Down to Them! Avoid Dwelling on the Fine Print or Details.	Don't Force a Quick Response. Do Not Interrupt Them. Don't Mistake Their Willingness to "go along" as Agreement.	Avoid Being Too Personal or Informal. Don't Get Too Close to Them and No Touching!





<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

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



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

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

10 points



Table of Contents

1 Why Adaptive Communication Matters

2 Personality and Communication Styles: DISC



Listening and Responding: The Misconception in Between

4 Conflict and Difficult Conversation

Interactive

Can anyone explain...

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

*Raise your hand

LISTEN

I HEAR YOU



Interactive

Can anyone explain...

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

*Raise your hand



Did You Know?

Listening is not the same as hearing

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



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*.

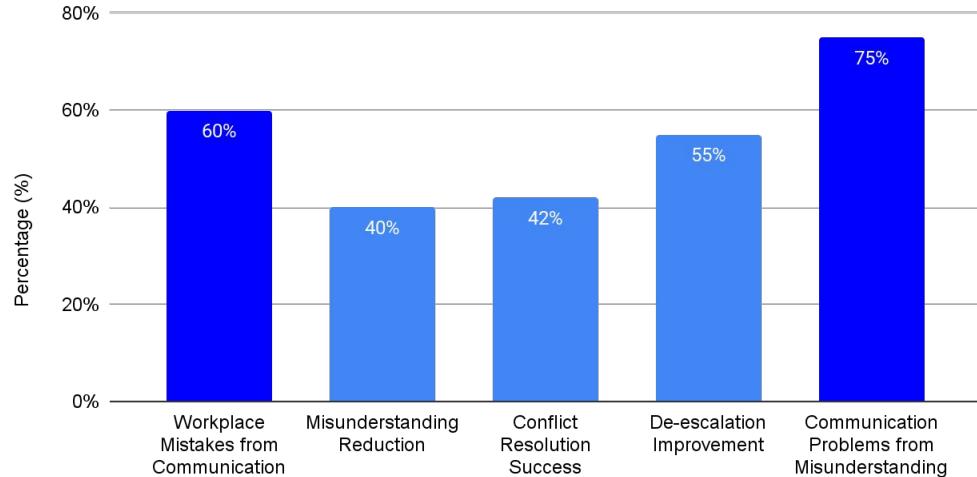
~ Stephen R. Covey

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://zipdo.co/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%**.

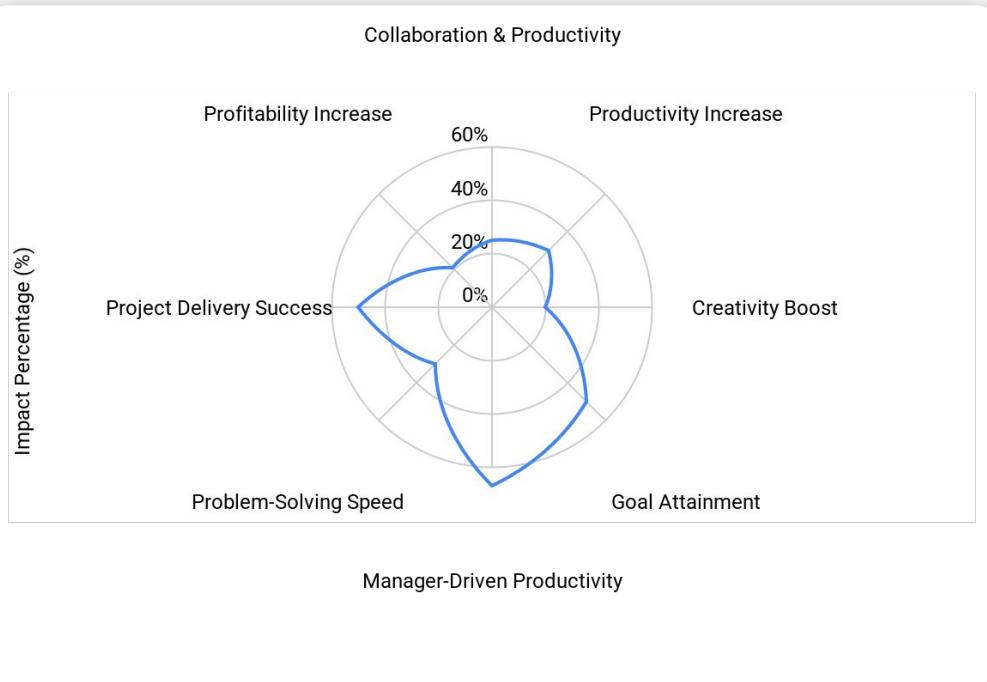
70% work mistakes happen because people don't communicate well, and better listening fixes it.

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



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/>

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**.

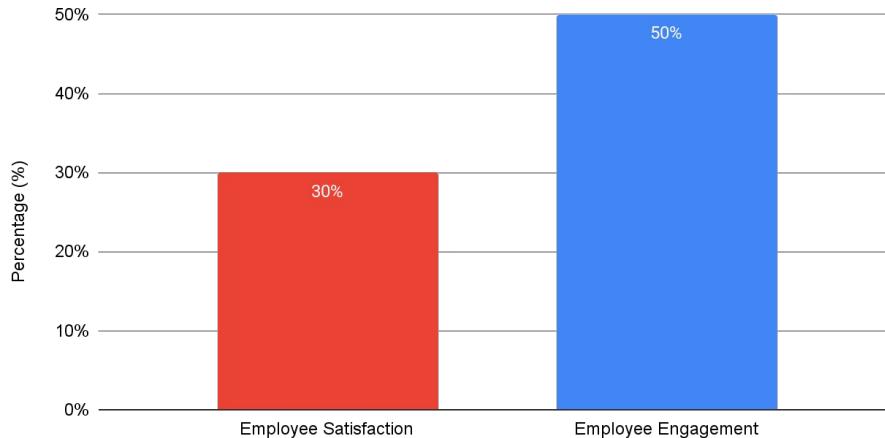
Problem-solving become 30% faster, and project delivery within budget improves by 50% when communication is strong.

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

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 work environment that helps teachers manage stress. The effect of perceived principal listening on teachers' stress has been examined during the COVID-19 pandemic. This study conducted two separate analyses during a later lockdown period to examine the two distinct interactions between principal listening and teachers' stress.

With our hypothesis, we expected that principal listening would buffer teachers' stress. However, the results did not support our hypothesis. Instead, teachers evaluated that principal listening is associated with higher stress. Specifically, teachers were more likely to feel stressed when feeling listened to by their principals.

Teacher's active listening can enhance student engagement and grades

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

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

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 have been shown to improve the relationships between classroom level and school level outcomes in one urban district. This study examined the relationship between teacher receptivity to student voice and student outcomes at the classroom level, and how this relationship is mediated by teacher responsiveness and receptivity to student voice.

Principal's active listening can reduce teachers stress and turnover

In this study, we examined the relationship between principal listening, 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

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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 intentions. 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** ?

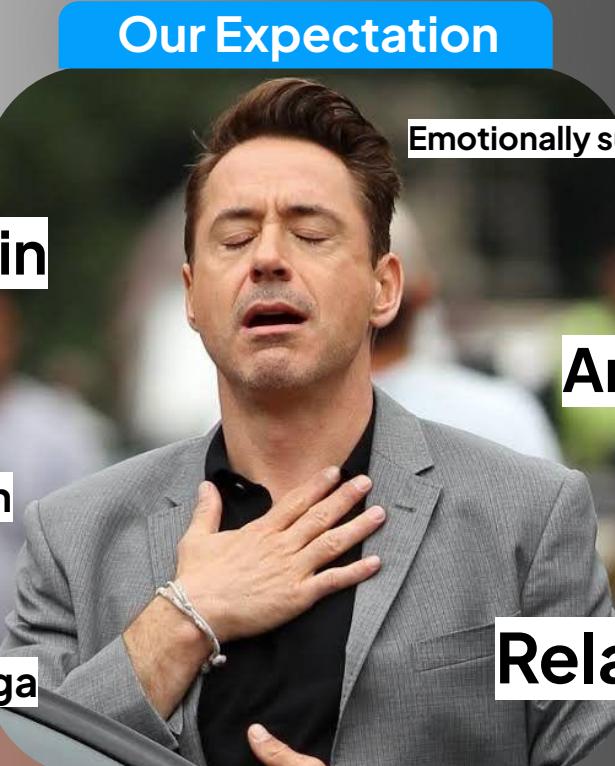
*Any ideas are welcome

I HEAR YOU





Our Expectation



Emotionally supported

Didengerin

Aman

Nyaman

Relax

Lega

The Reality

Adu nasib

GUE dulu.....

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

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

The goal is to connect, not correct.

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

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 A S A

RECEIVE APPRECIATE SUMMARIZE 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> "

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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



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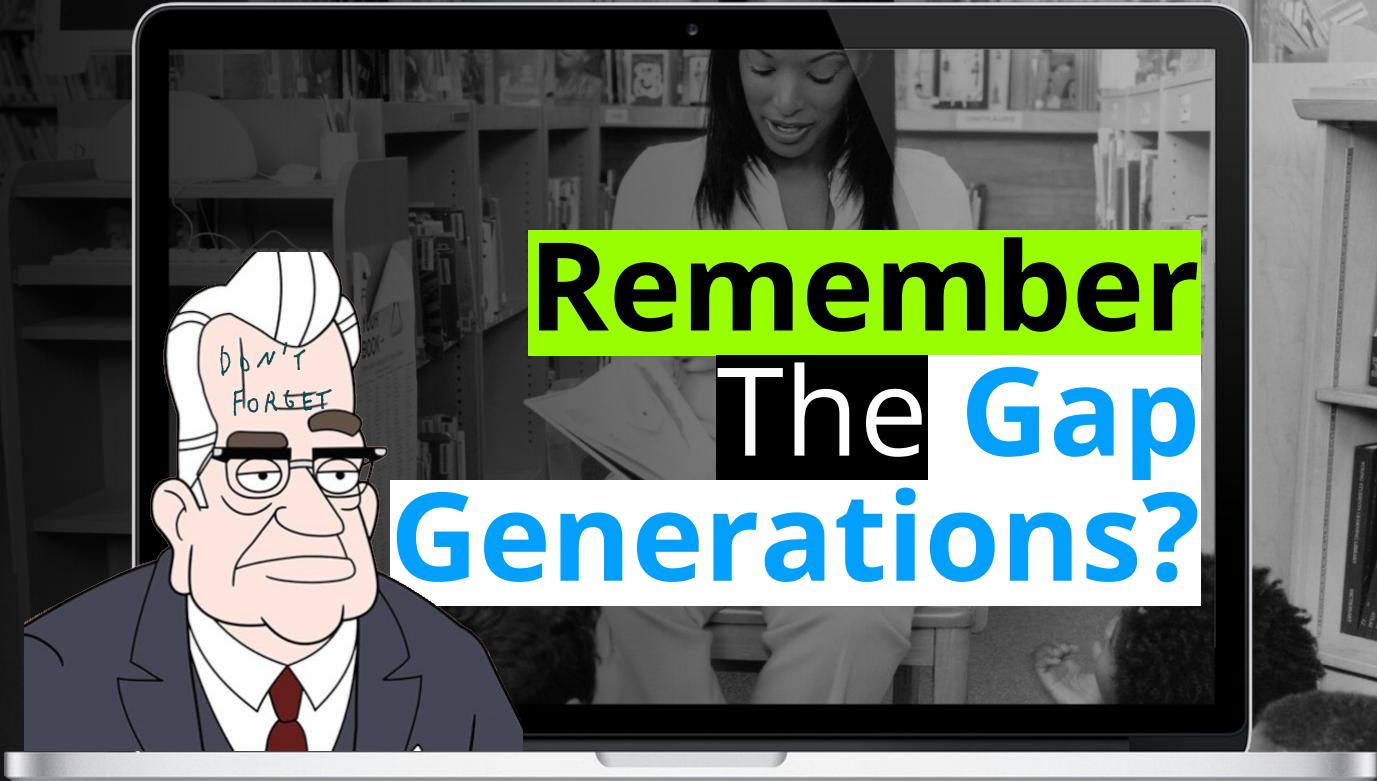
👉 It mirrors Receive–Appreciate–Summarize–Ask: listen first, reflect back, then clarify.

10 points



Table of Contents

1	Why Adaptive Communication Matters		Conflict and Difficult Conversation
2	Personality and Communication Styles: DISC	5	Communication for Leader to their Team
3	Listening and Responding: The Misconception in Between	6	Good Communication in Social Media



Remember The Gap Generations?

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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 (1945 - 1960)	Generation X (1961 - 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

 vervoe



Know the Stakeholders involved

Stakeholders From Teachers' Perspective (1)

Stakeholders	Interests	What they give teachers	Teacher lens
Students (Primary stakeholders)	fair grading, psychological safety, relevance, timely feedback, autonomy.	learning data, classroom climate, peer influence.	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	Interests	What they give teachers	Teacher lens
School Leadership & Governance <i>(principals, department heads, school board/yayasan, PTA/Komite Sekolah)</i>	school results, compliance, budgets, reputation, safety.	policy, time allocation, resources, escalation pathways.	translate classroom needs into metrics leaders track (attendance, mastery, behavior incidents, parent satisfaction).
Student-facing Specialists <i>(counselor/school psychologist, SPED/inklusi, librarian, lab/IT technicians, nurses/UKS)</i>	appropriate referrals, early intervention, data privacy, inclusive access.	targeted supports, accommodations, crisis response, literacy & research skills.	loop them in early; document patterns (frequency, triggers) not just single incidents.

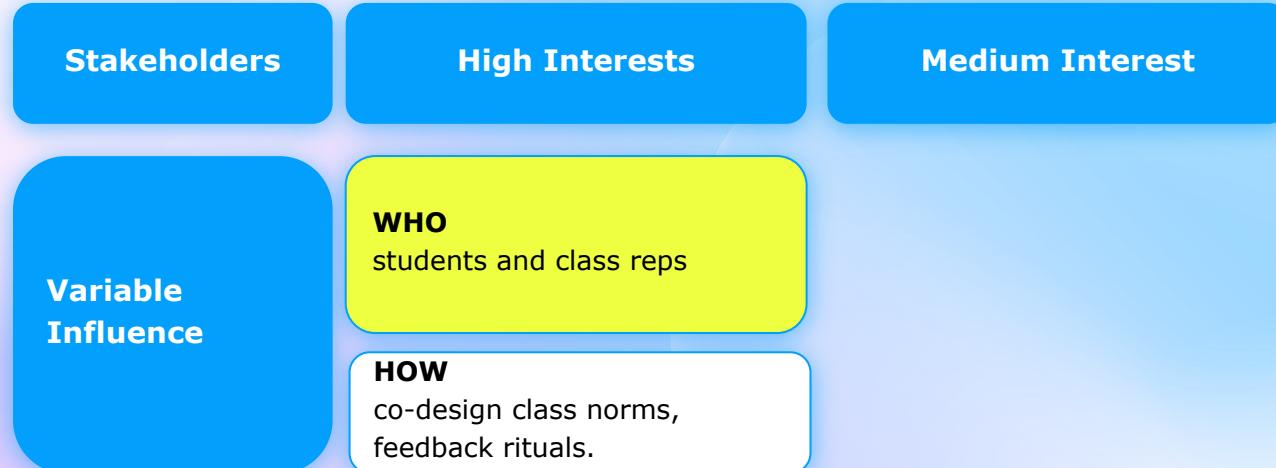
Stakeholders From Teachers' Perspective (3)

Stakeholders	Interests	What they give teachers	Teacher lens
External Partners <i>(community leaders, alumni, NGOs, universities, employers, edtech providers)</i>	impact, visibility, pipeline building, program fit.	real-world projects, mentors, internships, tools, enrichment.	align projects to standards; clarify roles, timelines, and safeguarding.
Regulators / Funders <i>(Dinas/Kemendikbudristek, accreditation bodies, BOS fund admins)</i>	curriculum compliance, assessment integrity, equitable access, fiscal accountability.	mandates, resources, professional development, quality assurance.	map mandates to classroom routines; keep light evidence trails (lesson plans, assessment samples).

Influence vs. interest (1)

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

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

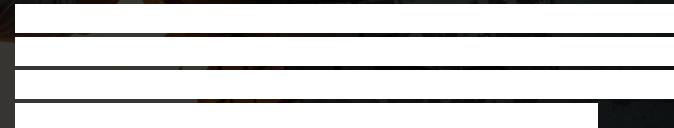
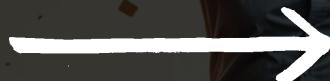
In order to break the wall of communication, skills are required

Non-Verbal Communication

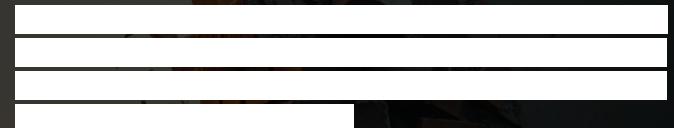
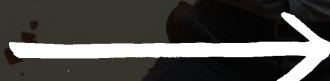


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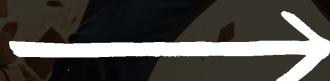
Communication



Ability to



Emotion Control



Kayaknya bakal diliat bagus deh kalau aku
biak 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

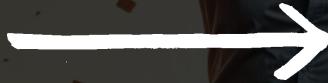
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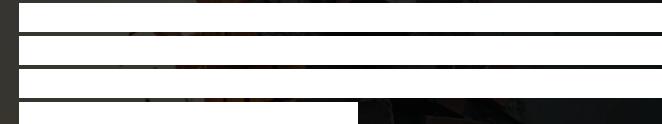
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Assertive Communication

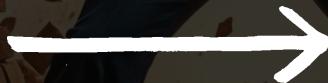


Respectful way of expressing your thoughts, feelings, and needs while also considering the rights and perspectives of others. It promotes honest dialogue, healthy boundaries, and confidence without being aggressive or passive.

Ability to



Emotion Control



Kayaknya bakal diliat bagus deh kalau aku
biak 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.

CALL ME



Communication Skills to Have

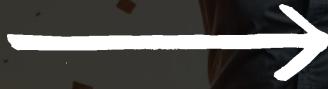
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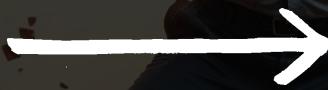
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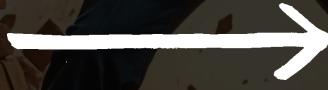
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Ability to Listen



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



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biak 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

others. It promotes honesty and confidence without

The skill of actively focusing on what others are saying, both involves giving full attention and providing thoughtful feedback.

Control

Kayaknya bakal dilat bandar
dah mabok bro kakaku

LISTEN TO ME!

Communication Skills to Have

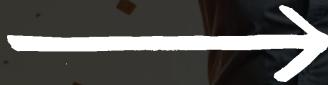
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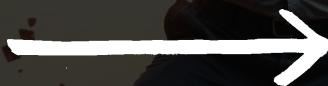
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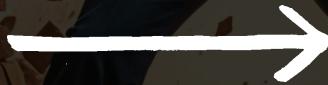
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Emotion Control



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

Ability to Listen
Emotion Control

ARE YOU
EMOTIONALLY
MATURE?



is relying instead on expressions, gestures, adding context and

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

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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



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

👉 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.

10 points





Are there any **questions?**



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