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APPLYING PERSUASIVE COMMUNICATION IN COMPUTER-BASED LEARNING: AN ANALYSIS USING THE ELABORATION LIKELIHOOD MODEL

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ABSTRACT

This study aims to explore the role of persuasive communication in the student learning process at the PTPN 4 Batu Sondat Computer Laboratory and examine teachers' efforts in shaping students' attitudes and character through the central and peripheral pathways of the Elaboration Likelihood Model (ELM). This research adopts a descriptive qualitative approach, with teachers and students as the primary subjects. Data were collected through observations, interviews, and documentation. The findings indicate that motivational persuasive communication techniques, supported by the central and peripheral pathways of the ELM theory, significantly influence students' understanding of computer science cognitively, affectively, and conatively. This study fills a research gap by highlighting the effectiveness of persuasive communication in rural educational settings, where access to digital learning tools is limited. Practical applications suggest that educators can enhance student engagement and motivation through strategic message delivery, contextual learning techniques, and interactive teaching methods. Future research could further investigate how persuasive communication adapts to different technological advancements and diverse student demographics.

1.Introduction

Communication has become a necessity in society; interaction is also a human need in socializing, and communication plays a crucial role in the process of interaction (Kencana & Kustiawan, 2023). The purpose of communication is to establish interaction between teachers and students to enable the smooth process of learning (Suparlan, 2022). Good learning is often assessed based on the communication that occurs during the learning process; communication becomes a crucial factor that must be considered in education (Yuliana Rahman, 2013).

When delivering learning materials, there are two types of communication used to enhance students' knowledge regarding the information provided, namely verbal and non-verbal communication. Occasionally, students' understanding improves or becomes more

effective when using non-verbal communication (Parianto & Marisa, 2022). When the teacher delivers the lesson, persuasive communication should be employed to encourage students to pay more attention and gain an understanding of the subject. Persuasive communication in this learning context is communication that invites and prompts actions leading towards the learning objectives pursued by the students (Centauri et al., 2021).

The goal of persuasive communication is to persuade someone to think, act, and behave according to the communicator's expectations. The effort to influence someone's behavior, whether through speaking or writing, is the general understanding of persuasive communication. Widjaja, in his book (Communication and Public Relations), states that persuasive communication occurs in an effort to convince others to do what the communicator expects by persuading without coercing and without violent actions (Sikumbang et al., 2019).

Persuasive communication is a process of communication that has become a daily necessity for us as humans. The process of persuasive communication requires a communicator (persuader) and a communicant (persuaded), like any other communication process, and its implementation requires specific techniques to be effective (Nurliana, 2021). The use of persuasive communication has now spread to various fields, including education. Teachers can persuade students to follow the rules that have been established at school by using persuasive communication. Teachers can also use persuasive communication as a teaching strategy to make their students pay attention to what they convey.

However, existing studies on persuasive communication in education have predominantly focused on general classroom settings without emphasizing rural education, particularly in technology-based learning environments (Faozan et al., 2024). While urban students often have regular access to technology, students in rural areas, where computer laboratories and digital resources are scarce, require different motivational and communication strategies to enhance their engagement with digital learning. This research fills this gap by analyzing how persuasive communication is applied in a rural educational setting and how it influences students' motivation and understanding of technology.

Because it relates to persuasive communication in the context of education, the researcher is interested in studying the PTPN 4 Batu Sondat Computer Laboratory. The researcher finds this very interesting to study, specifically in the learning process, by instilling that knowledge of computer science technology is very important to learn from a young age. The presence of computer laboratories is indeed very rare to find in villages, especially in remote areas. With the existence of this computer laboratory, it is hoped that the children in Batu Sondat village will already know the basics of computer science. This computer laboratory focuses on teaching Microsoft Office Word, Microsoft Excel, and PowerPoint.

The PTPN 4 Batu Sondat computer laboratory, inaugurated in 2017, is located in the village of Batu Sondat, Batahan District, Mandailing Natal Regency, North Sumatra Province. In this learning process, it certainly involves teachers and students. In this case, the researcher observes the persuasive communication of the computer lab teacher at PTPN 4 Batu Sondat in teaching the importance of understanding the basics of computer science from an early age, with one of the methods being to always follow the learning process from the beginning to the end of the class.

Learning activities are conducted every day except Sundays, with the following schedule: class starts at 14:30 WIB and ends at 17:00 WIB. The classroom activities include a

30-minute lecture and a 60-minute practical session. The Computer Laboratory of PTPN 4 Batu Sondat has a total of 60 students, and each day, 10 students attend the lessons. This schedule is implemented due to the limited availability of computer laboratory rooms.

The PTPN 4 Batu Sondat Computer Laboratory caters to students aged 10 to 12 years, specifically those in elementary school between the fifth and sixth grades. Children are beginning to transition into pre-adolescence at this age range; at this stage, they already have the cognitive capacity to acquire information, develop judgment, and reason. They also have linguistic abilities. Therefore, peers their age might make good companions for discussing current topics, literature, music, art, and other subjects. Therefore, the reason the PTPN 4 Batu Sondat Computer Laboratory only accepts students from fifth and sixth grades is because, at this age, students can already understand and remember the importance of learning computer science from a basic level.

The PTPN 4 Batu Sondat Computer Laboratory emphasizes the importance of studying computer science from now on and always reminds students to learn computer science because, in the future, this knowledge will be very useful in various fields. In this case, the researcher sees the motivation to increase the desire to learn computers. The most important thing is that the communication of the computer laboratory teacher at PTPN 4 Batu Sondat with the students plays a significant role in helping to cultivate the importance of learning computers from now on.

However, in rural education settings, persuasive communication presents unique challenges, including students' limited exposure to technology and the need for additional motivation to engage with digital tools. This study employs the Elaboration Likelihood Model (ELM) as a theoretical framework to analyze how persuasive communication strategies, through central and peripheral routes, enhance students' cognitive, affective, and conative learning processes. The study seeks to examine the role of persuasive communication in rural digital education and identify effective strategies for improving student engagement and comprehension.

Following that explanation, the researcher became interested in conducting a study on "Persuasive Communication in the Learning Process of Students at the PTPN 4 Laboratory in Batu Sondat Village (Analysis of the Elaboration Likelihood Model Theory)."

2. Method

This study employs a qualitative research methodology with a descriptive approach to explore persuasive communication in the student learning process at PTPN 4 Batu Sondat Computer Laboratory. Qualitative research is used to describe and understand a phenomenon, social action, attitude, or way of thinking in individuals or groups. Through observations, interviews, and documentation, this study aims to capture the dynamics of teacher-student communication in a rural computer laboratory setting. The subjects of this study consist of two teachers and students, with teachers selected based on their teaching experience and involvement in computer-based learning, while students from grades 5 and 6 were chosen due to their cognitive readiness and engagement with digital education. The study considers gender balance to ensure a broader understanding of learning interactions.

The research was conducted using three primary data collection techniques, namely observation, interviews, and documentation. Observations were carried out directly in the classroom to analyze the interaction between teachers and students, particularly focusing on

the verbal and non-verbal persuasive communication techniques used by teachers and the way students responded. The researcher documented these observations through detailed field notes and video recordings. Semi-structured interviews were conducted with two teachers to explore their teaching strategies, challenges, and experiences, while selected students were interviewed to understand their perceptions of the learning process. Additionally, lesson plans, teaching materials, and student assignments were analyzed to complement the findings.

To analyze the data, this study applied thematic analysis, where observation notes and interview transcripts were carefully examined. The researcher conducted coding and categorization by identifying recurring themes such as persuasive communication techniques, student engagement, and rural education challenges. Patterns in the data were analyzed based on the frequency and significance of teacher-student interactions, followed by an in-depth interpretation using the Elaboration Likelihood Model (ELM) framework to understand how persuasive communication influenced students' cognitive, affective, and conative learning outcomes. Ethical considerations were also taken into account, including obtaining informed consent from teachers and parents, ensuring student anonymity, and allowing voluntary participation.

3. Results and Discussion

Students at the PTPN 4 Computer Laboratory in Batu Sondat Village were observed, interviewed, and written down as part of research. The results showed that teachers' persuasive communication is a key factor in keeping students interested and motivated while they learn. This persuasive communication is reflected in the use of various strategies, such as delivering messages that are engaging and relevant to the students' needs. This study also identifies the application of the Elaboration Likelihood Model (ELM) theory in the teaching and learning process, which involves central and peripheral routes in influencing students. Next, the results and discussion regarding the findings of this research will be presented in more detail.

Learning Motivation

Persuasive communication plays an important role in enhancing students' learning motivation, especially in remote areas like Batu Sondat Village, which still rarely knows and uses computer laboratories. Learning motivation here is not just an encouragement to understand the material but also to spark curiosity and the desire to keep up with technological advancements. The role of the teacher is crucial in motivating students so that they do not feel left behind in terms of technological knowledge. With good communication between teachers and students, students' confidence in learning new subjects can increase.

1. Intrinsic Learning Motivation

Intrinsic learning motivation comes from within the students themselves, where they learn with enthusiasm and interest without any external encouragement. In this context, the students involved in the PTPN 4 Batu Sondat Village Computer Laboratory show curiosity towards the computer equipment that they had previously only seen in the media.

The teacher plays a role in sparking this curiosity by using enjoyable approaches, such as games or quizzes about computer tools, so that students feel more comfortable and not burdened by the material being taught. In addition, support from parents can also play an important role in enhancing students' intrinsic motivation to learn. Research by Handaru (2022) shows that when parents provide emotional support and encourage exploration,

students tend to develop stronger intrinsic motivation. This shows that a supportive environment, both at school and at home, can strengthen students' curiosity and enthusiasm for learning.

2. Extrinsic Learning Motivation

Extrinsic motivation for learning comes from external factors, such as encouragement from parents or rewards for students' achievements. In this case, the teacher at the PTPN 4 Batu Sondat Village Computer Laboratory provides motivation by introducing technology and its benefits, as well as rewarding students for their efforts and progress. The teacher plays an active role in building students' self-confidence, ensuring they feel comfortable and motivated to continue learning and developing their knowledge in the field of technology. This is important so that students do not feel pressured and are able to keep up with the current information developments. In addition, peer influence can also be an important factor in extrinsic learning motivation. Research by Rizki (2025) shows that social support from peers can enhance students' learning motivation, as they feel more connected and motivated to excel in a group context. Thus, both parental support and peer influence contribute to students' learning motivation, both intrinsically and extrinsically.

Schools in rural areas, such as Batu Sondat Village, face various challenges that can affect students' motivation to learn. One of the main challenges is limited internet access. In the current digital era, access to information and online learning resources is crucial to support the learning process. When students do not have adequate access to the internet, they may feel isolated from the latest technological developments and information. This can reduce their curiosity and motivation to learn, especially in fields that heavily rely on technology, such as computers.

The limited access to the internet also affects students' ability to collaborate and interact with peers outside the school environment. In this context, learning motivation not only depends on support from teachers and parents but also on students' ability to connect with the outside world. Research by Hwang et al. (2021) shows that students with limited access to technology tend to experience a decline in learning motivation, as they feel less capable of competing with their peers who have better access.

Persuasive Communication Techniques of Teachers in Computer Laboratory Management

In the learning process at the PTPN 4 Batu Sondat Village Computer Laboratory, the persuasive communication conducted by the teacher plays an important role in increasing students' learning motivation. As a mentor, teachers are not only required to master the material but also to be able to communicate well to motivate students to study harder and understand technology. The communication techniques used by teachers in this case include association, integration, reinforcement, arrangement, and red herring techniques, all of which aim to enhance student engagement and motivation.

1. Association Technique

The association technique is used by teachers to attract students' attention by linking the learning material with events that are currently being widely discussed in society, such as the Computer-Based National Examination (UNBK). This approach successfully sparked students' curiosity and made them more interested in learning more about the technology available in the computer lab. By connecting learning with real-life events, students can more easily understand the importance of technology in everyday life.

This follows the theory proposed by Onong U. Effendy (2004: 23) that the association technique is a way of presenting a message that links it to an object or event that is currently attracting the audience's attention. In the persuasion technique, the teacher in the computer lab first tries to attract the students' attention by initiating discussions on specific cases related to events that are a major theme experienced by the students at school, thereby fostering a sense of curiosity or intrigue among the students.

2. Integration Techniques

The teacher also uses integration techniques, which involve trying to blend in and adapt to the language and communication style of the students. This approach makes students feel more comfortable and familiar with the teacher, which in turn facilitates the teaching and learning process. With a more personal approach, students feel appreciated and are more open to sharing their feelings or problems they encounter in learning.

As expressed by Onong U. Effendy (2004:23) he integration technique is the communicator's ability to unite communicatively with the communicant. This implies that the communicator conveys a sense of unity with the communicant through both verbal and non-verbal communication.

3. Reward Technique

We apply reward techniques by recognizing high-achieving students and awarding extra points for their active participation in class. On the other hand, we punish students who violate the rules by reducing their grades. This reward and punishment system aims to motivate students to remain enthusiastic about learning and to follow the existing rules(Cahyono et al., 2022).

Onong U. Effendy (2004:25) stated that the reward technique is an activity to influence others by offering something beneficial or promising hope. The teacher implements a reward and punishment system. The teacher will award extra points to students who actively participate in the teaching and learning process. The teacher will penalize students by lowering their grades if they break the rules of the teaching and learning process.

4. Layout Technique

The teacher implements the structuring technique by systematically and attractively organizing communication messages. The teacher lightly delivers the material and incorporates relevant humor, making it easier for students to receive the conveyed message (Fatmawati & Syawal, 2024). This approach aims to ensure that students feel entertained and not burdened during the learning process, which ultimately increases their interest in the material.

According to Onong U. Effendy (2005: 49), the art of arranging communications with emotional appeals in a way that captures the communicator's attention is known as the arrangement strategy in persuasive activities. By employing the arrangement strategy, the instructor in the computer lab tries to arrange the communication message so that it is simple to read, hear, or see and that students are more likely to do as the message instructs.

5. Red-Herring Technique

The red herring technique is used by teachers to divert students' attention from weak arguments or problems by linking the learning topic to more relevant issues, such as the role of parents in education (Wicaksono et al., 2023). By reminding students that their parents have invested in their education, the teacher tries to evoke a sense of responsibility and motivation to study harder. This technique has proven effective in reminding students about the importance of education and appreciating the opportunities they receive

The last technique commonly used by teachers to persuade students is the red herring technique. According to Onong U. Effendy (2005:50) the red herring technique is the art of a communicator winning a debate by avoiding weak arguments and gradually shifting to aspects they master to use as a powerful weapon against students.

The teacher's efforts in achieving attitude formation through the Central Path

Persuasive communication applied by teachers in the learning process aims to shape students' attitudes through the central route, where the message recipients (students) are invited to think deeply about the information conveyed. The central route in this persuasive communication requires the message recipient to actively engage in processing the message and respond to it in a more critical manner. The Elaboration Likelihood Model (ELM) says that the way a message gets through affects how well it works. It can be through deep thinking (the central route) or through easier, more automatic processing (the peripheral route) (Yudha, 2017). In this context, the message conveyed by the teacher emphasizes logic and reasoning, with the aim of motivating students to be more focused and actively engaged in learning.

In the PTPN 4 Batu Sondat Village Computer Laboratory, where learning is conducted within a limited time frame, teachers strive to adjust the duration of lessons to be effective despite the limited classroom space and large number of students. The allocation of 90 minutes per shift is designed to ensure effective communication between the teacher and students so that the material can be conveyed clearly and the students remain focused. This is in accordance with the basic principles of communication, where the delivery of messages must be adjusted to the conditions and capacities of the recipient so that they can be well understood.

1. Formation of Attitudes Through Repetition of Persuasive Messages

Learning conducted in the computer lab not only emphasizes theory but also hands-on practice, allowing students to better understand and apply the knowledge they have learned. The repetition of persuasive messages becomes an important part of this process, considering that students' understanding of the material taught requires deeper processing. As theorized by Littlejohn et al. (2014), lasting attitude changes often stem from critical thinking about the received message; thus, the teacher's efforts in delivering logical and relevant messages are crucial for creating a profound impact on students.

The message given by the teacher is expected to challenge students to think further and encourage them to evaluate the benefits of the material being taught (Resti et al., 2024). In this case, the teacher focuses on the application of information and communication technology (ICT) in daily life, considering the relevance and importance of these skills in the future. By linking the subject matter with practical goals and the students' future, the teacher strives to build intrinsic motivation that encourages students to engage more actively in the learning process.

2. Teaching methods that facilitate attitude formation.

The teaching strategies implemented by the teacher include the use of various methods that actively involve students, such as question-and-answer sessions and providing case examples relevant to their lives. According to Centauri et al. (2021), the role of teachers in delivering persuasive and motivating messages is crucial for positively influencing students' attitude changes. Through these methods, students are encouraged to connect learning with personal experiences, which helps reinforce their understanding of the material being taught.

The application of the question-and-answer method as part of persuasive communication not only helps students understand the material but also trains them to think critically (Riza Gusti Rahayu, 2024). As one form of interaction that can directly measure students' understanding, this method allows teachers to evaluate the extent to which students can absorb and apply the knowledge provided. In addition, hands-on practice integrated into each lesson, such as direct computer instruction, allows students to internalize the material more effectively, which in turn can influence changes in their attitudes and behaviors.

3. Challenges in learning and the solutions implemented

Although there are various challenges in the learning process, such as difficulty with the material and lack of motivation among some students, teachers strive to overcome these obstacles by providing extra attention and a more varied approach. This is in line Griffin (2012), opinion, which states that active student engagement in the learning process highly depends on relevance and individual needs. For this reason, teachers apply a more practical approach, such as memorization and direct practice, to help students understand material that is considered difficult.

Additionally, we provide students with case examples from their everyday lives to highlight the significance of the material they are learning. The application of more engaging and relevant methods for students has proven to increase their involvement in the learning process and strengthen their understanding of the material.

The Teacher's Efforts in Shaping Students' Character Through Peripheral Channels

In an effort to shape students' character through the peripheral route, teachers at the PTPN 4 Batu Sondat Village Computer Laboratory use a persuasive approach that involves external factors beyond the quality of the message itself. The message depends on the content, the communicator's credibility, repetition, and the students' mood. As explained by Hidayat & Solihah (2021), the influence of these factors can enhance the effectiveness of persuasive communication in affecting students' attitudes and behaviors

Teacher instills positive habits in students through group prayers before and after learning activities and polite interactions. These activities aim to instill positive moral values. In addition, enjoyable methods such as educational games and creative quizzes, such as invitation-making competitions and quizzes about Microsoft Word and Excel formulas, are implemented to make students more interested and active in learning. According to Littlejohn et al. (2014), the use of peripheral routes in communication can influence the formation of students' attitudes through a positive mood and the credibility of the communicator, which can capture their attention.

However, in the learning process, teachers and students face various challenges. One of the main challenges for teachers is the limitation of resources, such as the lack of access to adequate technology and supportive facilities. This can hinder the implementation of innovative and enjoyable teaching methods. On the other hand, students may struggle to understand complex material, especially if they do not have a strong background in technology. Research by Rahman et al. (2022) that the lack of technological support in rural schools can reduce student motivation and hinder effective learning.

To overcome this challenge, teachers can seek solutions by utilizing existing resources, such as collaborating with external parties to gain access to technology and training. Additionally, teachers can also implement simpler and more easily understandable teaching methods, as well as provide additional support to students who are experiencing difficulties.

According to research by Sari et al. (2023), an inclusive and adaptive learning approach can help students from different backgrounds to better understand the material and increase their motivation.

The teacher also uses a more relaxed and enjoyable communication approach, such as fun outdoor activities that involve physical games like tug-of-war and relay races. These activities aim to strengthen the values of teamwork, mutual cooperation, and respect among students. Researchers have also found that a communicator's attractiveness and effective nonverbal communication, such as using clear language and having a good appearance, can affect students in shaping the behavior they want to see (Dainton & Zelley, 2019).

Overall, persuasive communication efforts through the peripheral route have proven effective in shaping students' character, both in ICT learning and in the development of their social attitudes. As explained by Petty and Cacioppo in the Elaboration Likelihood Model, message acceptance can be influenced by two different routes, namely the central route and the peripheral route. By considering the students' conditions and choosing the appropriate methods, teachers can facilitate a more positive behavioral change process in students (Littlejohn et al., 2014).

4.Conclusion

The study shows that at the PTPN 4 Batu Sondat Village Computer Laboratory, persuasive communication is used to help students learn. This includes both intrinsic and extrinsic learning motivation, as well as different communication techniques like association, integration, rewards, arrangement, and red herring to keep students interested. The teacher also applies the central route by encouraging students' critical thinking through motivational messages and question-and-answer communication, aimed at shaping cognitive, affective, and conative attitudes. Additionally, in shaping students' character through the peripheral route, teachers utilize a positive atmosphere, credibility, and activities such as group prayers and quizzes to enhance students' curiosity and memory, thereby creating an enjoyable learning environment that supports the development of students' social attitudes. However, this conclusion also indicates that the direction of future research and the practical application of these findings have not been explored in depth. Therefore, some suggestions for future research could include comparative studies between schools in rural and urban areas to understand the differences in the application of persuasive communication. Additionally, more research on the use of digital tools in persuasive education could give us new ideas about how well these methods work in today's world. We also need to expand practical recommendations for teachers. Teachers can consider refining their persuasive techniques based on the different learning styles of students so that the approaches used can better meet their individual needs. Thus, the application of persuasive communication in education will not only enhance students' learning motivation but also contribute to the development of positive character and social attitudes.

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