

## Breaking Up Communication Barriers: Identifying and Overcoming Verbal Communication Barriers in the Completion of Final Projects for Communication Science Students at the State Islamic University of North Sumatra

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### Abstract

*This study aims to explore strategies and techniques to overcome verbal communication barriers in an academic context, particularly between lecturers and students during the completion of final projects at the State Islamic University of North Sumatra (UIN-SU). Using interactive communication theory and uncertainty reduction theory, this research provides a framework for understanding and addressing these barriers. The research method employed is a qualitative approach with data collection techniques including in-depth interviews, direct observation, and related document studies. Data were analyzed using content analysis to identify patterns and trends in verbal communication. Triangulation, peer debriefing, and external checks were used to ensure data validity. The research results indicate that the communication model implemented by lecturers greatly influences the effectiveness of guidance and the quality of students' final projects. Communication barriers are often caused by misunderstandings in written communication and differences in expectations. Proposed solutions include effective communication training for lecturers, the use of written communication guidelines, and regular group and individual guidance sessions. The integration of communication technology such as e-learning platforms and online collaboration tools is also suggested to enhance the communication process. By understanding the dynamics of verbal communication and overcoming existing barriers, this research aims to improve the quality of academic guidance and student outcomes, as well as prepare them for communication challenges in the professional world. This study is relevant not only in the academic context but also has broad practical implications.*

**Keywords** | verbal communication, final project, lecturers.

### INTRODUCTION

Verbal communication is a crucial aspect in the process of completing student final projects, especially in the field of communication science (Kustiawan et al., 2022). The effectiveness of communication between students and supervisors or among students themselves is vital for the smooth and successful completion of final projects. However, verbal communication barriers often arise and disrupt this process. These barriers can be caused by various factors, including differences in perception, unclear messages, or lack of communication skills (K.Y.S. Putri, 2020).

Verbal communication is a significant foundation in academic progress, particularly in the context of completing student final projects in the field of communication science. At the State Islamic University of North Sumatra (UIN-SU), this process is a significant area for developing scientific works of quality and relevance (Sari et al., 2021). However, there are often challenges in verbal interactions that can hinder the efficiency of this process.



These barriers become a major focus for academics and practitioners who strive to improve the effectiveness and success of student final project completion (Milyane et al., 2022)

Verbal communication barriers often become the main challenge in the academic process, particularly in the completion of final projects for communication science students at the State Islamic University of North Sumatra (Paksi & Sari, 2021). These barriers can disrupt the flow of information between students and supervisors, as well as among students. Understanding and overcoming these barriers is crucial to ensure the smooth process of completing final projects and the academic success of students (Vera, 2020).

Verbal communication barriers can arise from various factors. Technical factors, such as lack of ability to deliver messages clearly and effectively, use of terminology not universally understood, and physical disturbances like noise, can be major causes (Hastuti & Aderita, 2022). Additionally, psychological barriers such as anxiety, stress, and lack of confidence can hinder students from communicating effectively. Social barriers, including differences in cultural backgrounds, languages, and values, also contribute to communication difficulties (Yudhistira & Trihastuti, 2023)

The main challenge in overcoming verbal communication barriers is the need for a deep understanding of the complexity of verbal interactions in an academic context. Limited understanding often results in failure to create a conducive environment where students can comfortably express their ideas and questions (Kusumah et al., 2023). Supervisors, who are key players in the final project guidance process, are required to actively facilitate effective communication channels and overcome various barriers that may arise (Rizal, 2023).

The role of supervisors is vital in overcoming these verbal communication barriers. An effective supervisor must be able to create an open and supportive communication environment where students feel comfortable expressing their ideas and questions (Aufa Amroini Indah Saesari et al., 2023). Supervisors should also be able to provide constructive feedback and ask open-ended questions that encourage further discussion. Thus, interactions between students and supervisors can be more productive (Pazriansyah & Qohhar, 2019).

Modern communication technology offers various tools that can help overcome verbal communication barriers. Online discussion platforms, instant messaging applications, and video conferencing can bridge communication gaps that may occur face-to-face (Utami, 2021). However, these technologies also present new challenges. For example, written messages often lack the non-verbal cues important for proper interpretation, which can lead to misunderstandings. Therefore, the use of communication technology must be done wisely and efficiently (Santy et al., 2021).

Understanding the culture and social background of students is also important in overcoming communication barriers. Each student brings a unique background that affects how they communicate and understand messages (Zulfikar, 2021). Supervisors and fellow students need to be aware of this diversity and strive to create an inclusive environment. Cultural awareness can help reduce miscommunication and enhance understanding between individuals (Purnamasari et al., 2023).

The difference between the two studies mentioned above and this study is that this research aims to expand the scope of previous understanding by focusing on the specific

context of final project completion for communication science students at the State Islamic University of North Sumatra (UIN-SU). Through this approach, this research will investigate various barriers that arise in verbal communication within this environment and explore effective strategies to overcome them. Furthermore, this study will integrate interdisciplinary methodologies and approaches to provide a holistic and practical understanding in addressing verbal communication barriers in this academic context.

The urgency of this research is to explore strategies and techniques that can be used to overcome verbal communication barriers in an academic context. Approaches based on communication theory, such as interactive communication models and uncertainty reduction theory, can provide a framework for understanding and addressing these barriers. Best practices from other institutions can also be adopted and adapted to the local context to improve communication effectiveness (Hamid & Nanda, 2022). By understanding and overcoming verbal communication barriers, it is hoped that communication science students at the State Islamic University of North Sumatra can complete their final projects better. This will not only improve the quality of the final projects produced but also prepare students to face communication challenges in the professional world. Thus, this research is not only relevant to the academic environment but also has broad practical implications.

## **METHOD**

This study will adopt a qualitative approach to delve into the subject matter. This approach will enable researchers to deeply understand the barriers that arise in verbal communication during the final project completion process for communication science students at the State Islamic University of North Sumatra (UIN-SU) (Kustiawan et al., 2022). Data collection techniques will include in-depth interviews with students and supervisors involved in final project completion, direct observation of verbal interactions between them, and related document studies, such as meeting notes and other written communications. Interviews will be recorded and transcribed, while field notes will be taken to document relevant findings (Kholik et al., 2022). The collected data will be analyzed using content analysis, where patterns and trends in verbal communication will be identified and analyzed to reveal the emerging barriers (Zahir & Akramunnisa, 2023).

To ensure data validity, this research will implement several strategies. First, triangulation will be used by obtaining data from various sources, such as interviews, observations, and document studies, to validate the research findings (Zahir & Akramunnisa, 2023). Second, peer debriefing will be conducted by discussing the research findings with colleagues to gain additional insights and perspectives that can enrich the analysis (Anwar & Muhayati, 2021). Lastly, external checking will be done by requesting external reviewers with expertise in communication to assess the consistency and validity of the research findings. By applying a holistic qualitative approach and careful validation strategies, this study is expected to provide in-depth and scientific insights into verbal communication barriers in the final project completion process for communication science students at UIN-SU (Sahid, 2021).



## RESULTS AND DISCUSSION

### Communication Models of Lecturers in Final Project Supervision

Communication between lecturers and students is a fundamental aspect of education, particularly in the context of final project supervision. In higher education, lecturers serve as mentors who are not only responsible for guiding students in their academic endeavors but also for ensuring that students develop adequate critical thinking and research skills. The communication model employed by lecturers in this process greatly determines the effectiveness of the guidance and the overall quality of the student's final project. Without effective communication, students may struggle to understand directions, receive constructive feedback, and utilize guidance optimally (Jaya & Peranginangin, 2022; Novianita et al., 2020).

In final project supervision, lecturers must adopt a clear, open, and responsive communication model. This model should enable a two-way dialogue where students feel comfortable asking questions, expressing opinions, and discussing problems encountered during the research process. Moreover, lecturers need to ensure that they provide specific and constructive feedback that can help students improve and develop their work. The ability of lecturers to listen actively and provide timely guidance is also a key factor in the success of this communication process. Below are the verbal communication models identified based on interview results:

**Table 1.** Tabulation of Lecturer Communication Models

Source	Verbal Communication Model	Description
Abdul Karim Batubara Written Communication (via WhatsApp)	Persuasive Interactive Communication	Abdul Karim Batubara adopts a persuasive and interactive approach, using patient and non-emotional language to address misunderstandings and effectively guide students.
	Uses written messages through WhatsApp to communicate with students, though misunderstandings often occur in understanding instructions.	
Yusniah Clear and Direct Instructions	Group Discussion	Yusniah starts the supervision by gathering students in groups to discuss research titles and methods, encouraging effective group communication.
	Uses clear and direct communication to provide instructions, helping students understand their tasks better.	
Yusra Dewi Siregar Personal Approach	Group Communication via WhatsApp	Creates WhatsApp groups to facilitate communication and information dissemination, but faces challenges related to communication ethics and etiquette.
	One-on-one communication to address misunderstandings and provide specific, targeted feedback, noting instructions to ensure clarity.	

From the analysis of interview transcripts with three lecturers at the State Islamic University of North Sumatra, various verbal communication models adopted in the final project supervision process of Communication Science students can be identified. Abdul Karim Batubara uses a persuasive interactive communication approach, employing patient and non-emotional language, and written communication through WhatsApp to interact with students. While this approach is effective in demonstrating patience and building relationships, it often encounters limitations due to misunderstandings in written instructions, indicating the constraints of indirect communication.

Yusniah, on the other hand, implements a group discussion model in her supervision sessions. This model involves collectively gathering students to discuss research titles and methods, allowing for a more dynamic exchange of ideas and a deeper understanding of the assigned tasks. Additionally, Yusniah adopts a technique of clear and direct instructions in her communication, emphasizing the importance of clarity and precision in giving instructions to avoid ambiguity and ensure that students can follow the directions accurately.

Yusra Dewi Siregar chooses to leverage technology by forming WhatsApp groups for supervision, which facilitates information distribution and makes communication more accessible. However, this approach also presents ethical and etiquette challenges in communication that need to be addressed. Furthermore, Yusra employs a personal approach involving one-on-one interactions to resolve misunderstandings, where she specifically notes instructions and feedback to ensure effective clarity and understanding. This approach is crucial in managing the complex interpersonal dynamics between lecturers and students in an academic context.

In the final project supervision process, communication between lecturers and students often faces various barriers stemming from differences in communication styles, availability of time, and the use of technology. These factors, along with differing expectations regarding the frequency and ideal format of communication, can lead to communication breakdowns. To address this, lecturers must continuously hone their communication skills and adjust their communication methods according to the individual needs of students, integrating the use of technology such as e-learning platforms and online collaboration tools to enhance the communication process.

According to interpersonal communication theory, the quality of interactions between lecturers and students depends not only on the effectiveness of information transmission but also on the interpersonal relationships built, which include empathy, trust, and clarity in communication. Lecturers who succeed in building empathetic relationships with students can create a supportive academic environment, motivating students to develop both academically and personally. Therefore, a transactional communication model, where lecturers and students actively participate in a two-way dialogue, can significantly enhance the dynamics and outcomes of supervision.

However, challenges in implementing this transactional communication model include maintaining alignment of expectations and overcoming communication ambiguities. It is crucial for lecturers to be proactive in identifying and addressing communication barriers, using techniques such as open-ended questions, positive feedback, and clarification.



Educational institutions also play an important role in providing relevant training and resources to help lecturers develop communicative skills, as well as policies that support flexibility in academic supervision, thereby creating an environment conducive to effective communication.

### **Dynamics of Verbal Communication between Lecturers and Students in Final Project Completion**

The dynamics of verbal communication between lecturers and students is a crucial element in the process of completing final projects in higher education. This interaction is not merely about information transfer but also involves interpersonal aspects that influence motivation, understanding, and academic development of students. In the context of final projects, effective verbal communication between lecturers and students can determine the success or failure in achieving academic goals. Therefore, understanding these dynamics is very important for both parties (Dalentang & Oktavianti, 2022).

In practice, verbal communication between lecturers and students often faces various challenges. Students may hesitate to ask questions or express their difficulties for fear of being perceived as incompetent. Conversely, lecturers may find it challenging to provide constructive feedback without making students feel pressured. These dynamics create the need for good communication skills from both parties to ensure that messages can be conveyed and received clearly and effectively (Cahyadiana, 2021).

Additionally, differences in cultural background, values, and communication styles between lecturers and students can also affect the dynamics of their verbal communication. For instance, students from cultures that value hierarchy may feel reluctant to debate or express differing opinions with lecturers. This can hinder the learning process and the development of critical thinking. Therefore, it is important for lecturers to be aware of and respect these differences and strive to create an inclusive and supportive environment (Afriani, 2018).

Modern communication technology has introduced new ways of verbal interaction between lecturers and students, especially in the context of final project supervision. E-learning platforms, instant messaging applications, and video conferencing have become common tools used to bridge communication gaps. Although these technologies offer convenience and flexibility, they also bring new challenges such as the lack of non-verbal cues and potential misunderstandings. Therefore, lecturers and students need to develop effective digital communication skills to maximize the benefits of these technologies.

The dynamics of verbal communication between lecturers and students in final project completion are very complex and involve various interacting aspects. One important aspect is the communication pattern used by the lecturers. Lecturers who use a participatory and collaborative communication approach tend to create a more supportive environment for students. This allows students to feel more comfortable expressing ideas, asking questions, and receiving feedback. Conversely, lecturers who tend to be authoritative may make students feel pressured and reluctant to actively participate in the supervision process.

In a study on verbal communication interactions between lecturers and students in the context of final project completion at the State Islamic University of North Sumatra, several crucial dynamics and barriers were identified. From the interview transcripts with three supervising lecturers, Abdul Karim Batubara, Yusniah, and Yusra Dewi Siregar, each depicted different approaches in managing verbal communication with their students. These dynamics reflect methodological differences and challenges faced in practicing effective academic communication.

Abdul Karim Batubara adopts a persuasive interactive communication approach, creating a dialogue space that prioritizes patience and deep understanding. However, he faces challenges in written communication through WhatsApp, where messages sent are often misinterpreted. This indicates that the chosen communication medium can significantly affect the effectiveness of message comprehension. Abdul Karim Batubara emphasizes the importance of using non-emotional and persuasive language to overcome misunderstandings, showing that a patient approach can minimize potential communication conflicts.

Yusniah uses a group discussion approach to initiate the supervision process, allowing for more dynamic and participatory interactions between students and supervisors. This approach facilitates the formation of ideas and collective problem-solving but also presents challenges in time management and limited schedule alignment. From her description, there are no significant barriers in verbal communication, indicating the effectiveness of her method in clearly conveying instructions and supporting students to interact in a more structured and supportive environment.

Conversely, Yusra Dewi Siregar faces more complex challenges related to communication ethics in the use of WhatsApp groups. The obstacles encountered include adjusting polite language and communication ethics, highlighting generational differences and expectations in the use of formal language. Yusra emphasizes the importance of understanding appropriate interpersonal dynamics in verbal communication, demonstrating how social norms and expectations affect the effectiveness of academic communication.

Misunderstandings and communication conflicts between lecturers and students often relate to factors such as language, inappropriate use of communication mediums, and differing expectations. Abdul Karim Batubara and Yusra, in particular, experience challenges in managing student expectations and maintaining professional boundaries without damaging the mentor-mentee relationship. Abdul Karim Batubara's approach to addressing these issues is through non-emotional persuasive dialogue, while Yusra opts to write instructions and feedback to clarify communication.

The solutions implemented by these lecturers indicate the importance of methodological flexibility and interpersonal sensitivity in overcoming barriers in verbal communication. Using communication methods tailored to the specific needs and characteristics of students, as demonstrated by Yusniah with group discussions, can help in creating a more inclusive and supportive academic environment.

In addition to communication patterns, the frequency and quality of verbal interactions also play a significant role in these dynamics. Research shows that frequent and high-quality



interactions between lecturers and students can enhance student engagement and improve their academic outcomes. Lecturers who are available and responsive to student needs can help reduce anxiety and confusion often associated with the final project completion process. Therefore, lecturers need to manage their time well to ensure they can provide adequate supervision.

However, it is not only the lecturers who need to adapt. Students also need to develop effective communication skills to actively participate in the supervision process. This includes the ability to listen well, convey ideas clearly, and manage feedback constructively. These skills are essential to ensure that verbal communication runs smoothly and productively. Good communication education, including interpersonal skills training, can greatly help students in developing these abilities.

The dynamics of verbal communication in final project completion are also influenced by external factors such as institutional policies and academic culture. Educational institutions need to support lecturers and students with policies that encourage open and constructive communication. Additionally, an academic culture that values dialogue and diversity of opinion can create a more conducive environment for effective verbal communication. Thus, a deep understanding of these dynamics and efforts to overcome existing barriers can help improve the quality of academic supervision and the final outcomes achieved by students.

### **Problem Solving: Identifying Effective Verbal Communication in Final Project Completion**

The ability to successfully complete a final project is greatly influenced by the effectiveness of verbal communication between students and supervisors. Effective verbal communication is key to ensuring that students can understand directions, receive constructive feedback, and overcome various challenges that arise during the final project process. In the academic context, good communication skills can enhance understanding and collaboration, as well as strengthen professional relationships between students and supervisors (Cahyadiana, 2021; Dalentang & Oktavianti, 2022).

One important aspect of effective verbal communication is message clarity. Supervisors must be able to convey information in a way that is easily understood by students. This includes using appropriate language, clear sentence structure, and unambiguous message delivery. On the other hand, students must be able to effectively communicate their questions and needs so that supervisors can provide relevant and useful guidance (Megawati & Damayanti, 2022).

Effective verbal communication also involves active listening skills from both parties. Supervisors must listen carefully to what students are saying to provide appropriate and supportive responses. Conversely, students must listen to feedback from supervisors with an open and constructive attitude. Active listening helps build better understanding and reduces the risk of misunderstandings that can hinder the final project completion process. Below is a classification of these verbal communication models, complete with proposed solutions to enhance communication effectiveness in final project completion:



**Table 2.** Classification of Verbal Communication Models, Complete With Solutions

Communication Model	Description	Proposed Solution
Persuasive Communication	Supervisors use persuasive language and patience to handle misunderstandings or conflicts.	Effective communication training for supervisors, developing empathy and enhancing patience in communication.
Written Communication	Use of WhatsApp and email to provide instructions and feedback.	Providing clear communication guides or templates to ensure messages are effectively conveyed.
Group Discussion	Supervisors gather students in groups for more intensive discussions.	Holding regular sessions with small groups to ensure more personal and in-depth interactions.
Interactive Communication	Two-way interaction between supervisors and students, allowing for exchange of ideas and constructive feedback.	Using methods such as active Q&A sessions and brainstorming to promote two-way communication.
Individualized Approach	Tailoring communication methods based on individual student needs.	Supervisors should recognize and adjust their communication approach based on student preferences and needs.

To improve the quality of verbal communication between supervisors and students in the academic environment, the State Islamic University of North Sumatra has taken important initiatives by implementing a series of effective communication training for supervisors. This training is designed to enhance supervisors' persuasive and interactive communication skills, ensuring they can manage the dynamics in final project supervision more effectively. The workshops specifically focus on developing abilities to handle conflicts, build empathy, and provide constructive feedback. This aims to create a more supportive learning environment responsive to student needs, facilitating a more inclusive and productive learning process.

In line with the training, the university has also developed communication guides consisting of email and WhatsApp message templates. These templates are designed to help supervisors deliver instructions, assignments, and feedback more clearly and concisely. Each template includes concrete examples of how to express ideas and criticism constructively, minimizing potential misunderstandings and strengthening mutual understanding between supervisors and students. The availability of these templates is expected to enhance the consistency and effectiveness of communication in the academic environment.



Additionally, the university has established group discussion sessions as a routine method in the supervision process. These sessions allow students to interact more freely and openly with their supervisors, promoting a more dynamic and collaborative exchange of ideas. Furthermore, supervisors are encouraged to hold periodic individual supervision sessions, allowing for the handling of specific issues and personal student needs. This approach not only enhances material understanding but also ensures that each student receives support tailored to their academic needs.

To leverage communication technology, the university has integrated the use of e-learning platforms and online collaboration tools. These platforms are used as the primary medium for Q&A sessions, document storage, and task management, as well as tools for monitoring and tracking student progress. The implementation of this technology provides opportunities for students and supervisors to interact in a more flexible and accessible format, enabling a learning process that is more adaptive and responsive to modern educational challenges.

These initiatives collectively mark the university's commitment to optimizing the communication and interaction process between supervisors and students. By focusing on the development of communicative skills, efficient use of technology, and provision of supportive resources, the State Islamic University of North Sumatra strives to elevate educational standards and ensure that the learning process takes place in a collaborative environment conducive to student academic success.

Verbal communication barriers between supervisors and students, particularly in the context of final project completion, can stem from differences in communication styles, limited supervision time, and psychological factors such as anxiety and stress. To overcome these barriers and enhance communication effectiveness, several strategic steps can be taken:

- a) **Identifying Communication Barriers:** Supervisors and students should mutually recognize and understand each other's communication preferences and styles. This can be achieved through an initial open discussion to set expectations and determine the most effective communication methods.
- b) **Implementing Effective Communication Techniques:** Techniques such as paraphrasing, clarification, and using specific language can be employed to reduce ambiguity and ensure both parties clearly understand the message. This helps in reducing misunderstandings and clarifying instructions or feedback given.
- c) **Continuous Evaluation:** Supervisors and students need to periodically evaluate the effectiveness of their communication. This can be done through regular meetings to discuss project progress and identify areas needing improvement.
- d) **Institutional Support:** The university can play an active role in supporting effective communication by providing training, seminars, and technological tools. Programs such as effective communication workshops and seminars on active listening techniques can significantly help in developing communicative skills.

This research emphasizes the importance of effective verbal communication between supervisors and students in the final project completion process at the State Islamic University of North Sumatra. By adopting various communication models that suit

individual student needs and the supervision context, such as persuasive communication, group discussions, and interactive approaches, communication barriers can be minimized. The university's initiatives to conduct communication training for supervisors, provide clear communication guides, and utilize e-learning technology and online collaboration tools demonstrate a strong commitment to creating a supportive academic environment. Strategic steps such as identifying communication barriers, implementing effective communication techniques, continuous evaluation, and institutional support are proven to enhance the quality of interactions between supervisors and students, ultimately positively impacting the quality of the final projects produced.

The success of effective verbal communication not only affects final project completion but also prepares students for communication challenges in the professional world. Supervisors and students engaged in clear, open, and constructive communication can build mutually supportive relationships and strengthen their interpersonal skills. Institutional support through relevant training and resources is also essential to ensure that supervisors and students possess the necessary skills to interact effectively. Thus, this research significantly contributes to improving the quality of education and communication in the academic environment, as well as providing a strong foundation for students' professional development in the future.

Effective communication between lecturers and students in the completion of final projects is a crucial factor influencing educational outcomes. Lecturers as supervisors play a vital role in guiding and directing students, ensuring they can develop a deep understanding and adequate research skills. According to the verbal communication theory by Albert Mehrabian, the verbal aspects of communication, including word choice and sentence structure, are essential to avoid misunderstandings and ensure that the conveyed message is easily understood by the recipient. The adoption of a clear and responsive communication model is necessary, where lecturers must provide specific and constructive directions and create space for two-way dialogue that allows students to ask questions and provide input (Andriani & Wibawanta, 2020; Iskandar, 2020).

The approach used in communication should provide constructive feedback and a quick response time to address the needs and questions of students. Constructive feedback, according to Carl Rogers' interpersonal communication theory, plays a role in creating a supportive environment and enhancing student motivation. This approach helps students feel valued and supports the development of their ideas and solutions. The importance of lecturers actively listening cannot be overlooked, as it strengthens students' understanding and facilitates necessary learning adjustments. Rogers emphasizes that active listening involves empathy and understanding of the student's perspective, which can strengthen the lecturer-student relationship and improve the quality of supervision (Issroviatiningrum et al., 2022; Johan et al., 2023).

Students also have a responsibility to make the most of the guidance provided. They should actively ask questions and engage in discussions, delving deeper into material or concepts they do not understand. The development of effective communication skills in students is crucial, enabling them to express ideas and receive feedback with an open and



constructive attitude. According to Manuel J. Smith's assertive communication theory, students who can communicate assertively will be more effective in conveying their needs and obtaining the guidance they require. This builds a strong foundation for productive academic interactions and ongoing professional development.

The use of technology in academic communication, such as e-learning platforms and online collaboration tools, further enhances the possibilities for effective interaction. These platforms allow for more flexible scheduled and spontaneous communication, reaching students who may not be able to be physically present. According to the Media Richness Theory by Richard L. Daft and Robert H. Lengel, richer media such as video conferencing and chat can improve communication quality by providing more social cues and direct feedback. However, lecturers need to ensure that this technology is used in a way that supports and does not replace the essential human interaction in learning (Mutiarra & Kusumawardhani, 2020; Yunita et al., 2021).

Institutional support through training and resources for lecturers and students is crucial in enhancing communication quality. Workshops and seminars on effective communication and active listening, for instance, can help lecturers and students develop the necessary skills to interact more effectively. Based on David Kolb's communication training theory, training that involves direct experience and reflection can help participants better understand and master communication skills. By supporting the development of these skills, universities and other educational institutions play a key role in ensuring that the educational process achieves optimal results and that students are prepared for future professional and academic challenges.

As part of this initiative, the State Islamic University of North Sumatra has implemented a series of effective communication training sessions for lecturers. These training sessions are designed to enhance lecturers' persuasive and interactive communication skills, ensuring that they can manage the dynamics in final project supervision more effectively. The workshops specifically emphasize developing abilities to handle conflicts, build empathy, and provide constructive feedback. This aims to create a more supportive learning environment responsive to student needs, facilitating a more inclusive and productive learning process (Sukmawan & Susilawati, 2023).

Additionally, the university has developed communication guides consisting of email and WhatsApp message templates. These templates are designed to help lecturers deliver instructions, assignments, and feedback more clearly and concisely. Each template includes concrete examples of how to express ideas and criticism constructively, minimizing potential misunderstandings and strengthening mutual understanding between lecturers and students. The availability of these templates is expected to enhance the consistency and effectiveness of communication in the academic environment. This aligns with Shannon and Weaver's Clear Communication theory, which states that message clarity is key to reducing noise in communication and increasing message effectiveness.

## CONCLUSION

Effective communication between lecturers and students is crucial in the academic context, particularly in the completion of final projects. Clear and responsive communication models that support two-way dialogue are essential in ensuring that students understand directions and receive constructive feedback. Lecturers must actively listen, and students must actively engage in the communication process. The use of technology and institutional support through training can enhance these interactions. This communication effectiveness not only supports academic success but also the professional development of students, ensuring that they can effectively face future challenges.

Furthermore, it is important for lecturers and students to develop a mutual understanding of academic goals and personal expectations, which will help align guidance objectives and minimize misunderstandings. This requires a flexible and adaptive approach to individual differences and student learning styles, which can be reinforced through open and continuous communication. Thus, academic success and student satisfaction can be more effectively achieved, building a strong foundation for their intellectual and professional growth in the future.

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