



Interpersonal Communication in Handling Student Undisciplined Behavior at SMP Swasta Taman Siswa Polonia.

Elok Perwirawati ^{*1}, Emmelia Arihta Ginting ²

¹Darma Agung University, Medan, 20154, Indonesia

²Darma Agung University, Medan, 20154, Indonesia

*Corresponding Author: elokperwirawati@yahoo.com

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ABSTRAK

Fokus penelitian ini adalah upaya komunikasi antarpribadi yang dilakukan guru Bimbingan Konseling (BK) dalam menangani perilaku tidak disiplin siswa dan hambatan komunikasi yang terjadi dalam penanganan tersebut. Penelitian ini menjelaskan bahwa upaya yang dilakukan guru BK dalam menghadapi siswa yang melakukan tindakan tidak disiplin adalah dengan (1) Keterbukaan, melalui keterbukaan guru BK dapat mengetahui dengan jelas apa yang menjadi alasan utama siswa melakukan tindakan tidak disiplin (2) Melalui empati, guru memahami permasalahan utama siswa, melalui pengungkapan perasaan dan sikap siswa sehingga guru dapat memberikan motivasi dan nasehat agar siswa tidak mengulangi perbuatannya di kemudian hari. (3) Dukungan. Guru memahami kondisi siswa yang melakukan tindakan tidak disiplin, dan menerima dengan pikiran positif agar tidak mempengaruhi emosi saat berkomunikasi dengan siswa. (4) Kesetaraan. Guru berusaha memberikan kepercayaan kepada siswa. Agar mereka tidak mengulangi perbuatannya. Hambatan komunikasi dalam penelitian ini adalah pertama, hambatan psikologis, dimana siswa merasa cemas atau malu, sehingga siswa menjadi tertutup dan tidak mampu berkomunikasi dengan baik. Kedua, hambatan teknis, dimana guru bimbingan dan konseling hanya ada satu orang sehingga pelayanannya kurang maksimal. Ketiga, perbedaan latar belakang sosial budaya antara guru bimbingan dan konseling dengan siswa mengakibatkan perbedaan persepsi, sehingga siswa perlu dididik secara berulang-ulang untuk menyamakan persepsi.

Keyword: Komunikasi Interpersonal, Tidak Disiplin, Siswa

ABSTRACT

The research explained that the efforts made by guidance and counseling teachers in dealing with students who commit undisciplined actions are by (1) Openness, through openness guidance and counseling teachers can clearly know what is the main reason why students commit undisciplined actions (2) Through empathy, the teacher understands the student's main problem, through expressing the student's feelings and attitudes so that the teacher can provide motivation and advice so that the student does not repeat his actions in the future. (3) Support. Teachers understand the conditions of students who commit undisciplined actions, and accept with positive thoughts so as not to affect emotions when communicating with students. (4) Equality. Teachers tried to give confidence to students. So that they do not repeat their actions. Communication barriers in this research are first, psychological barriers, where students feel anxious or embarrassed, so that students become closed and unable to communicate well. Second, technical barriers, where there is only one guidance and counseling teacher, so the service is not optimal. Third, differences in socio-cultural backgrounds between guidance and counseling teachers and students result in different perceptions, so students need to be educated repeatedly to equalize perceptions.

Keyword: Interpersonal Communication, Undisciplined, Student.



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1. Introduction.

Basically, there are problems that often occur in the world of education recently. Educational problems cannot be separated from the existence of students, i.e. people who are directly involved in the world of education. One of them is an ethical crisis in the form of order, discipline, politeness and respectful attitude of students when they are in the school environment and in society. Violations that occur are sometimes considered normal. Even though these violations affect the quality of educational success at school. Solving the ethical crisis requires hard work of various parties. Including the active role of guidance and counseling teachers. Guidance and counseling teachers or counselors are teachers who have full duties, responsibilities, authority and rights in guidance and counseling activities for a number of educators. Guidance and counseling teachers play an important role in students' learning process, especially in providing information services. This service aims to enable students to develop their learning skills by choosing a good learning attitude, so that students are able to be independent and develop optimally. Guidance and counseling teachers have the main duties and responsibilities to guide students so that they can have mature personalities and realize their full potential. Thus, students are expected to be able to make the best decisions for themselves in solving their own problems (Muma & Hastuti, 2022). Apart from this, the role of guidance and counseling teacher is to accompany students who have learning difficulties, especially low academic performance, by providing materials, advice and information to the students. Therefore, according to Lubis (Lubis, 2013), it is hoped that the role of guidance and counseling teachers can help students to optimally develop and understand the needs that students need so that students feel helped. This includes helping to increase students' awareness so that they do not take actions that violate school regulations such as discipline. For this reason, a guidance and counseling teacher needs an appropriate communication approach considering that the existence of students with diverse cultures, family backgrounds and differences in perspectives and self-stability who are still vulnerable will determine the success of the communication itself.

Communication is both the most important and the most complex aspect of human relationships. Our daily lives are strongly influenced by the communication process that we do. Communication is not only limited to the exchange of information or messages but is an individual and group activity in terms of exchanging data, facts and ideas so that communication can take place effectively and the information conveyed by the communicator can be understood properly.

In the world of education, schools are a place or second home for students in formal education after parents as the first educator. Learning and teaching activities that take place in schools require communication. Communication in learning is the process of transforming educational messages from the teacher as a communicator to his students as communicants with the aim that the learning messages given can be received by students well and have an effect on understanding and changing student behavior. The success of learning activities is highly dependent on the effectiveness of the communication process that occurs in the learning. In addition to learning, school communication also has several benefits such as being able to establish harmonious relationships with all stakeholders in the school and various parties related to the institution. In fact, it can also improve the quality of service and performance of communication actors in schools, especially the service of a teacher to students in the learning process to achieve student competence both in terms of hard skills and soft skills.

Discipline is one of the soft skills that students must have in order to improve their learning achievement. However, the problem is that there are students who have Undisciplined behavior, including students' Undisciplined in obeying school rules and regulations and during the learning process. From the results of simple observations made by the author, the discipline of students at SMP Swasta Taman Siswa Polonia is still in the level of needing serious improvement by the school. Efforts to improve student discipline need to be made because so far there are still violations committed by students, for example, many of them are still late for school, do not attend the flag ceremony in an orderly manner, are not neatly dressed when in the school environment, make noise when in class, leave the class skipping during learning hours and other indisciplinary actions.

Handling problem students can be done through several undisciplined approaches that are guided by the rules of discipline that apply in schools as one component of student rules and regulations along with sanctions that must be enforced to prevent and overcome the occurrence of various deviant student behaviors. In addition, in

handling students, an interpersonal communication approach between teachers and students is also needed.

Unconsciously, the existence of interpersonal communication has played an active role in life, not even a few humans practice this interpersonal communication. According to Mulyana, interpersonal communication is communication between people face-to-face that allows each participant to capture the reactions of others directly, both verbally and non-verbally (Mulyana, 2013). Wiranto in his book *Introduction to Communication Science* (2004) explains that interpersonal communication is communication that takes place in face-to-face situations between two or more people, either in an organized manner or in a crowd of people (Novianti et al., 2017). While Liliwery (1994) argues that in essence interpersonal communication is communication between a communicator and a communicant. This type of communication is considered the most effective in terms of changing a person's attitude, opinion, or behavior, because it is dialogical in the form of conversation and the backflow is direct. The communicator knows the ethical communicant's response as well, at the time of communication. The communicator knows for sure whether the communication is positive or negative, successful or not. If not, he can give the communicant the opportunity to ask as widely as possible (Esso, 2016). This is meant so that teachers can personally understand the reasons for students who commit these disciplinary actions and then provide solutions to the problems experienced by students while motivating students to be disciplined in the future. Based on the above problems, the author is interested in discussing the handling of disciplinary actions through an interpersonal communication approach to get an idea of whether interpersonal communication carried out by teachers can minimize student undisciplined actions at SMP Swasta Taman Siswa Polonia

2. Methods.

The approach used in this research is through qualitative methods. Qualitative research methods are a type of research that produces findings that cannot be achieved or obtained using statistical procedure formulas or by other means of quantification (measurement). This qualitative research can show research on people's lives, history, behavior, also about functionalists, organizations, social movements or kinship relationships (Ghony & Almanshur, 2012) With a qualitative approach we can follow and understand the flow of events chronologically, assess cause and effect within the scope of the minds of local people and obtain many and useful explanations (Silalahi, 2012) Informants in this study were selected using purposive sampling technique. They consist of one guidance and counseling teachers and five students who are undisciplined. The criteria for informants are students who most often commit undisciplined acts, such as frequently coming to school late for six months, etc. For data collection techniques carried out by in-depth interview techniques. According to Esterber, an interview is a meeting of two people exchanging information and ideas through questions and answers, so that meaning can be constructed in a particular topic (Sugiyono, 2017). The data analysis technique used is the Miles and Huberman Interactive model, namely data collection, data reduction, data presentation and conclusion drawing.

3. Result and Discussion.

Interpersonal Communication between Counseling Guidance Teachers and Undisciplined Students

The results showed that there were efforts made in synergy between the Principal, Counseling guidance teacher and even including other teachers in handling undisciplined students. So, it is not only focused on the counseling guidance teacher but all teachers who work in this school help each other in handling the discipline that has been agreed upon together and has been lived until now. Based on the recognition of the counseling guidance teacher, the efforts made by the teacher towards Undisciplined students are through an interpersonal communication approach by means of a positive attitude in communication as described by Devito (1997) in (Aw, 2011) , namely Openness, Empathy, Support, Positive attitude and Equality.

(1) **Openness**, where the counseling guidance teacher always calls students personally and in the form of approaching students first to find out clearly what is the main reason students often commit Undisciplined actions. Counseling guidance teachers who are smiling to easily communicate with students so that students are expected not to feel embarrassed if they are close to this counseling guidance teacher. Even so, the counseling guidance teacher can also be firm and give sanctions / punishments and give examples to students so that they become good role models and do not violate school regulations such as not being late for school, dressing neatly and not removing, not skipping class during the learning process. Counseling guidance to students is a personal conversation, where students tell personal problems, problems with friends or academic problems at school that require full attention, support, advice and motivation to be able to overcome the

problems faced by these students. In addition to this stage, the counseling guidance teacher also carries out the next stage, namely 2) **Empathy**, through empathy efforts the counseling guidance teacher seeks to feel directly what is actually the student's main problem, through the expression of the student's feelings and attitudes so that then the counseling guidance teacher can provide motivation and advice so that in the future the student does not repeat his actions. Counseling guidance teacher through the Interpersonal Communication approach also applies (3) **Support and positive attitude**. Support factors and positive attitudes often make students understand their mistakes and also become the spirit and strength of students to make changes in their attitudes and even behavior. The support of the counseling guidance teacher is also in the form of understanding the condition of students who commit Undisciplined actions. In addition, counseling guidance teachers also apply positive thinking so that their emotions do not affect when they conduct coaching or personal communication to indisciplinary children. Counseling guidance teachers find solutions by not scolding students so that communication takes place effectively and the message of advice given to students is also conveyed properly. Providing motivation for these students aims so that students can get out of the problems they face, and students can comply with the rules at school. The existence of interpersonal communication used in handling student behavior problems is certainly expected to produce student changes. Counseling guidance teachers really provide focus and supervision in guiding students who are experiencing indiscipline problems so that in the future they can change in a positive direction. This discipline effort is expected to become a habit or culture and become the attitude and even behavior of students that can be brought into students' life capital and they bring it after graduating from junior high school. Counseling guidance teachers who are dealing with students who need to be guided or coached regarding various problems of undisciplined in student behavior at school, such as those who often violate existing regulations at school. Counseling guidance teachers provide direction and input to students until the student can realize and really not repeat and not violate the rules that have been agreed upon together. (4) **Equality**. Equality The counseling guidance teacher tries to give students full confidence not to repeat their actions. Students were previously given explanations and understandings related to school regulations that have been agreed upon. This condition is expected to make students have awareness first. An equal position is shown so that students have a sense of independence and responsibility for themselves and the school environment and even their classroom environment. It is also expected or believed to make these students think again when committing undisciplined actions because they have been given trust by their teachers.

The form of interpersonal communication between counseling guidance teachers and undisciplined students is done through:

- a. Verbal Communication. Verbal communication is communication that uses symbols or words, either used orally or orally or in writing.
- b. Non-Verbal Communication, Non-verbal communication is communication whose messages are packaged in nonverbal form, without words. In real life, nonverbal communication is much more widely used than verbal communication. Nonverbal communication is permanent and always there. Nonverbal communication is more honest in expressing what wants to be expressed because it is spontaneous. A smile, a hug, a touch, is sometimes indispensable and more of a heartfelt message.

Various other efforts have also been made by the counseling guidance teacher as a counseling guidance teacher using the language style used for students. Problematic students first go to the counseling room. The counseling guidance teacher also first looks for data on problematic students who will be called. The teacher prepares the student's data can recognize and know what the student wants. In addition, this can easily get the cause of students doing things that violate the rules or undisciplined. In addition, the use of non-verbal communication is communication whose messages are not in words and language, usually in the form of body language, facial expressions, attitudes and actions. Principals, counseling guidance teachers, teachers also try to convey messages through non-verbal communication. This method is done as an example by looking neat, coming not late, speaking with polite language included, in order to inspire students to emulate the things shown by their teachers at school. Good examples will be more easily heard and implemented by the younger generation or students. In connection with this, interpersonal communication is realized how important it is to be used in minimizing student disciplinary actions at SMP Swasta Taman Siswa Polonia. Speaking of interpersonal communication in relation to changes in undisciplined behavior has a very important role and it is not as easy a job as one might think in minimizing student undisciplined behavior in this school, but it is necessary to have the ability to control factors that encourage students to have understanding, awareness, independence, responsibility as a student.

Inhibiting Factors of Interpersonal Communication Between Counseling Guidance Teachers and Undisciplined Students.

The factors that hinder the interpersonal communication of counseling guidance teachers in overcoming Undisciplined students at SMP Swasta Taman Siswa Polonia are First, there are psychological barriers where students are afraid or embarrassed (minder) when they know they are called by the counseling guidance teacher. This condition makes students less open and still closed to what is the problem that causes indiscipline Undisciplined at school. This condition also causes students to become closed and unable to communicate well. In addition to psychological factors, the lack of communication established with parents also results in schools not being able to maximize the guidance of Undisciplined students. Second, technical barriers, where there is only one counseling guidance teacher so that counseling services are less than optimal. Third, cultural barriers mean that differences in socio-cultural backgrounds between counseling guidance teachers and students result in differences in perceptions so that counseling guidance teachers must provide understanding repeatedly to equalize perceptions.

4. Conclusion.

Based on the results and discussion of the research conducted, the authors draw the following conclusions:

1. Efforts made by the counseling guidance teacher in minimizing student Undisciplined behavior at SMP Swasta Taman Siswa Polonia are
 - a. Self disclosure openness. Through openness can create openness for students to want to tell the causes or problems they experience.
 - b. Empathy, through empathy efforts the counseling guidance teacher seeks to feel directly what is actually the main problem of students, through the expression of students' feelings and attitudes so that then the counseling guidance teacher can provide motivation and advice so that in the future the student does not repeat his actions.
 - c. Support and positive attitude. Support factors and positive attitudes often make students understand their mistakes and also become the spirit and strength of students to make changes in their attitudes and even behavior.
 - d. Equality. Counseling guidance teachers try to give students full confidence not to repeat their actions. Students are previously given an explanation and understanding of the school rules that have been mutually agreed upon. If there is a repetition of indiscipline, then punishment or strict action is applied. This condition is expected to make students have awareness first. An equal position is shown so that students have a sense of independence and responsibility for themselves and the school environment and even their classroom environment. It is also expected or believed to make these students think again when committing Undisciplined actions because they have been given trust by their teachers.
2. Obstacles encountered by counseling guidance teachers in carrying out their duties through interpersonal communication:
 - a. The existence of psychological barriers where students are afraid or embarrassed (minder) when they know they are called by the counseling guidance teacher. This condition makes students less open and still closed to what is the problem that causes Undisciplined at school. This condition also causes students to become closed and unable to communicate well.
 - b. In addition to psychological factors, the lack of communication established with parents also results in schools not being able to maximize the guidance of Undisciplined students.
 - c. Technical barriers, where there is only one counseling guidance teacher so that counseling services are less than optimal.
 - d. Cultural barriers, meaning that differences in socio-cultural backgrounds between counseling guidance teachers and students result in differences in perceptions so that counseling guidance teachers must provide understanding repeatedly to equalize perceptions.

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