The Effectiveness of Interpersonal Communication in the Sultan Iskandar Muda High School Educational Institution

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Article Info	ABSTRACT
	Basically humans are born as individual beings who are not separate, not divided between their soul and body. Human development as an individual being does not only mean the unity of body and soul. Humans have characteristics with their own personality patterns. This difference teaches that humans cannot live without other humans. The peace that we feel is born from good communication. Therefore, inheriting skills in communication and ethics needs an education that becomes a vehicle for learning for generations of the nation.

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1. INTRODUCTION

Humans are social creatures who are always in contact with other people. Humans need someone's help because they cannot live alone. Humans are curious about the world around them and want to know what's going on inside them. It is through this curiosity that people need to communicate. Communication is the process of using symbols, words, images and actions to transform information, emotions, etc. All activities carried out are followed by verbal communication, namely oral communication, and non-verbal communication, namely communication through the use of expressions and symbols (Mulyana, 2013). Basically humans need close interaction so they don't feel alone in an environment. Interpersonal communication is thus understood as a process of exchanging ideas involving two or more people who try to give meaning to the information conveyed through the media and generate feedback.

Based on an analysis of teacher data from the Ministry of National Education, 54% of teachers in Indonesia do not have the qualifications to teach (MONE, 2006). Teachers as the spearhead of education should actively communicate directly with students in learning. Because student achievement is very dependent on the quality of the teaching teacher. Research at Balitbang found that students' understanding of the material only contributed around 30% of the total material

taught (Hidayat, 2017). This is caused by several factors, one of which is the lack of communication between teachers and students. So that this doesn't happen again in the future, teachers should be able to use learning and provide positive motivation, also by making learning a place to form competence and improve the quality of student learning as a whole, not only for those who excel.

Previous research has shown that the continuity of communication in educational institutions is a very important requirement and the current situation is very concerning so it needs to be addressed immediately. Very often cases such as misunderstandings occur and have a negative impact on educational institutions. On the other hand, the lack of communication that occurs can be caused by students who are too reluctant to ask questions due to fear and teachers who are too indifferent to their students. Very often teachers are found who cannot control their emotions and then express them to students. This situation, frankly, is quite sad and causes serious concern for the future of education in Indonesia. These data are some indications that the educational process is currently not implemented and is not yet fully understood by those involved in educational institutions. As a result, the goals of national education have not been fully realized properly.

Interpersonal Communication

Communication expert Thomas M. Scheidel said that communication means expressing yourself, interacting with people around you, and influencing others (Mulyana, 2007). Communication comes from the ideas that exist within the individual. The idea is then processed into a message and sent to another person who is designated as the recipient of the message. After receiving and understanding the contents of the message, the recipient responds and sends the response to the sender of the message. And the recipient of the message, will send a reply to the sender of the message which is called feedback

Humans often do not realize that they are contributing to communication problems through their role as senders or receivers of messages. The sensitivity and abilities necessary for successful communication. Interpersonal communication should improve the quality of communication by evaluating the communication process and one's awareness of oneself and others when interacting. (Mulyana, 2012).

Humans must not only understand the process of communication, but be able to use it creatively to convey the meaning of messages between people who communicate. Interpersonal communication is described as the exchange of messages between two or more people with a certain level of influence and spontaneous responses.

Interpersonal communication is face-to-face communication between individuals where each participant can feel the emotions of others both verbally and non-verbally (Mashoedi, 2013). Interpersonal communication as a type of communication that only involves two people. Communication between these individuals is intimate, with spontaneous exchanges of verbal and nonverbal cues.

Effectiveness of Interpersonal Communication

This theory is very important in the teacher-student relationship. This is because successful interpersonal communication can be seen from the five general characteristics considered: openness, empathy, supportive attitude, positive attitude, and equality. General characteristics considered for successful interpersonal communication, namely: (Devito, 1997)

    a.   Openness

Being open means being able to share personal information about yourself. Openness is shown by the communicator being open and honest, being able to communicate the thoughts and feelings that arise in other people.

b. Empathy

Humans have an empathic capacity, which is defined as the ability to experience what another person is experiencing from another person's point of view at a certain time and under certain circumstances. Empathy can be conveyed both verbally (through words) and nonverbally (through actions and body language); (through facial expressions, gestures, and appropriate touching and caressing).

c. Mutual support

Support is an important component of a healthy relationship that includes effective interpersonal communication. Because it's impossible to have an open, loving conversation in an unhelpful environment.

d. positive attitude

When we encourage and show a good attitude towards our interlocutors when we are involved in communication activities, we can transmit a positive attitude in the context of interpersonal communication. When people make a conscious decision to have a good attitude about themselves, it shapes their interpersonal relationships.

e. equality

If there is equality between the parties involved, it will be more effective in interpersonal communication. Therefore, it must be understood that both are equally valued and each has its own advantages. Having such agreements and disagreements is seen as a means of better understanding differences. However, the equality sought does not mean that we are required to agree and make assumptions about the verbal and nonverbal behavior of others in order to achieve it. In the name of equality, we are asked to give "unconditional positive admiration" to fellow human beings.

2. RESEARCH METHODE

The research process that researchers use to describe interpersonal communication in the educational institutions of SMA Sultan Iskandar Muda uses a qualitative descriptive method. This approach is believed to be the most acceptable method in this study. Because the research objective, namely exposure, is used to characterize interpersonal communication which is the subject of this research, which is applied by individuals who are in the Sultan Iskandar Muda High School educational institution. This explanation also includes characteristics that support interpersonal communication in Sultan Iskandar Muda High School educational institutions.

The location of this research is located at Jalan Amir Hamzah Week I Gg. Bakul, Medan-Sunggal sub-district, Sunggal sub-district, to be precise at the Sultan Iskandar Muda Medan High School. The research was carried out from April 2022 to June 2022. This research used interview and observation data collection techniques.

Sources of data used in this study are primary data and secondary data. Primary data is data obtained directly from informants through the interview stage and is the main information that is directly related to the subject matter of the research.

Secondary data is data obtained by researchers from several existing sources. This secondary data can be obtained from sources such as books, journals, research reports and others. In this study, research informants were teachers and students of SMA Sultan Iskandar Muda Medan. There were eight informants in this study, five of them as primary informants, and three more as secondary informants. Researchers choose information because it is considered appropriate to

meet and provide the needs of researchers. The criteria for informants in this study were homeroom teachers at Sultan Iskandar Muda High School, including (Minar Siahaan, Noven Simanjuntak, Ingrit Tobing, Desi Ariska, Okto Berman) and students of Sultan Iskandar Muda Medan High School including (Delvyartha Christy, Putri Octaviani, Aqidatul Izzah).

According to (Yusuf, 2014) the success of data collection techniques is determined by the researcher's ability to appreciate the situation that is the focus of research. In this study, researchers carried out data collection techniques using observation and interview techniques.

3.   RESULT AND ANALYSIS

Data Findings and Analysis

Based on the results of the interviews that the researchers got from all the informants who initiated the initial communication, they were both teachers. By paying attention, such as asking how the student is doing and what the student is doing, and what activities the student will be doing.

The homeroom teacher always tries to accompany students in learning and is also open when students want to tell stories. "Every morning it's me who starts the conversation. Usually I see his gestures and facial expressions, why are you happy or sad? If they are sad, I tell them to cheer up, if they are cheerful, then I say to keep it up until school ends."

In addition, the informant also said that most of the students were always open about their personal problems, such as assignments/homework problems, friends' problems, and so on. "Most of the students are open with me, by telling them about assignments and friends' problems. My response was when they told stories, they always listened, of course, with a face that was not annoying. If it annoys the student, they tend to feel embarrassed and don't want to continue the story." Informants 1 to 5 also said that usually they know if the student has a problem. Students who have problems tend to be silent and their body gestures indicate anxiety. After that they called the student and discussed it privately. "Usually when students have problems, they just keep quiet. So sometimes I call him with a cheerful disposition like, hey kevin come here first. Then I began to ask slowly, why are you silent. Sometimes if he doesn't want to answer I keep talking until he wants to open up and tell me his problem. But if I have spoken to him, I have also kept quiet, I don't want to force him because maybe it's not in my realm to find out what the problem is. I can only cheer it up and I take it as a joke, just to entertain."

A positive attitude on the part of the teacher can create a positive attitude on the part of the student. All information providers in this study showed the same positive attitude to give suggestions to students and thank them. A teacher's positive attitude towards students is reflected in how the teacher responds to student problems and how the teacher evaluates student learning.

Supporting Factors and Interpersonal Communication Barriers in the Sultan Iskandar Muda High School Environment

This study found several factors supporting the effectiveness of interpersonal communication at Sultan Iskandar Muda Senior High School. The most visible and most important factor is openness and support. Teachers approach students and try to communicate with them, such as by expressing their children's problems and difficulties during the online learning process.

This openness allows teachers to understand and empathize with the difficulties experienced by students. During the learning process, the teacher supports students by increasing their enthusiasm and motivation to carry out or carry out the learning process.

The forms of support provided by the teacher include praise and expressions that make students happy when they hear praise. In addition, when students go through the learning process, the teacher often instills a positive attitude in students with the aim that they feel comfortable in learning.

In the process of interpersonal communication in educational institutions, not everything goes well. Research shows that there are some barriers in interpersonal communication between teachers and students. In particular, some students had difficulty communicating and did not pay attention to understanding the material given by their teacher.

4. CONCLUSION

Based on the findings above, the effectiveness of interpersonal communication at the Sultan Iskandar Muda High School educational institution is said to be effective, even though there are several obstacles. To create an effective learning environment that produces bright and accomplished students. This is evidenced by the fact that students generally feel they have a good relationship with their teacher. From this, we can conclude that effective interpersonal communication can improve teacher-student relationships. Factors supporting interpersonal communication between teachers and students are the attitude of the teacher who always teaches students to be open about what they are experiencing, tries to understand all the problems that students tell, the teacher also always supports and motivates students to be better, especially in learning. Communication barriers between teachers and students in the learning process are students who experience communication difficulties and students who do not want to listen to the teacher.

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