Interpersonal Communication Strategies for Counseling Teachers in Overcoming Student Delinquency at Nurul Falah High School Jakarta

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Article Info	ABSTRACT
	Interpersonal communication is communication that occurs between two or more people, who have a clear relationship, done face-to-face both verbally and non-verbally, with interpersonal communication will be able to affect the relationship between one another and connected in a certain way. Interpersonal communication is used by counseling guidance teachers in overcoming student delinquency at SMA Nurul Falah Jakarta. The purpose of this study was to determine the interpersonal communication strategies that were carried out between counseling guidance teachers and students in overcoming student delinquency at Nurul Falah High School Jakarta and to determine the inhibiting factors of the counseling counseling teacher's interpersonal communication process in overcoming student delinquency at Nurul Falah High School Jakarta.
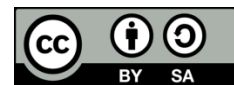
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1. INTRODUCTION

Interpersonal communication is a form of communication. Interpersonal communication greatly affects life, because interpersonal communication is an ongoing conversation between individuals, which is carried out in a way or in a crowd of people. School, home, office, community environment, are part of the place where interpersonal communication occurs.

School is a social institution engaged in the field of education. One of the objectives of carrying out education is to foster and educate students to advance character, mind, and have good religious knowledge. To realize the goal of implementing education, the role of the teacher as an educator is needed to educate students in teaching and learning activities at school, because the teacher is the most important part of the educational process.

At present the problem that is often the subject of discussion by society, parents, teachers etc., one example is the problem of juvenile delinquency. According to the etymology of juvenile

delinquency (juvenile delinquency) is a behavioral deviation committed by adolescents so that it disturbs the peace of oneself and others (Retpitasari, 2020).

The deviant behavior of adolescents against the rules and laws that apply is the impact of the association where they live. Adolescent behavior that deviates from norms and values is the result of human development in which they live. One example is that teenagers who live in urban areas and in rural areas tend to be different from the way they get along. Adolescents who live in cities will tend to choose their playgrounds to go to the mall, shopping, watching movies, and even shows which they are of course also inseparable from watching for ages 17 and over. which is not harmonious or usually referred to as a broken home family condition.

Juvenile delinquency can not only disrupt life in society, but will also affect their lives in the future. Therefore, to find out the problems experienced, communication is needed. The activity of conveying information from various sources and then conveying it to someone who receives the information using media that aims to cause changes in the person receiving the message is called communication.

In this study, we will discuss in depth the interpersonal communication between guidance and counseling teachers and students who have problems at school, problems such as smoking in the school environment, bullying and skipping school. Researchers conducted this research at Nurul Falah High School Jakarta, because at that school several students were found to have problems such as smoking in the school environment, bullying, skipping school and various other problems. In addition, at Nurul Falah Jakarta High School there is an unequal number of guidance and counseling teachers and the number of students being mentored. It is known that the number of students at Nurul Falah Jakarta High School is 504 students. A counseling teacher should only have 150 students. However, Nurul Falah Jakarta High School only has 1 guidance counseling teacher (BK) to handle 504 students, this can make interpersonal communication between counseling guidance teachers (BK) and students and individual counseling services at Nurul Falah High School Jakarta still not implemented optimally. In this case, it will have an impact on the limited service and ability of counseling guidance (BK) teachers in handling all students at Nurul Falah Jakarta High School.

Definition of Communication Strategy

Strategy is a way, effort, or steps taken to achieve a goal. Communication strategy is an effort to carry out communication planning and communication management in order to achieve a goal (Mulyana, 2005).

According to Onong Uchjana, a communication strategy is an effort in communication planning and communication management in order to achieve communication goals. The function of the communication strategy is not only as a guide in communicating, but also as showing how the tactics of communication are operational (Effendy, Fundamentals of Communication, 1933).

Based on the explanation above, it is known that the communication strategy is an effort in the planning and management of communication carried out in order to achieve the goals of a communication.

Definition of Interpersonal Communication

Interpersonal communication is part of the word inter, which means "between", and the word person, which means "people". Interpersonal communication basically takes place between two people. By having a conversation that respects the presence of one another, it is not certain that

a close relationship can be established, usually a person can communicate very closely or intimately with people he trusts.

Another definition of interpersonal communication explained by Devito is that communication that occurs between the person delivering the message and the person receiving the message can be considered as very effective communication to change one's stance, opinion or attitude (Hidayat, 2012).

Thoha also stated that "interpersonal communication leads to a person's behavior so that the emphasis is on how to convey messages from individuals to other individuals" (Pratiwi & Sukma, 2013).

In addition, according to Wijaya interpersonal communication is "communication that is carried out directly between individuals, in which each party gives and receives responses from other people directly (Wijaya, 2013).

From some of these opinions, it can be understood if interpersonal communication has the same meaning as interpersonal communication, namely the ongoing interaction between individuals, who have clear ties, is carried out directly either verbally or nonverbally, with interpersonal communication can affect relationships between one another and connected in some way.

Inhibiting and Supporting Factors of Interpersonal Communication

Effective communication is expected to be formed by always running on relationships between individuals, but this is not always carried out effectively and as desired (Basri, 1997).

In conducting effective communication there are several factors that become obstacles. According to Hassan Basri, factors that become obstacles in communicating are:

1. Communication is done in a hurry.
2. When communicating someone's thoughts are in an abysmal condition.
3. When communicating someone's emotions are in a bad condition.
4. When communicating, the health condition is not good.
5. When communicating has bad prejudice.
6. Not fluent in using the language.
7. Selfish

There is an obstacle in communication when it is done in a hurry, it can make a person's thinking go awry which then causes a loss of focus in conveying messages which makes the communication ineffective.

The supporting factors are:

1) Listening.

Individuals must be able to become a good listener in communicating

2) Statement

In communicating there is a statement that contains an opinion or idea which then gets feedback that outlines the other individual's statement of ideas.

3) Openness

Communication can happen well if someone can receive advice and opinions from others, seriously contemplate it, and change to become a better person.

4) Sensitivity

The skill to understand body movements or a communication that is not in the form of words is called sensitivity.

5) Feedback

The message sent reflects or feedback occurs, namely receiving a response to the message sent.

These supporting factors can be concluded that a person must be able to listen well to a statement in the form of an opinion or idea conveyed, then must be able to open up so that the problem being discussed can be solved and must understand body movements or messages conveyed without words, so that will get the response and communication can take place well and smoothly (Lanundi, 2001).

Student Delinquency

M. Gold and J. Petronio provide a definition that student delinquency is an individual act that is underage where the action violates existing law. If the legal authorities know about the act, they will be subject to sanctions (Sarwono, 2007).

According to Wright quoted by Drs. Hasan Basri in his book on quality youth states that student delinquency is divided into several forms. In the quote Drs. Hasan Basri in his book quality youth Wright gives the opinion that there are several types of student delinquency, including:

a) Neurontic delinquency

is a form of delinquency someone who is shy, likes to isolate himself, and is anxious. Usually they commit acts of delinquency by stealing and committing other evil acts spontaneously. This is done because they are influenced by their imagination and fantasy.

b) Unsocialized Delinquent

Is an act of student delinquency in violation of authority. Usually a student has a sense of hostility and revenge. Usually he has no sense of guilt or guilt for the actions he has committed and he always places the blame on others.

c) Pseudo Social Delinquent

Is delinquent students who have loyalty to a group of people so that they are seen to have solidarity in that grouping. The mistakes they make are based on the view that they are willing to fulfill the tasks given by their group or gang. Even though the surrounding community does not accept the grouping or gang because their actions interfere with community life.

2. RESEARCH METHODE

This research uses a descriptive qualitative research method, where qualitative research is a research stage in order to understand human and social urgency by obtaining a comprehensive and complex picture. Qualitative research methods are usually also called naturalistic research methods which carry out research in natural settings known as the ethnographic method. In the qualitative method the data collected and the analysis is qualitative (Sugiyono, 2015).

The location of this research is at Nurul Falah High School, Jakarta. JL. Twin Gods. JL. Cunda Manik. No. 2 RT 3 RW 1 Semper Timur, Cilincing District, North Jakarta City, DKI Jakarta. This study uses 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, namely guidance and counseling teachers and students of SMA Nurul Falah Jakarta.

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.

According to (Sugiyono, 2013) data collection techniques are the most systematic techniques in research, because the main purpose of research is to find and collect data. Data collection techniques used are in-depth interviews, observation and documentation. The data analysis technique used is data reduction, presentation and conclusion.

3. RESULT AND ANALYSIS

Overview of Nurul Falah High School

Nurul Falah Jakarta High School is a private high school (SMA) under the auspices of the ministry of education and culture, located in DKI Jakarta Utara Province which is located at Jl. Dewa Twins No.2, RT.3/RW.1, Semper Timur, Kec. Cilincing, City of North Jakarta, Special Capital Region of Jakarta 14130. Nurul Falah Jakarta High School already has B accreditation based on certificate 906/BANSM/SK/2019 and the date of Accreditation Decree 21 October 2019. With no. Decree of Establishment S.229/408/III and date of Decree of Establishment 25 June 1970. With no. Operational Decree 4799/-1.851.68 and Operational Decree date 24 June 2013.

Based on the observations made, according to the data obtained at Nurul Falah High School Jakarta, it has a total of 504 students and has a total of 15 classrooms or study rooms consisting of classes X IPS 1, X IPS 2, X IPS 3, X IPA 1, X IPA 2, XI IPS 1, XI IPS 2, XI IPS 3, XI IPA 1, XII IPA 2, XII IPS 1, XII IPS 2, XII IPS 3, XII IPA 1 and XII IPA 2.

Convenience in the learning and teaching process at school is something that can encourage children's interest in learning, therefore this school provides facilities and amenities for teaching and learning activities at school. Some of these facilities and infrastructure include classrooms, teacher's room, principal's room, BK teacher's room, administration room, library room, laboratory room, school health unit (UKS) room, mosque, canteen, toilet, warehouse, field, cooperative. , and a parking lot.

Data Findings and Analysis

Based on the results of interviews and observations conducted with counseling teachers, student affairs, and students, the authors can find several interpersonal communication strategies for counseling guidance teachers in dealing with student delinquency at Nurul Falah High School Jakarta. Bk teachers play an important role in helping students at school. A BK teacher usually helps students by providing basic services that are systematically arranged to develop long-term behavior according to the stages and tasks of student development. This basic service is in the form of classical guidance which is done by forming large groups as a strategy for guidance counselors in providing services to students at school.

Student delinquency such as smoking at school, bullying among students, truancy, damaging school facilities, and so on becomes deviant behavior that occurs in the school environment where a guidance and counseling teacher is in charge of dealing with these problems by providing basic counseling services to students with problems . In this case, the interpersonal communication strategies used by guidance and counseling teachers in overcoming student delinquency at Nurul Falah Jakarta High School include:

Conducting an approach between the teacher and students, to support the teacher in taking this approach, the Nurul Falah Jakarta High School has a program when the new school year

begins, usually conducting introductory activities with the teacher so that the process of interpersonal communication with students can run effectively.

In other interviews, the approach that must be taken includes guidance and counseling teachers conducting interpersonal communication to open up students so that they can be open in expressing their feelings and thoughts and counseling teachers can also change the behavior of students who previously committed delinquency by smoking at school now this is not done anymore .

In achieving the communication goals that the guidance and counseling teacher does, the guidance teacher must be able to build the character of students who have problems. Guidance and counseling teachers require various efforts to build character in students with problems. Therefore, guidance and counseling teachers need to communicate with the parents of these students, this is done because a student will be more intense and open when interacting with his parents. To build the character of students with problems, counseling teachers need to involve parents.

Communication carried out by guidance and counseling teachers to parents is very important, because it can have an influence on building the character of these students. When the communication carried out by the counseling teacher with parents goes well, the message conveyed can be realized. Based on the results of observations and interviews that have been conducted at Nurul Falah High School Jakarta, in carrying out the communication process with parents, guidance and counseling teachers use verbal and non-verbal forms of communication.
In the form of verbal communication, the counseling teacher uses polite, kind and gentle language and speech orally or in writing, so that parents of students can easily understand the message conveyed by the guidance and counseling teacher. In the form of non-verbal communication, the guidance and counseling teacher makes a friendly smile to the parents of students, so as to build harmony in communicating between the guidance and counseling teacher and the parents of students.

In conducting interpersonal communication between guidance counseling teachers and students, there are several obstacles as the cause of student delinquency continues to occur. Inhibiting factors are factors that can be a barrier to success in interpersonal communication between guidance and counseling teachers and students.

In the process of interpersonal communication carried out by counseling teachers in overcoming student delinquency at school, support from the family, especially from parents, is needed in changing the characteristics or behavior of students. The role of parents at home is needed in building the characteristics or behavior of students for the better, by giving advice and more attention to their children. However, in reality there are some parents who do not care and pay less attention to their children. So that the child seeks attention by committing delinquency or deviant behavior at school. This is what causes the inhibition of the interpersonal communication process carried out by counseling teachers in overcoming student delinquency by changing student behavior for the better.

In addition, the social factor is one of the factors hindering interpersonal communication of counseling guidance teachers in overcoming student delinquency at school. In their teens they will usually be more easily influenced by friends their age where students prefer to follow the behavior of their friends rather than following the orders of their parents or teachers. In a friendship environment is very influential on a person's behavior. Student association that is not good will make the student's behavior not good too. For example, there is a student who has a social environment where all his friends smoke, so he is influenced to behave the same way. He applies this behavior not only outside school, but also inside school because it has become a habit of

students that keeps students doing this behavior at school, even though the student has been summoned to the counseling room and given punishment for his actions that violate the rules at school. school, but the student is not deterred and will continue to commit such delinquency. Therefore, this is what becomes a barrier to communication by guidance and counseling teachers in overcoming student delinquency at school.

4. CONCLUSION

Based on the description above, there are several interpersonal communication strategies used by guidance and counseling teachers in overcoming student delinquency at school, namely with the first stage of approaching students by conducting introductions and counseling services during learning hours and outside of learning hours so that they can get to know each other and establish good communication. effective.

Furthermore, self-disclosure in which counseling teachers carry out interpersonal communication with students so that students can open up so that students can be open in expressing their feelings or thoughts. The inhibiting factors for interpersonal communication of counseling guidance teachers in overcoming student delinquency at Nurul Falah High School Jakarta are family factors that do not support counseling guidance teachers in changing the characteristics or behavior of students for the better and social factors that have a bad influence on student behavior.

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