

# APPLICATION OF INTERPERSONAL COMMUNICATION SKILLS IN ELEMENTARY SCHOOL CHILDREN THROUGH COUNSELING GUIDANCE

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**Abstract:** This research aims to explore and analyze the application of interpersonal communication for elementary school children through Guidance Counseling. This research uses a qualitative approach with the method used is literature review. The subjects in this research were elementary school children. The research results reveal that interpersonal communication is very necessary to build good character, to get to know other individuals with different characteristics. This introduction is important for individuals in respecting other individuals and also in providing advice. The process of giving advice is in guidance counseling. With counseling guidance, children can understand and accept themselves and their environment, and can direct themselves to achieve better self-adjustment. Seeing that children spend a lot of their day at school, the role of teachers in building good interpersonal communication through counseling for elementary school children is really needed.

**Keywords:** Interpersonal Communication, Children, Guidance Counseling.

## Introduction

Based on the function and objectives of education as stated in the National Education System Law Number 20 of 2003 Chapter II Article 3, an effective learning process is needed both in terms of communication between teachers and students and the delivery of contextual learning material in an effort to increase student commitment to learning.

The main factor insupporting student learning is communication. Communication that takes place between teachers and students is interpersonal communication. Interpersonal communication is communication that is spontaneous and informal, receives maximum feedback from each other and participants play a flexible role. Not only learning interpersonal communication, it is a form of communication that can improve the relationship between parents and children. If the relationship developed by parents is not harmonious, for example, parents are inaccurate in choosing parenting patterns, communication patterns are not dialogical and there is hostility and conflict within the family, then a tense relationship will occur. Communication in the family is formed when a reciprocal relationship always exists between father, mother and child.

In reality, polite behavior has been Indonesian culture since ancient times and must be preserved forever, but now children's politeness has begun to shift. In Indonesia, it is known as a polite Eastern culture. It is often seen that children do not respect their elders, such as when walking in front of their parents they do not bow their heads, talking to older people is the same as their peers. Apart from that, the lack of polite behavior is also often seen in the difficulty of apologizing when you make a mistake, the difficulty of being grateful when given or helped, speaking in a loud and rude tone, this can even be seen in young children. (Sitepu et al. 2022).

The following is also in research that has been carried out: There is a tendency for children at SD Negeri 1 Bandar Putih Tua, Central Lampung, that interpersonal communication with their parents is less effective and their self-concept is low. Therefore, the researcher was motivated to want to prove whether there was a relationship between children's interpersonal communication and their parents on the self-concept of students. For this reason, researchers conducted research with the title "Interpersonal Communication Relationship between Children and Parents on the Self-Concept of Students". (Safitri, Qomario, and ... 2022). The issues raised are also about interpersonal communication.

In children, communication skills or what is called interpersonal communication are very important because they are a means of connecting children with their social environment. Interpersonal communication skills in children must be taught and can be obtained from the family environment, the social environment of peers and the school environment. It is not uncommon for the relationship between children and parents to be tense and the problems between teachers and students to be disharmonious due to communication.

Educational institutions are places that are also heavily involved in a child's personal formation. Elementary school children spend a lot of their daily lives at school, meaning that interpersonal communication at school makes a big contribution to children having good communication skills. So children should need guidance. Through counseling, children learn how to communicate well, which can also result in children being more confident in being away from delinquency and the interactions that occur will also provide children with readiness to face wider social interactions.

Interpersonal communication of the students involved to listen to each other, accept each other, there is openness, sensitivity in reading body language and feedback. With feedback from the person they are talking to, the student will have social intelligence with other people. (Suherli, Djuwita, and Juarsa 2020). For this reason, in the counseling guidance process, the teacher's interpersonal communication process creates an open and comfortable atmosphere as a form of positive support.

Subject teachers can act as guidance teachers if there is no Guidance and Counseling teacher at the school. The need for Guidance and Counseling in Elementary Schools is basically related to developmental challenges. The elementary school period is a period of introduction to the wider environment as a space for interacting with other people. Children in elementary schools gain knowledge about how to adapt and comply with applicable regulations and standards. They initiate learning about various rules, principles and standards in the school community. Nurihsan in Setianingsih (2016). At the elementary school level, this is also the time when children begin to improve their interpersonal communication. (Lestari et al. 2023).

Teachers as the closest environment to children have a big role in equipping and imparting knowledge to children. Schools as formal professional institutions that have professionally competent workers are expected to be able to provide maximum education in a structured manner, especially as the increasingly developing era means that children spend more time at school because their parents work (Felicia, JP, et al, 2017). (Raniyah and Yuris 2022).

The problem lies in the fact that the educational process for elementary school students involves personal and social modeling or learning. In accordance with Albert Bandura's theory in Setianingsih (2016), students adopt attitudes and behavior by observing and internalizing them, then replicating them, often without confirmation of the morality or correctness of the behavior. This situation raises concerns and encourages the implementation of Personal Guidance and Counseling services in elementary schools, with the aim of helping students improve their interpersonal communication. (Regina, Suntoro, and Yanzi 2016).

The role of Guidance and Counseling in shaping students' interpersonal communication is by providing academic support in elementary schools. Overall, exploring the function of Guidance and Counseling in providing academic support in elementary schools has advantages, including helping educators in providing services to students to achieve their full potential in accordance with their talents, abilities and principles. In particular, this allows students to recognize, understand, embrace, channel and realize their potential optimally, develop diverse learning abilities, understand the academic environment and improve their interpersonal communication skills.

The aim of this research is to find out the influence of personal guidance services in elementary schools in improving interpersonal communication among students at the elementary school level. It is also hoped that this research will be useful in the future and can be used to add academic literacy references regarding the influence of personal guidance services to improve interpersonal communication in students.

## **Literature Review**

Communication is carried out all the time by humans wherever they are. "Communication according to Mufid (2005: 3) is a process of exchanging information carried out by two or more people." Nurhadi (2017: 1) agrees that "communication is an interaction process that can be seen from the perspective of communication biology from the tendency to act in the efforts of the individuals involved". Communication is a process of interaction with other people which aims to convey information on a certain topic. In communication, there is a clear purpose or objective between the sender or sender of the message (communicator) and the recipient of the message (communicant). In everyday life, communication can be done in many ways, such as communication using the "mouth". In the current millennial era, there are many ways to communicate using electronic media, for example television, telephone, internet and so on. (Suherli, Djuwita, and Juarsa 2020).

Communication is a two-way active relationship between people, either two people or in a group. Communication is an important thing in human life, it could be said that communication is the art of conveying messages which is a process of interpreting various things. Communication is the process of exchanging information from two or more parties. Communication is the most important part of life, considering that humans themselves are social or social creatures, humans are unique creatures so to communicate you must pay attention to the rules in communicating to avoid misunderstandings in interactions. Effective communication helps us understand other people and conditions well, allows us to overcome differences, builds trust and respect, and creates an environment that generates ideas, problem solving, influence and concern. (Sidik and Sobandi 2018).

In interpersonal communication theory, thought is defined as the ability to use symbols that have social meaning the same, and Mead believed that humans should develop their minds through interactions with other people. In this case, language is very important, because interaction between one person and another begins with language. (Martha and Permanasari 2022).

Children aged 10-12 years as a component in society cannot avoid interpersonal communication activities. Children of this age are in a period of adjustment to their surrounding environment, including looking for friends. Children find that speaking is an important means of gaining a place in a group and children know that they are able to understand what other people are saying, if they cannot understand what other people are saying then they tend to say something that is completely unrelated to what they are saying. friends so he was not accepted in the group. Children who have play groups with their peers have a tendency to be open in communicating, namely expressing what they feel to their friends (Elizabeth B Hurlock, 1991). (E.B. 1999).

In line with the important developmental tasks that need to be fulfilled, guidance and counseling services also need to properly understand the character of services for children/counselees at the elementary school level. Several factors differentiate guidance in primary schools from secondary schools according to Dynkmeye and Caldwell (1970:4-5):

- 1) Guidance and counseling in elementary schools emphasizes the importance of the teacher's role in the guidance function. Through the classroom teacher system, teachers have more time to get to know children more deeply so they have the opportunity to build more effective relationships.
- 2) The focus of guidance and counseling in elementary schools places greater emphasis on developing self-understanding, problem solving, and the ability to relate effectively with other people.
- 3) Guidance and counseling in elementary schools involves parents more, considering the importance of parental influence in children's lives during elementary school.
- 4) Guidance and counseling in elementary schools should understand children's lives uniquely.
- 5) Guidance and counseling programs in elementary schools should care about children's basic lives, such as the need to mature in self-acceptance and understanding and understand their strengths and weaknesses.
- 6) Guidance and counseling programs in elementary schools should believe that the elementary school age period is a very important stage in a child's development.

On this basis, the role of teachers can be divided into three categories: subject teachers who also act as mentors, pure guidance teachers who carry out the main task of Guidance and Counseling, and supervisor teachers who also teach.

Guidance and counseling is an important component of education, is assistance and guidance provided to individuals in general, and students in particular at madrasas or schools in order to improve the learning process. Counseling in schools is carried out to meet the development of students in the process of developing emotions and guidance in madrasas or schools and in the community. (Sukatin et al. 2022).

Based on the description above, in accordance with the objectives of this research, this research was carried out to find out whyHow big is the influence of guidance and counseling services in improving elementary school students' interpersonal communication.

## Method

Qualitative research is a research method based on philosophy, which is used to research scientific conditions (experiments) where the researcher is the instrument, data collection techniques and data analysis in qualitative analysis place more emphasis on meaning.(Sugiyono 2010).

The method used is literature review. namely a type of study carried out through library searches that critically and in-depth discuss relevant library materials in the form of books, encyclopedias, dictionaries, journals, documents, periodicals and so on related to the research topic.(2021 Octarian).

The keywords used in this research are interpersonal communication skills, elementary school students and guidance counseling. Search for articles using Google Scholar in Indonesian and English. The analysis results obtained from several previous studies are in accordance with needs.

## Results and Discussion

A teacher is a professional educator, one of the main factors in creating the nation's next generation.(Abel 2015). Professional teachers here are said to not only provide learning but also act as motivators and guide students to explore their potential. In this case, of course, you need a teacher who is able to provide a good example and perhaps with good words.

Guidance and counseling programs are very necessary in instructional implementation, because in practice quite a few students who participate in the teaching and learning process experience difficulties in capturing and understanding the content of the lessons delivered by the teacher. Students who experience learning difficulties certainly need specific services, namely in the form of treatment that is able to raise their enthusiasm for learning, foster low levels of motivation so that there is an urge to learn to catch up with their friends.(Widada 2008).

One of the practices in guidance counseling iscommunicating interpersonally, connecting is a basic need for human survival. People engage in interpersonal communication not only at home or in the office but also when they walk, travel, work, shop, read the newspaper, or watch games and movies.

If interpersonal communication and social intelligence have been implemented, it will have an impact on their learning achievement because from these factors they gain scientific insight from other students. School environmental factors in communicating and interacting socially with other students are closely related to learning outcomes. Putra's research results (2015: 9), "intelligence can have an influence on student learning outcomes in the learning process. This is proven by the interaction between social intelligence which contributes to learning outcomes.". Attitudes that show socially intelligent students can be seen through the form of compassion, caring for those around you, being able to carry yourself, being honest, empathetic, helpful, appreciative and caring for other people and the social conditions of the surrounding environment. If the interpersonal communication process during the learning process produces feelings of liking

or interest in students, the learning outcomes achieved will be better. In line with Wiendijarti's (2011: 294) opinion, interpersonal communication can be said to be successful if there is a readiness of the students involved to listen to each other, accept each other, there is openness, sensitivity in reading body language and feedback. With feedback from the other speaker, the student has social intelligence with other people. If interpersonal communication and social intelligence are applied well in daily life, it will have an impact on Civics learning achievement. (Suherli, Djuwita, and Juarsa 2020).

Elementary school students fall into the category of children who still need a lot of knowledge about how to behave correctly in various things. At the end of school, children spend more time at school. It is the scope of the school that contributes the most to shaping a child's character. In this case the role of the teacher is really needed, children learn from what they see, children behave by how they are treated. Likewise with hanging out with peers. Through counseling, children see teachers communicating politely.

Children's interpersonal communication with parents in class III of SD Negeri 1 Bandar Putih Tua is in the medium category. The medium category assumes that the child is capable enough to convey his thoughts and feelings to his parents. This is due to openness, empathy, supportive attitudes, positive attitudes, and equality between children and parents so that interpersonal communication between children and parents is quite good. (Safitri, Qomario, and ... 2022).

The results of previous research show that the family environment plays a role in shaping children's interpersonal communication. Openness makes children confident in expressing their feelings and this shows that interpersonal communication between children and parents is good.

Interpersonal communication is said to be effective if it fulfills three main requirements, namely: (1) messages that can be received and understood by the communicant as intended by the communicator (2) followed up with voluntary actions (3) improving the quality of interpersonal relationships. The Communication Climate, Horizontal & Informal Communication, and Organizational Integration must always run well in schools. This will improve communication and job satisfaction among teachers, potentially creating conditions for the improvement and effective functioning of schools. (Terek et al. 2015).

## Conclusion

By using personal guidance services, students are able to improve their interpersonal communication by understanding the student's personal problems. And automatically interpersonal communication among students can continue to improve starting from an early age.

The role of various parties is really needed in shaping children's interpersonal communication, starting from the family environment as the first place where children develop. Continuing with school institutions and the involvement of teachers in providing role models and creating a pleasant atmosphere, children learn from this.

Guidance and Counseling does not use any form of sanctions at all, but relies more on the quality of interpersonal relationships of mutual trust between the counselor and students with problems, so that step by step the students can understand and accept themselves and their environment, and can direct themselves to achieve adjustment. better self.



Interpersonal communication is very necessary in order to build better individual character, to get to know other individuals with their respective characteristics. This introduction is important for individuals in respecting other individuals and also in providing advice.(Andono, Suyati, and Setiawan 2023).

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