

Holistic Communication in Guidance and Counseling Services to Foster Students' Discipline at SMP Negeri 4 Medan

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Abstract

This study aims to examine communication patterns in guidance and counseling services to students at SMP Negeri 4 Medan. This study used a mixed methods approach with primary data collection through interviews with teachers, students, and principals, as well as distributing questionnaires to students as quantitative data. The data were analyzed descriptively analytically by combining the interview results and questionnaire findings presented in tabular form. The results showed that the communication patterns applied by teachers in dealing with problem students have reflected a holistic approach that not only emphasizes corrective aspects, but also builds emotional, empathic, and educative relationships with students. This research confirms that holistic communication in guidance and counseling is a strategic approach that can be applied sustainably in creating a humanist and transformative educational climate in schools.

Keywords: *Communication; Holistic; Guidance and Counseling; Undisciplined students*

Abstrak: Penelitian ini bertujuan untuk mengkaji pola komunikasi dalam layanan bimbingan dan konseling kepada siswa di SMP Negeri 4 Medan. Penelitian ini menggunakan pendekatan mixed methods dengan pengumpulan data primer melalui wawancara kepada guru, siswa, dan kepala sekolah, serta penyebaran kuesioner kepada siswa sebagai data kuantitatif. Data dianalisis secara deskriptif analitis dengan menggabungkan hasil wawancara dan temuan kuesioner yang disajikan dalam bentuk tabel. Hasil penelitian menunjukkan bahwa pola komunikasi yang diterapkan guru dalam menangani siswa bermasalah telah mencerminkan pendekatan holistik yang tidak hanya menekankan pada aspek korektif, tetapi juga membangun hubungan emosional, empatik, dan edukatif dengan siswa. Penelitian ini menegaskan bahwa komunikasi holistik dalam bimbingan dan konseling merupakan pendekatan strategis yang dapat diterapkan secara berkelanjutan dalam menciptakan iklim pendidikan yang humanis dan transformatif di sekolah.

Kata Kunci: *Komunikasi; Holistik; Bimbingan dan Konseling; Siswa Tidak Disiplin*

Introduction

The relationship between teachers and students is an important foundation in creating an effective and meaningful educational process. One of the main elements in the relationship is the communication pattern that exists between the two. Healthy and dynamic communication patterns will create a positive learning climate, encourage openness, build trust, and foster mutual respect between teachers and students. Conversely, closed, one-way, or authoritative communication patterns often lead to emotional gaps that hinder the effectiveness of learning and student character development. Therefore, strengthening communication patterns between teachers and students is an important part of an educational strategy that is oriented towards fostering the personality and discipline of students (Mardiani & Monang, 2023).

In the context of schools, communication is also the main instrument in the implementation of guidance and counseling services. Through effective communication, teachers or counselors can explore the problems faced by students, understand their behavioral backgrounds, and provide appropriate direction or solutions. Guidance and counseling services cannot run optimally without open and empathetic two-way communication. Communication not only functions as a conveyor of messages, but also as a psychological bridge between educators and students in creating a dialogue space that educates, fosters, and builds students' self-awareness of their actions and responsibilities at school and outside the school environment (Thoyibah et al., 2017).

The problems that occurred at SMP Negeri 4 Medan showed a tendency to low student discipline, both in following the learning process and in obeying school rules. Some students are often late, violate rules, and show attitudes that are not in accordance with applicable norms. This condition is certainly a challenge for teachers and education staff in conducting coaching. Therefore, it is necessary to apply a holistic communication strategy in the guidance and counseling process so that the handling of students is not only reactive or repressive, but is more educational and builds awareness from within students gradually and continuously (Minor et al., 2002).

Several previous studies support the importance of effective communication patterns in the practice of counseling guidance in schools. For example, research by Wati (2020) shows that two-way communication between teachers and students has a significant impact on the formation of discipline and student responsibility attitudes. Similarly, a study by Hidayat & Ramadhan (2021) confirms that a transactional communication approach that actively involves students in the mentoring process is able to increase students' participation and understanding of

the consequences of their behavior. The two studies are the initial foothold to further examine how holistic communication can be applied as a strategy in fostering student discipline in schools.

Based on this background, this paper aims to examine and describe the application of holistic communication patterns in guidance and counseling services at SMP Negeri 4 Medan as an effort to develop student discipline. This study also aims to identify the forms of communication used by teachers in dealing with problematic students, as well as analyze the effectiveness of this communication on changes in students' attitudes and behaviors. Thus, the results of this study are expected to contribute to the development of more humanistic and transformative educational and guidance practices in the school environment.

Method

This research uses a mixed methods approach, which combines qualitative and quantitative approaches in data collection and analysis. This approach was chosen to obtain a more comprehensive and in-depth picture of holistic communication patterns in handling problematic students at SMP Negeri 1 Medan.

Primary data was collected through in-depth interviews conducted with several key informants, namely counseling guidance teachers, students, and school principals. This interview aims to explore the communication patterns used in the mentoring process and understand the background, experience, and response of students in facing the coaching process. The interview technique is carried out in a semi-structured manner so that the informant has the flexibility to explain his views and experiences.

Meanwhile, quantitative data was obtained through the distribution of questionnaires to students. This questionnaire is designed to measure students' perception of teachers' communication patterns, the effectiveness of guidance, and the level of discipline formed through the process. Quantitative data from the results of the questionnaire were then analyzed using a descriptive statistical approach. The results of the calculation are presented in the form of tables and diagrams to make it easier to understand the trends and tendencies of students' answers.

Data analysis was carried out with a descriptive analysis approach, which is to interpret the results of interviews narratively to describe the context and dynamics of communication patterns that occur in the field, and combine them with quantitative data from the results of the questionnaire as a form of triangulation and strengthening of findings. With this method, the research is expected to provide a complete and valid picture of the application of holistic communication in guidance and counseling services in schools.

Results and Discussion

Student Violation Cases

The forms of cases carried out by students in general are still not too heavy, in odd semesters or the beginning of the school year, the forms of cases carried out by students include:

Table 1. Late school entry

Yes	Alternative Answers	F	%
1.	Never	15	47
01 2.	Sometimes	16	50
3.	Very often	1	3
4.	Every day	0	0
	Sum	32	100%

Paying attention to the data above, it can be seen that one of the cases committed by students is late, but of the 32 students who were designated as samples, 15 people were never late, while 16 people were late. Of the 16 people, there is 1 person who is very often late. If analyzed, there are still students who are very often late even every day to take part in the learning process at school. Although in general (47%) it is never late, frequent or daily delays can affect or interfere with the learning process.

Table 2. Skipping during class hours

No	Alternative Answers	F	%
1.	Never	24	75
02 2.	Sometimes	4	13
3.	Very often	4	12
4.	Every day	0	0
	Sum	32	100%

Through the data above, it can be seen that 24 people (75%) of students never withdraw or skip during class hours. Meanwhile, 4 people (13%) have been. Paying attention to the form of this case is a violation that is very detrimental to students. But of the 4 people, there are those who often revoke them. Based on the explanation of the BP teacher, 4 (14%) of these people are classified as very stubborn students and have been warned many times but have not changed.

Table 3. Smoking in school

No	Alternative Answers	F	%
1.	Never	25	78
03 2.	Sometimes	5	16
3.	Very often	2	6
4.	Every day	0	0
	Sum	32	100%

Through the data above, in general, students have never done cases in the form of smoking carried out by male students, because the sample is 50% male and 50% female, so the answer is sometimes that often

wants to smoke is men. What is meant by smoking cases is that in general, most male students are caught or known by their friends and reported to their teachers. Sometimes students during breaks sit in the canteen, sometimes they are also behind the school while taking out cigarettes from their school shirt pockets and immediately put on their cigarettes casually while looking at the teacher left and right suddenly the teacher appears and the student who is committing the violation in the form of smoking is seen by the teacher, this case often also occurs and is reported to the homeroom teacher of each student.

Table 4. Getting into fights with friends

No	Alternative Answers	F	%
1.	Never	25	78
04 2.	Sometimes	5	16
3.	Very often	2	6
4.	Every day	0	0
	Sum	32	100%

Based on the data above, in general, students have never committed a case in the form of a fight. However, there were (5) people (16%) who answered that they had been involved in a fight. This is one of the rare forms of cases. There are also 5 (16%) students who sometimes participate in fights, the reason is to defend the side of their friends. There are 2 (6%) sanghat students who often fight between classmates or other classes. The cause is that there is a misunderstanding or conjecture that offends the theme, he then with harsh tones and abusive language can sometimes lead to fights and this is usually quickly called to the office to be reconciled and they are told to reconcile by shaking hands and forgiving each other.

Table 5. Attendance

No	Alternative Answers	F	%
	A. Never	18	56
05	B. Sometimes	6	19
	C. Very often	8	25
	D. Every day	0	0
	Sum	32	100%

Paying attention to the data above, in general, students have never done cases in the form of absenteeism with a large number, for example 5-6 in one semester. This violation was committed by students who were lazy and did not have high motivation, based on the results of the identification carried out that students with a large number of absences generally received less attention from their parents at home. They play in the places of the game. From the table shows 8 (25%) people who are very absent.

Table 6. Not doing assignments

No	Alternative Answers	F	%
06	A. Always done	13	41
	B. Sometimes	12	37
	C. Very often	7	22
	D. Every day	0	0
	Sum	32	100%

Through the data above, we can find out that 13 (37%) of female students always do their assignments on time. The data also shows that female students who sometimes do assignments on time are 12 (37%) female students. The reason is that most students are late for assignments due to the lack of communication between fellow students. However, there are also 7 (22%) Siwi students who very often do not do their assignments, the reason is that some students work to meet their own school needs, and some help their parents to meet the needs of their own families.

Table 7. Not complying with school uniform

No	Alternative Answers	F	%
07	A. Never	17	53
	1. Sometimes	11	35
	2. Very often	3	9
	3. Every day	1	3
	Sum	32	100%

Through this data, in general, 17 (52%) students have never violated the rules on school uniforms, and yet it is still found that 3 (9%) students still violate school regulations regarding school uniforms, because some of these students often neglect to pay attention to what clothes are worn on specified days. And there are also 1 (3%) remaining people who are loyal to the day who violate the rules on uniforms because the students are economically less likely to buy complete school uniforms.

Communication Pattern of Counseling Guidance

Guidance and counseling services at SMP Negeri 4 Medan are an important part of supporting the process of forming students' character and discipline. This service system is carried out through various techniques and methods that are tailored to the needs and situations of students. Each teacher has a different approach to providing guidance, depending on the experience, knowledge, and sensitivity to the student's condition. Services are not only provided in the classroom, but also carried out outside the classroom as a form of continuous coaching that is in line with the school's vision as an educational institution based on religious values (Safrotulloh & Alauddin, 2025).

In general, the communication pattern applied in counseling guidance in schools is divided into two approaches, namely the individual approach and the group approach. An individualized approach is carried out when students face personal problems or commit certain

violations that require special handling. In this case, the teacher pays direct attention to the student personally to explore the problem and provide direction wisely without embarrassing the student in front of his friends.

Meanwhile, the group approach is applied when the problems faced are general and involve more than one student or are related to discipline collectively. Group guidance is usually carried out in the classroom, field, or school hall, and aims to provide direction and reinforcement of the norms that apply in schools. Teachers use this moment to instill the values of discipline, responsibility, and remind them of the consequences of violations committed (Yeni & Susanti, 2023).

In practice, the guidance process at SMP Negeri 4 Medan involves several stages, ranging from calling the student concerned, conducting interviews to find out the root of the problem, coordinating with the principal, to contacting parents if necessary. Furthermore, the teacher provides direct guidance to help students overcome the problems they face. This stage is flexible and adjusted to the level of seriousness of the problem that arises.

Guidance and counseling services at this school run systematically and consistently, with the aim of not only solving momentary problems, but also instilling strong character values in students. The communication pattern used is open, persuasive, and humane, so as to create a safe space for dialogue between teachers and students. Thus, the process of fostering discipline attitudes is not only carried out repressively, but also through an approach that educates and builds awareness from within students.

Guidance and counseling services at SMP Negeri 4 Medan are an important part of efforts to develop students' character, especially in instilling a disciplined attitude. The communication pattern applied by BK teachers is carried out in stages and adjusts to the needs and characteristics of each student. In general, the guidance process begins by identifying the problems faced by students, especially for those who commit violations such as being late to school. Teachers use an interview approach, both individually and in groups, to explore the causes of violations. For example, if more than one student is late, the teacher will call them together to find out the reason for the delay, so that the real background of the problem can be deduced.

After the problem is identified, the BK teacher will provide a solution according to the level of error and the background of the cause. If the violation occurs due to negligence or playfulness, then educational sanctions will be given as a form of learning. However, if the violation is caused by certain unintentional conditions, the teacher prefers to provide intensive guidance and a companion approach. Teachers continue to monitor and evaluate the development of student behavior after the provision of sanctions or guidance. If students show changes for the better, teachers continue to give positive attention and reinforcement. On the other hand, if there is no change, teachers will coordinate with the

principal and parents to solve problems collaboratively. This process shows that communication patterns in tutoring services are not only formal, but also consider the emotional and social aspects of the student as a whole (Low et al., 2013).

Furthermore, the success of the tutoring process is largely determined by the quality of communication between teachers and students. In the daily learning process, the relationship between teachers and students plays an important role in determining learning success. Good material and the right method will not be meaningful if the relationship between teachers and students is not harmonious. Students tend to be unenthusiastic, bored quickly, and even passive when the classroom atmosphere feels tense or rigid. Therefore, teachers not only play the role of teachers, but also must be communicators who build healthy and open relationships with students.

Learning and teaching are actually an interaction process. The teacher does teach, but in practice he also learns from his teaching experience. Instead, students learn not only from the content of the lessons, but also from the attitudes, grades, and ways the teacher interacts. In this context, learning is not only aimed at increasing knowledge, but also at changing attitudes, forming character, and fostering social sensitivity. Thus, communication becomes the main bridge in the process of meaningful learning and guidance. Failures in the teaching and learning process often occur not because of weak material, but because of the disconnection of communication between teachers and students. Therefore, it is important for teachers to continue to develop effective, open, and empathetic communication patterns as part of efforts to create a conducive and educational learning environment (Herlinda et al., 2025).

Holistic Communication Patterns in Guidance and Counseling

In the process of guidance and counseling in the school environment, communication is an important element that determines the success or failure of a service. Communication patterns between teachers and students are not just about conveying one-way messages, but need to be developed dynamically and comprehensively, in line with a holistic approach that includes the cognitive, affective, and psychomotor aspects of students. One way to realize this comprehensive communication is through the selection of the right communication pattern according to the situation, goals, and characteristics of students (Sitinjak & Canu, 2023).

There are three communication patterns that are commonly used in learning and guidance interactions, namely one-way, two-way, and multi-directional communication. One-way communication (as action) places the teacher as the center of conveying information while the student becomes the passive recipient. This pattern is widely found in lecture methods, where students are not much involved in the communication process. In the context of guidance and counseling, this

pattern is often not effective enough because it does not give students space to express or convey the problems they are experiencing.

The second pattern is two-way communication (interaction), which opens up space for student participation as subjects. In this pattern, there is reciprocity between teachers and students, where both can exchange ideas, give and receive information. This two-way communication is more effective in building mutual understanding, as students feel heard and valued. A question-and-answer approach, guided discussion, or personal consultation often uses this pattern in mentoring services.

The third pattern is multi-directional communication (transactional), which not only involves teachers and students, but also creates interaction between the students themselves. This pattern is more complex and collaborative in nature. In the context of guidance and counseling, transactional communication allows for broader social learning, where students learn from the experiences, views, and values shown by their peers. Teachers in this pattern play the role of facilitators or guides, not just as conveyors of information (Bebasari et al., 2022).

The application of these diverse communication patterns is part of a holistic communication approach in guidance and counseling. Holistic communication is not limited to the delivery of verbal information, but also includes nonverbal expression, empathy, body language, and the ability to listen actively and attentively to students' emotional states. Teachers or counselors must be able to adjust communication patterns based on the level of difficulty of the problem, the psychological readiness of the students, and the goals of the guidance to be achieved.

However, the success of implementing holistic communication cannot be separated from several important factors, such as learning objectives or guidance, the nature of the material or problems discussed, the number of students, and the teacher's ability to manage classroom dynamics. A one-way communication pattern may be effective enough to convey general information or simple instructions. On the other hand, to discuss complex student problems that require reflection, two-way or multi-directional communication becomes more relevant.

Furthermore, guidance and learning activities that rely only on presentations in front of the class are not enough in shaping students' attitudes, values, and character. Therefore, teachers or counselors need to develop additional forms of communication, such as informal meetings, personal counseling, small group discussions, and joint reflection sessions. In these moments, open, two-way communication can develop naturally, providing space for students to express barriers, experiences, or feelings that cannot be conveyed in a formal classroom.

Thus, holistic communication in guidance and counseling not only aims to create intellectual understanding, but also to shape the personality, attitude, and mentality of students as a whole. This approach places students as active, reflective, and responsible learning subjects. Teachers as the main communicators must be able to manage a communication atmosphere that supports the growth of openness,

empathy, and emotional closeness. All of this is the foundation for the realization of effective and meaningful guidance services in the educational process.

Conclusions

The communication pattern applied in handling delinquent students at SMP Negeri 4 Medan shows a holistic approach, where teachers not only play the role of conveying information, but also as guides, listeners, and facilitators in the process of changing student behavior. Communication is not carried out in one direction alone, but includes a two-way pattern and many directions that allow open dialogue between teachers and students as well as between students themselves. This approach reflects an understanding that each student has different backgrounds, needs, and ways of responding in the tutoring process. Therefore, the handling carried out does not only focus on providing sanctions, but also involves empathy, mentoring, evaluation, and active involvement of all teachers, principals, and parents. With this comprehensive communication pattern, the process of coaching students is not only corrective, but also educates and forms character as a whole.

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