

COMMUNICATION PATTERNS OF TEACHERS AND STUDENTS OF SMK PASUNDAN 1 BANDUNG SECRETARY DEPARTMENT IN IMPLEMENTING SELF GROOMING

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Abstract

This study is based on the background of the phenomenon of Education, where the research team wants to know how the communication patterns are built between teachers and students of SMK Pasundan 1 Bandung, Secretary Department in implementing upgrading in self-grooming learning. While the research method uses Qualitative Descriptive. In this study, the research subjects are adjusted to the needs of researchers in finding informants who are considered trustworthy and meet the requirements to be interviewed as informants while the research object as a place of research is considered appropriate. The description presented in this study is temporarily the result of an initial interview with the subject regarding the stages of communication in delivering learning activity methods from teachers to students majoring in Office Management and Business Services, especially Secretary vocational. The stages in this study will be carried out by, First field observation to see the phenomena in the Object, Second conducting a literature review, Third conducting in-depth interviews with informants, and the interim results in the field according to the team, this research can be used as a scientific study. The output plan for the results of the research will be disseminated and published in a reputable National journal.

Keywords: Communication Patterns, Symbolic Interaction, SMK Pasundan 1 Bandung Secretary Department, Self Grooming, Secretary

Introduction

Communication is an essential element in human life, particularly within the context of education. As social beings, individuals need communication to express thoughts, exchange ideas, and build relationships. Interpersonal communication, one of the four categories of communication as stated by Hafied Cangara—namely intrapersonal, interpersonal, group, and mass communication—plays a critical role in daily interactions, especially in the teaching and learning process. This type of communication occurs directly between two or more people and can be conducted verbally or non-verbally.

According to Lasswell's communication model, communication consists of five basic components: who (sender), says what (message), in which channel (medium), to whom (receiver), and with what effect (impact). These components are often used to measure the effectiveness of communication processes in various fields, including education. In school settings, teachers act as communicators, and students as communicants. The success of learning often depends on how well both parties engage in effective communication.

In vocational high schools (Sekolah Menengah Kejuruan/SMK), the demand for practical and applicable communication skills is even more crucial, as these institutions are designed to prepare students for the workforce. SMK Pasundan 1 Bandung, as one of the leading private vocational schools in the region, offers various competency programs aligned with industry needs. Among them is the Office Management and Business Services major, which includes training for future secretaries.

One of the significant competencies taught in this program is **self-grooming**—a practice that refers to managing one's appearance and behavior as a form of non-verbal communication and professional representation. This skill is essential for secretarial students, as they are expected to interact with clients and stakeholders in a professional manner. Self-grooming involves elements such as setting (appearance), performance (behavior), and manner (attitude), as explained by Jalaluddin in the concept of “front” in interpersonal impression management.

The interaction between teachers and students during self-grooming instruction reflects specific patterns of interpersonal communication. These patterns—whether circular, linear, or flexible—can influence how effectively students internalize the values and practices being taught. Understanding these patterns not only helps enhance teaching outcomes but also ensures that students are better prepared for real-world workplace interactions.

Therefore, this study aims to explore the communication patterns between teachers and secretary-major students at SMK Pasundan 1 Bandung during the implementation of self-grooming lessons. The findings are expected to contribute to the development of communication studies, particularly in the area of interpersonal communication in vocational education settings.

Literature Review

State of the Art

This study refers to several previous studies relevant to identifying the research gap and strengthening the theoretical foundation. The following literature is analyzed based on its similarities and differences with the focus of this research, which is the interpersonal

communication patterns between teachers and students of the secretary major in the implementation of self-grooming at SMK Pasundan 1 Bandung. Anton Susanto (2017) conducted a study on the communication patterns of teachers in character development at SMK Al-Fajar Kasui Way Kanan. Using a descriptive qualitative approach, the study found that the interpersonal communication patterns practiced by religious teachers in small group settings were effective in fostering moral values aligned with the school curriculum.

Sifqa Amalia Ramadhanti (2020) studied symbolic interaction in teacher-student communication at SLB-B Nurasih, South Jakarta. Through the symbolic interactionism approach (mind, self, society), the study revealed that sign languages such as SIBI and BISINDO were utilized as verbal and non-verbal communication tools, fostering positive social expectations within the special education environment. Fitri Handayani (2021) examined communication patterns in counseling and guidance at SMA Negeri 3 Mandau Duri. This case study, employing a qualitative approach, concluded that the wheel communication pattern was most effective in enhancing students' learning interest, as it placed the teacher as the central hub of information exchange.

Methods

In this study, the method used is qualitative research. In qualitative research, the data collected are not numbers, but in the form of words and pictures. The data can be obtained from interviews, field notes, photos, video tapes, personal documentation, notes or memos and other documentation.

Qualitative research is descriptive research and uses analysis. The process and meaning (subject perspective) are more emphasized in qualitative research. The theoretical basis is used as a guide so that the focus of the research is in accordance with the facts in the field. In addition, this theoretical basis is also useful for providing a general overview of the research background and as material for discussing the research results. Kriyantono stated that, "qualitative research aims to explain phenomena as deeply as possible through the deepest data collection". Qualitative research emphasizes the depth of data obtained by the author. The deeper and more detailed the data obtained, the better the quality of this qualitative research. In addition, the results of this study are subjective so that they cannot be generalized.

The research method used in this study is a qualitative method with a descriptive approach that aims to present a complete exploratory picture of the real facts. This research clearly has a definition of the research subject and has a descriptive objective with clear results regarding the group, in this case male and female students at Special Schools as students who receive learning from teachers.

Results and Discussion

Vocational High School (SMK) is vocational education at the secondary level, as a continuation of SMP/MTs or other equivalent forms, or as a continuation of learning outcomes that are recognized as equivalent/equivalent to SMP/MTs. (Law No. 20 of 2003, Article 18 paragraph 3). Vocational education is secondary education that prepares students primarily to work in certain fields. (Law No. 20 of 2003, Explanation of Article 15). According to (Syaiful Bahri, 2015: 13), learning is an activity that involves the soul and body and aims to achieve something real and produce changes in behavior, and learning occurs through interaction with the environment. Therefore, it can be concluded that learning is an activity or effort that requires the soul and body to gain additional knowledge and experience. Learning is characterized by permanent or ongoing changes in behavior, in addition, learning also involves positive interactions between humans and their environment. This interaction concerns three aspects: cognitive, emotional, and psychomotor aspects of humans. This can be obtained through the learning bench at school with an interpersonal communication approach verbally or nonverbally carried out gradually and with the hope that the message to be conveyed can be received well. In this study, the relationship with interpersonal communication that occurs between teachers and students of SMK Pasundan 1 in implementing Self Grooming.

This study has important implications for developing awareness and teaching strategies in schools. Teachers need interpersonal communication skills training to facilitate open discussions about Self Grooming with students. Students who feel comfortable and supported when communicating with their teachers tend to be more open to suggestions and criticisms related to Self Grooming. In addition, teachers who are able to communicate the importance of Self grooming clearly and provide good examples can be more successful in motivating students to practice it.

5.3.1 Implications of Interpersonal Communication Theory

In accordance with George Herbert's theoretical concept related to the concept of symbolic interaction, namely mind, self and society, the formation of meaning through symbols is in the concept of the mind that exists in humans. Mind will appear when significant symbols are used in the communication process. Mind is a process that is manifested when individuals

interact with themselves using significant symbols, namely symbols or gestures with interpretations or meanings.

1) Analysis of Mind in Teacher and Student Communication

Mind includes various individual abilities in using symbols that have the same social meaning. Social meaning is the result of an interaction process that involves communication between humans. Individuals mutually establish agreements and understandings to apply certain meanings to certain symbols.

Thoughts involve communication between teachers and students in implementing Self-grooming. Self-grooming is a skill that has a deeper influence than just a person's physical appearance but also reflects attitudes, personality, and self-confidence.

The following is an analysis of thoughts in this communication using symbolic interaction theory:

Symbol Interpretation: Teachers and students use symbols such as clothing, hairstyles, and body gestures to convey messages about appearances that are considered appropriate. The minds of teachers and students usually have different points of view, such as teachers who pay more attention to thinking about how the message will be received and interpreted by students, while students consider how their appearance will affect others' perceptions of them.

Perspectives related to Identity: Symbolic interaction theory emphasizes the importance of self-identity formed through social interaction. In the context of Communication Patterns of Teachers and Students of Pasundan 1 Vocational High School in Implementing Self-Grooming, their thoughts include considerations about how their appearance and behavior can affect their own identity and self-image.

In this study, Symbolic Interaction Theory acknowledges the role of social norms in shaping individual behavior. In Self Grooming communication, the thoughts of teachers and students include thoughts about how their appearance and behavior are in accordance with prevailing social norms. Teachers try to enforce certain norms, while students will consider more how they can meet or adapt to these norms.

2) Self Analysis in Teacher and Student Communication

In the communication pattern between teachers and students of SMK Pasundan 1 in implementing Self grooming, George Herbert Mead's symbolic interaction theory provides deep insight into how individuals conduct self analysis and interact with each other. The following is a self analysis in this communication:

Self-awareness): Humans form an understanding of themselves through interactions with others and their social environment. In the context of Self grooming, students and teachers can conduct self analysis related to their own physical appearance and behavior. By asking themselves questions such as "How does my appearance affect the views of others?" or "Does the appearance I display represent myself well?".

The teacher provides feedback and guidance to students regarding their Self grooming. Students then reflect on these responses and evaluate them. They can consider whether the response is consistent with their self-image and whether there is anything they need to improve through the response. In symbolic interaction theory, symbols such as hairstyles, clothing, and body language are used to convey messages about an individual's identity and appearance. Students and teachers consider how these symbols are used in self-grooming. For example, students may choose certain clothes or hairstyles to reflect their identity or social status, while teachers may use body language that supports or evaluates messages about students' appearance.

3) Social Analysis (Society) in Teacher and Student Communication

Society is a collection of various social aspects including ethnicity, customs, culture, religion, and so on. So that individual development carried out through interaction with the surrounding environment (society) will influence the formation of a person's self-concept.

George Herbert Mead provides a view of how individuals conduct self-analysis in a broader social context. Such as social identity, such as teachers and students who consider how their appearance affects their social identity in society. Social roles that influence how they view themselves and others, and how they understand social rules related to appearance and behavior. As well as the construction of the identity of teachers and students who identify themselves with certain self-grooming activities that are introduced and encouraged by their school environment or society. Their social identity can be reflected in the appearance and behavior they display.

Schools are in the midst of society. In the social structure, it is undeniable that education is a way for someone to increase knowledge. So that those who have received education can live in society.

Awareness of Self-grooming is now commonplace because it is a reflection of self that we want to show to society. However, as humans who live in a society that has norms, we must pay attention and sort out the things that we want to show more wisely.

Conclusion

Research related to interpersonal communication between teachers and students of SMK Pasundan 1 Bandung City in implementing Self-grooming noted that a good relationship between teachers and students is an important aspect for understanding and practicing the concept of Self-grooming. Based on the results of this study, it can be concluded that:

- 1) The importance of interpersonal communication: Effective interpersonal communication between teachers and students plays a very important role in increasing understanding of Self-grooming. Because teachers who are able to create a comfortable and supportive learning environment can make students feel comfortable discussing Self-grooming.
- 2) Teachers act as examples: Teachers play an important role as examples in implementing Self-grooming, the teacher's attitude and behavior influence students' motivation and behavior related to Self-grooming, because what is conveyed by the teacher must be implemented so that students can use it as an example. Therefore, teachers must be good examples in implementing Self-grooming.
- 3) Influential factors: Factors such as teacher communication style, student openness, and the responses given affect the effectiveness of interpersonal communication in implementing Self-grooming. This is important to understand because it can develop the right strategy to encourage effective communication.

Suggestions

- 1) For teachers at SMK Pasundan 1 Bandung City Interpersonal communication can be used as a daily activity that can provide positive values for both parties between teachers and students in classroom learning and when studying in class and the interaction between the two can be further optimized to produce positive values for student progress in readiness for the world of work by implementing Self Grooming.

- 2) The ongoing communication patterns should be maintained and developed in accordance with current phenomena.
- 3) Theoretically, this research can be used as a reference for Communication science, especially regarding studies related to communication patterns that occur between teachers and students.

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