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## GUIDANCE TEACHER INTERPERSONAL COMMUNICATION PATTERNS COUNSELING IN HANDLING VIOLATIONS DISCIPLINE IN STUDENTS

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### Abstract

*This study has a discussion of how interpersonal communication patterns that occur between counseling teachers and students in dealing with disciplinary violations. The purpose of this study is to find out how the communication patterns carried out by counseling teachers who focus on interpersonal communication occur in counseling guidance teachers and students in dealing with disciplinary violations at SMK Islam Iqro Pasarkemis. The research method used by researchers in this study is a qualitative method with a qualitative descriptive study approach. Data collection was conducted through field observations and interviews, as well as documentation. There are twenty-two people as informants, including one expert informant, one academic informant, and twenty students as supporting informants. The results of this study show that the communication that occurs between guidance and counseling teachers with students is formed from self-concepts built by each individual and acts on their respective meanings. Guidance and counseling teachers and students understand each other's objects, so that from the interaction that occurs between guidance and counseling teachers with students*

**Keywords:** *Patterns of Communication, Interpersonal Communication, Counseling teachers and students, Disciplinary Violations*

### Abstrak

*Penelitian ini memiliki pembahasan tentang bagaimana pola komunikasi interpersonal yang terjadi antara guru konseling dan siswa dalam menangani pelanggaran disiplin. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pola komunikasi yang dilakukan oleh guru konseling yang fokus pada komunikasi interpersonal yang terjadi pada guru bimbingan konseling dan siswa dalam menangani pelanggaran disiplin di SMK Islam Iqro Pasarkemis. Metode penelitian yang digunakan oleh peneliti dalam penelitian ini adalah metode kualitatif dengan pendekatan studi deskriptif kualitatif. Pengumpulan data dilakukan melalui observasi lapangan dan wawancara, serta dokumentasi. Ada dua puluh dua orang sebagai informan, termasuk satu informan ahli, satu informan akademik, dan dua puluh siswa sebagai informan pendukung. Hasil penelitian ini menunjukkan bahwa komunikasi yang terjadi antara guru bimbingan dan konseling dengan siswa terbentuk dari konsep-konsep diri yang dibangun oleh masing-masing individu dan bertindak berdasarkan makna masing-masing. Guru bimbingan dan konseling dan siswa saling memahami objek satu sama lain, sehingga dari interaksi yang terjadi antara guru bimbingan dan konseling dengan siswa*

**Kata kunci:** *Pola Komunikasi, Komunikasi Interpersonal, Konseling guru dan siswa, Pelanggaran Disiplin*

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## **INTRODUCTION**

The world of education is one of the supports or factors in the formation of a human person, education plays a very important role in shaping human personality, education is also interpreted as a human effort or process in fostering a personality by norms and values in society and culture (Huffner & Burgon, 2012). It can be concluded from the above understandings that an educational process will be said to be smooth and comfortable in shaping human personality, there must be a component in it that must be carried out in an orderly and disciplined manner by the regulations that exist in the world of education itself. Discipline is one of the supporting factors in the world of education, discipline here is an obedience or obedience in a Discipline is one of the supporting factors in the world of education, discipline here is obedience or obedience to a rule that exists in the school world, in the application of discipline a rule must be made so that students can be disciplined in any case, and with discipline students can develop their self-control while in the school environment or during the teaching and learning process so that they can help an educational goal (Priodarminto, 1993).

School age is the age of children who will be able to gain outside experiences, and children must also be able to adapt as much as possible to the rules and norms that apply when they are interacting in that place. There are so many aspects that are deliberately made and implemented by schools or by the world of education to keep students or children in the right scope by the norms and regulations that apply in the school. One of the supporting factors in the success of the school's vision and mission is the discipline of all school members, including students. During the Vocational High School (SMK) period, this is a period of adolescence that has high emotions, emotions during this period are emotions that fluctuate and are very difficult to control, so that they can commit any disciplinary violations and do not care about school rules or regulations. So that it can cause a lack of discipline and a lack of sympathy and empathy in teachers and friends, which can lead to an uncomfortable and less effective learning process. At the Vocational High School (SMK) level, especially at Iqro Pasar Kemis Islamic Vocational School, there are problems that occur during the teaching and learning process or the learning process. Discipline at the school, in my opinion, is relatively low due to the lack of disciplinary regulations at the school, so that there are approximately 30 students who do not think about discipline and lack a sense of discipline and respect for teachers and their own friends (Priodarminto, 1993).

Even though at the Iqro Islamic Vocational School there are school regulations that are supplemented with sanctions, there are still many students who do not behave at all in accordance with the rules that apply in the school, for example: smoking, daring to teachers, arriving late, not doing assignments, fighting, and so on. And there are also many students whose behavior deviates from the rules and norms that apply in society, for example: fighting, speaking rudely and impolitely, dating, being brave towards parents, and so on. In my opinion, all the behavior carried out by students is very deviated from the rules and regulations that apply at school and in society.

Discipline violations committed by students at school are influenced by several factors, including students who come late to school because they wake up late or because of the attitude of parents who do not care about children, and environmental factors or environmental factors of their friends who are not good or diligently skipping school. This bad behavior is a problem that can affect the world of education, and the problem of indiscipline is the most important problem in the world of schools that must be corrected. And, the level of discipline of students at Iqro Pasarkemis Islamic Vocational School is still

lacking in discipline, there are still many students who violate the disciplinary rules that have been made by the school, but every school must have sanctions for students who violate a regulation. rules that have been made. These sanctions are imposed so that students are deterrent and will not repeat actions that violate the disciplinary rules in the school, and the sanctions here mean the consequences of violations committed by these students.

In the school environment, the teacher has a very large role and influence for students because the teacher is an example and a guide that students will follow. Therefore the teacher has a very important role and influence for students, so that the students who are guided can be better than before. The task of a teacher in a learning and teaching activity is not only as an educator, but also must provide guidance. to students at school, because apart from learning material students also need guidance related to the personality of these students so that they can solve a problem properly. And, this is where the important role of the existence of guidance counseling teachers. The role of the guidance and counseling teacher is to provide a service to students who have problems and violate the rules or discipline that has been made by the school, for example arriving late to school, not wearing school attributes, not participating in teaching and learning activities and so on. This is where the role of the guidance and counseling teacher is needed to be able to assist and direct students to behave in discipline (Winkle WS, 2012).

The role of the guidance and counseling teacher at school is very important to shape the character of students and apply discipline. Students who have problems with discipline must need guidance and counseling so that they can be controlled by the counseling teacher. The counseling teacher directs students who have problems with discipline through interpersonal communication or interpersonal communication. With interpersonal communication or interpersonal communication that is carried out persuasively and effectively by guidance and counseling teachers to students, it is hoped that it can help motivate and encourage these students to move in a more positive direction (Winkle WS, 2012).

Patterns of interpersonal communication carried out by guidance counseling teachers to students in dealing with disciplinary violations are carried out through approaches to students who violate the rules of conduct or discipline and are friendly and open to students and carried out through interpersonal communication or interpersonal communication which is carried out directly verbal and non-verbal which will make students more open again to the counseling guidance teacher, and will get the desired feedback (Mulyana, 2019). Based on the background of the research above, it provided an inspiration for researchers to conduct research with the title "Patterns Of Interpersonal Communication Of Counseling Teacher In Handling Disciplinary Violations In Students.

How to research how "Interpersonal Communication Patterns of Counseling Teachers in Handling Disciplinary Violations in Students", several questions are formulated:

1. How is the self-concept of the counseling teacher and students in dealing with disciplinary violations at Iqro Islamic Vocational School?
2. What are the actions of the counseling teacher and students in dealing with disciplinary violations at Iqro Islamic Vocational School?
3. What is the concept of the object (object) of guidance and counseling teachers and students in dealing with disciplinary violations at SMK Islam Iqro?
4. How is the social interaction (social interaction) of guidance and counseling teachers and students in dealing with disciplinary violations at SMK Islam Iqro?

5. What is the concept of joint action for guidance and counseling teachers and students in dealing with disciplinary violations at SMK Islam Iqro?

Objectives and use of the research:

1. To find out how the self-concept (the self) of counseling teachers and students in handling disciplinary violations at Iqro Islamic Vocational School.
2. To find out how the actions (the act) of counseling teachers and students in dealing with disciplinary violations at Iqro Islamic Vocational School.
3. To find out how the concept of object (object) of guidance and counseling teachers and students in dealing with disciplinary violations at SMK Islam Iqro.
4. To find out how the social interaction (social interaction) of guidance and counseling teachers and students in handling disciplinary violations at SMK Islam Iqro.
5. To find out how the concept of joint action (joint action) counseling teachers and students in dealing with disciplinary violations at SMK Islam Iqro.

## **LITERATURE**

This interpersonal communication is communication that is only two people, such as husband and wife, two colleagues, two close friends, teacher-student and so on. In essence, interpersonal communication is communication between communicators and communicants, this type of communication is considered the most effective in an effort to change a person's attitude, opinion or behavior, because of its dialogical nature in the form of conversation. Reverse flow is immediate, the communicator knows the communicant's response right then and there. When communication is launched, the communicator knows for sure whether the communication is positive or negative, successful or not (Widodo et al., 2021).

Interpersonal communication can occur between children and their parents, between lecturers and students and so on. Communication between lecturers and students can occur in the teaching and learning process, both in the classroom and outside the classroom. The teaching and learning process is a process of interaction between lecturers and students based on educational relationships in order to achieve educational goals. Therefore, the teaching and learning process is defined as a communication process, namely the process of delivering messages from the message source through certain channels or media to the recipient of the message. The message to be conveyed is the content of the teachings or education in the curriculum (Abubakar, 2015).

## **METHOD**

Research subjects in qualitative research are people who are used as sources of data or sources of information in the research process or commonly called informants. Informants are sources of information who possess and master knowledge that is unknown to other people, and informants provide space for researchers to dig up as much information as possible so that they can complement the author's data in completing the research. Informants have a duty in the field in answering all questions raised by researchers in accordance with the facts in the field (Kuswarno, 2009; Mulyana, 2001). In qualitative research, this research includes three types of informants, namely:

1. Key informants are those who know and have basic information needed in research. The key informant in this study was addressed to guidance and counseling teachers at Iqro

Pasarkemis Islamic Vocational High School.

2. Academic informants are informants who understand and can provide explanations on various matters related to research. The academic informant in this study is the principal of the Iqro Pasarkemis Islamic High School.
3. Supporting informants, namely informants who understand and can provide explanations on various matters related to research. Addressed to twenty students from all grades 10 and 11 who have committed disciplinary violations at the Iqro Pasarkemis Islamic Vocational School. This is because the students can provide an explanation of some of the things the researcher wants to know.

The subjects in this study were determined based on the person who was considered to know the information needed in the research, so that it would be easier for the researcher to dig up the information the researcher wanted to examine. So the researchers chose research subjects aimed at guidance and counseling teachers who were carrying out interpersonal communication with students who violated discipline at the Islamic Vocational School Iqro Pasarkemis. The object of the research conducted was the guidance and counseling teacher's interpersonal communication patterns in dealing with disciplinary violations in students at Iqro Pasarkemis Islamic Vocational High School. The method used by researchers in this research is descriptive qualitative research method. Qualitative research methods are methods that emphasize or focus on aspects of understanding in depth on a particular problem. Qualitative research aims to explain phenomena in depth through deep data collection (Arikunto, 2010).

In a qualitative descriptive research method, researchers can obtain data using interview techniques and direct observation so that these data can complement this research and can produce descriptive data in the form of written or spoken words from individuals whose behavior can be observed. So that in the end the data that the researcher has collected can be processed by the researcher and described into a scientific work. In qualitative research, researchers go directly to the field and researchers do not try to manipulate. Researchers convey based on the facts and conditions that occur in the field, and try to explain or interpret deeper than the phenomena that are interpreted by various individuals in the field in reality (Moleong, 2017).

Data analysis is the process of searching for and compiling data systematically which is obtained from the results of going directly to the field and from the results of interviews with informants and documentation during the research. Analysis is carried out on the results of preliminary data or secondary data that will be used to determine a research focus. However, the research focus is still temporary, therefore researchers in making this research proposal, in order to find a research focus and its characteristics. The design of data analysis is a way to manage data into information where the data can be understood and useful for solutions to a problem, especially those related to the research the researcher is researching. In research with a qualitative approach, the focus of research problems requires researchers to be able to carry out systematic, in-depth and meaningful assessments. In qualitative research, researchers focus on the problems that are studied and understood with a conceptual and theoretical framework. Data analysis is done by reviewing and reading the results of the data in order to find patterns. This process takes place continuously during the research (Neuman, 2013). According to Miles and Huberman, there are three qualitative data analysis techniques, namely as follows:

1. Data reduction
2. Data Presentation

### 3. Conclusion Drawing

Data credibility or trust in quantitative research data can be done by observing, extending, increasing, persistence, and translating. The validity of the data is carried out in order to ensure the accuracy of the data for the research conducted. Qualitative research has a focus on humans, therefore to obtain data validity, researchers obtained data from informants, namely counseling teachers and students in dealing with disciplinary violations at Iqro Pasarkemis Islamic Vocational School. The technique of checking the validity of the data carried out in this study is the triangulation technique. Data triangulation, triangulation in testing credibility can be interpreted as checking data from sources in various ways and at various times. Triangulation is a data collection technique that combines various data collection techniques and data sources (Poerwandi, 2005).

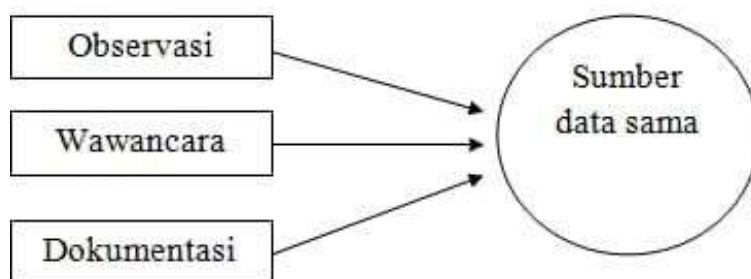


Figure 1. Engineering Triangulation  
Source: Data collection

In data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and existing sources. Merging can be done in two ways. First, namely technical triangulation, namely combining different data collection techniques from the same source. Second, namely source triangulation, namely obtaining data from different sources using the same technique. Technical triangulation is done by asking the same thing with different techniques, namely interviews, observations, and documentation on data sources. While source triangulation is done by asking the same thing through different data sources (Arikunto, 2010; Moleong, 2017; Mulyana, 2001).

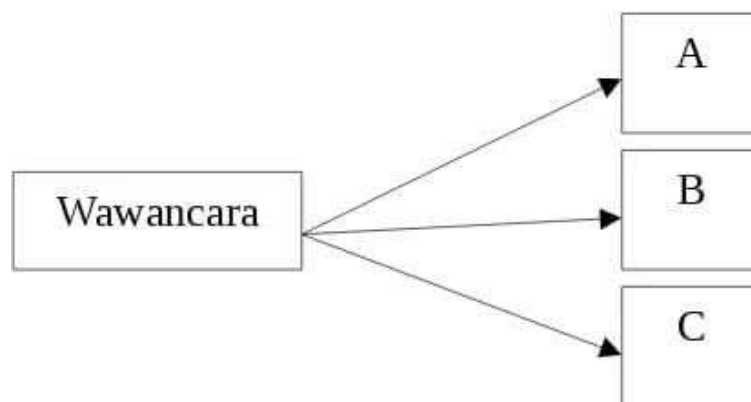


Figure 2. Triangulation of Data Collection Sources

## RESULT & DISCUSSION

In this chapter, the researcher will discuss the results of the research conducted at the Iqro Islamic Vocational School Pasarkemis with the Iqro Islamic Vocational School principal, Mrs. Aisyah, S.Pd, and guidance and counseling teacher, Mr. Aris Hariyadi, S.Pd, and 20 other students. In this chapter the researcher will explain the research results obtained based

on data collection in the field by means of interviews with informants who are in accordance with the research study. The research data obtained was then analyzed using qualitative methods based on the results and facts in the field.

In addition to making observations, researchers also conducted interviews to complete the research data. interviews with informants can assist researchers in understanding phenomena that occur in the field regarding interpersonal communication patterns of guidance and counseling teachers in dealing with disciplinary violations in students.

In this section the researcher presents and explains information according to what the researcher found in the field in the form of facts in the form of data and information which can refer to research questions. to be able to know the extent of the information provided by research informants. The composition of writing research data is carried out based on several stages, namely as follows:

1. Develop interview questions based on the focus of symbolic interaction theory (Herbert Blumer), namely Self-Concept, Action Concept, Object Concept, Social Interaction Concept, Joint Action Concept
2. Conduct observations and interviews with informants according to the research questions
3. Transfer the data that has been obtained from the results of interviews with research informants
4. Analyzing the results of research data that has been conducted from the results of interviews with informants.

### **Self-Concept (the self) Counseling Teachers and Students**

Based on the results of the analysis of interviews conducted by researchers to facilitate researchers in analyzing, the researchers divided several important points from the results of the interviews. The following are the results of the analysis that the researchers obtained from interviews with informants:

1. The self-concept possessed by the counseling teacher in dealing with disciplinary violations in students is quite good, the counseling teacher has a different self-concept in dealing with disciplinary violation cases, the concept used by the counseling teacher with students is through the self-approach concept, namely by communicate face-to-face or with other approaches that can make students more open to guidance and counseling teachers.
2. Each student has different characteristics, and has different self-perceptions in assessing himself or others. Guidance and counseling teachers must be able to understand each student, because each child has different characters, emotions, and thoughts.

### **The concept of action for Counseling Teachers and Students**

Based on the results of the analysis of interviews conducted by researchers to facilitate researchers in analyzing, the researchers divided several important points from the results of the interviews. The following are the results of the analysis that the researchers obtained from interviews with informants:

1. Actions carried out by the guidance counseling teacher against students who commit disciplinary violations, namely not playing physically with students, and being warned in advance by the guidance counseling teacher, if the warning does not work then sanctions will be given by the guidance counseling teacher so that students are cured and do not commit serious violations. the second time.

2. Counseling guidance teachers, class teachers or field teachers are a reflection for students, teachers must set good examples so that students can emulate them. If the teacher commits a disciplinary violation, the students will also follow the example of the teacher. Therefore, the teacher must model good things so that all students can emulate and follow them.

### **The concept of the object of Counseling Guidance Teachers and Students**

Based on the results of the analysis of interviews conducted by researchers to facilitate researchers in analyzing, the researchers divided several important points from the results of the interviews. The following are the results of the analysis that the researchers obtained from interviews with informants:

1. The concept of objects that exist in this school environment includes social objects, physical objects, and abstract objects. Which includes in the school environment there are rules that must be obeyed by students and teachers, in order to form a good personality for future students.
2. In the school environment, the teacher has an important role in setting an example for students, so that students can follow the good examples of the teacher, the teacher must also be able to set good examples so that students can follow them.

### **The Concept of Social Interaction**

Based on the results of the analysis of interviews conducted by researchers to facilitate researchers in analyzing, the researchers divided several important points from the results of the interviews. The following are the results of the analysis that the researchers obtained from interviews with informants:

1. Good social interaction between school members can also have a positive influence on students and teachers. Communication built by students and teachers can increase the level of social interaction between school members, social interaction that exists in the school environment can build a level of trust and intelligence for students in the school environment
2. A teacher is important in building communication both verbally and non-verbally and interacting socially with all students in the school environment so that they can establish a close relationship in order to increase their sense of self-confidence and be able to understand each other, both students and teachers.

### **The concept of Joint Action Counseling Teachers and Students**

Based on the results of the analysis of interviews conducted by researchers to facilitate researchers in analyzing, the researchers divided several important points from the results of the interviews. The following are the results of the analysis that the researchers obtained from interviews with informants:

1. The concept of joint action in the school environment must involve the role of the guidance and counseling teacher, homeroom teacher, school principal, and the role of parents. This joint action includes collaboration between guidance and counseling teachers and students, school principals, and other teachers so that students can be more open and more polite about the rules that apply in the school environment so they can have a much better personality.
2. The purpose of the concept of joint action is to be able to improve politeness, discipline, order, and self-reliance for students so that they can form self-confidence and shape students to be even better.



## **Discussion**

Researchers try to present the results of the analysis in accordance with the results of observations and interviews that have been conducted in the field. Researchers can analyze Interpersonal Communication Patterns of Counseling Teachers in dealing with disciplinary violations in students, involving 22 informants, 1 key informant, 1 academic informant, and 20 supporting informants. And then the analysis is described using the theories obtained in chapter 2 and the framework. In this study, researchers used the Symbolic Interaction Theory of Herbert Blumer which includes five concepts of symbolic interaction, which include:

1. Self Concept (the self)
2. The concept of the act
3. Concept of Object (object)
4. The Concept of Social Interaction
5. Concept of Joint Action (Joint Action)

The following is an explanation of each of the concepts mentioned above:

### **Self-Concept (the self) Guidance Counseling Teachers and Students**

Based on the results of interviews with counseling guidance teachers and students at Iqro Pasarkemis Islamic Vocational School, the researchers concluded that the character of the students in the school environment was:

1. Have passion in learning
2. Each student has a different character, some are quiet (introverted) and some don't want to be quiet (extrovert).
3. Able to position themselves as students
4. Easy to interact with the surrounding environment
5. And some are difficult to interact with the surrounding environment
6. Can understand himself
7. The teacher's treatment will always be on

Examples by students in the school environment, therefore both guidance and counseling teachers and other teachers must be able to give examples of good things so that students can follow them. And counseling guidance teachers and other teachers must be able to understand the different personalities and characters of students.

### **The concept of the act of Counseling Teachers and Students**

Based on the concept of human action formed through a process of interaction with oneself. And the concept of human action is greatly influenced by how individuals interpret the actions of others. The action is given meaning by the individual and then consider the response that other individuals will give. So thus, humans act not only because of external factors but individuals can give meaning, evaluate, and choose what action to take. This can indicate that humans have power over themselves (Kuswarno, 2009).

### **The concept of the object of Counseling Guidance Teachers and Students**

At SMK Islam Iqro Pasarkemis, there are several classifications of objects during the interpersonal communication process of guidance and counseling teachers and students. Among them are physical objects such as chairs, tables, counseling guidance office rooms,

and schools. Social objects such as guidance and counseling teachers, students, principals, and homeroom teachers. Abstract objects such as the rules that apply in the school environment. In this section, the researcher will explain one by one about the three objects.

#### A) Physical Objects

Physical object is something that is tangible (tangible) usually can be seen with the eye or touched. Physical objects in interpersonal communication between guidance and counseling teachers and students at SMK Islam Iqro Pasarkemis are objects that are given meaning and used during the interaction process, such as guidance and counseling rooms, schools, chairs, tables and all the equipment that supports the interaction process.

Giving the meaning of school by these students is based on experience and interpretation by themselves, the school is seen as a place for students to gain knowledge. Such as their experience at school where they receive material every day, do assignments, and receive learning programs provided by teachers, understand learning programs and also develop potential as one of the goals in learning. Every student has different potential, so each student will experience different developments and not all are the same. Other objects such as chairs, tables, guidance counseling room are given the meaning of the guidance counseling teacher and students as a place for interaction carried out by the guidance counseling teacher in dealing with students who violate disciplinary rules and become a place for stories about problems faced by students both problems from in school and outside of school.

#### B) Social Objects

Social objects are objects of social beings such as teachers, guidance and counseling teachers, students, principals, homeroom teachers and others. Based on the results of interviews and observations, guidance and counseling teachers interpret students as children who need guidance in academic and non-academic fields, they feel they have a responsibility to direct students in a better direction. Whereas students see guidance and counseling teachers as people who guide, educate and teach them about knowledge, disciplines that they did not know before, guidance and counseling teachers have good and pleasant personalities that make them comfortable to share stories. Students at Iqro Pasarkemis Islamic Vocational School do not feel awkward when communicating with the guidance and counseling teacher because the interaction that occurs between the guidance and counseling teacher and the students is quite close.

The next social object is a friend, this friend's social object has a big role and can provide a change in the environment. Friends have good and bad influence, if students join the wrong friends then these students will fall into the friend's environment. Friends are very important for life, there are friends who bring good influences and there are also friends who bring bad influences, according to each of us whether we want to fall into friends who bring bad influences or not, it is according to our own choices.

#### C) Abstract Object

Physical objects are objects that have a form (tangible), then abstract objects are objects that are not tangible (intangible). These objects such as rules, values and other objects that are exchanged and given meaning during the interaction process take place. In this research, the abstract object in question is the rules that apply in the school environment.

The regulations that apply in the school environment make students more able to comply with the applicable regulations so that they can have a much better personality and have a polite personality for themselves in the future. Regulations are made through a process of

interaction and thinking and adjusting to the values that need to be instilled, the culture that you want to create, then rules are made that will be obeyed.

### **The Concept of Social Interaction Counseling Teachers and Students**

In Blumer's theory, states that the concept of social interaction (social interaction) is that each individual moves himself mentally into the position of another person. Thus, humans try to understand the intent of the actions carried out by other people, so that the interaction does not only take place through gestures, but through symbols that need to be understood and understood. In symbolic interaction, people interpret and interpret the movements of others and act according to that meaning. In the data analysis sub, it has been explained that the social interaction between the counseling teacher and students, namely the counseling guidance teacher or teachers in the school environment, must be able to give examples of good things so that students can see them. And each student has a different character and different emotional levels, which requires counseling teachers to be able to understand what students are and what students' characters are and what kind of wishes and forms students want. The use of symbols carried out by counseling teachers to students when mediation is carried out or given a warning is very helpful in carrying out the mediation or guidance process. Interaction carried out by counseling teachers with students is using face to face or with interpersonal communication both verbally and non-verbally (Cangara, 2016; Effendy, 2003; Mulyana, 2015).

### **The concept of joint action for Counseling Teachers and Students**

In Blumer's theory, the concept of joint action is a collective action born of the actions of each individual which is then matched and harmonized with one another. The essence of the concept of joint action is the harmony between meanings, goals, thoughts and attitudes with each other. The joint action of the counseling guidance teacher and students is during mediation or guidance in the guidance counseling room or outside the room, before being faced with this process the counseling guidance teacher must make a strategy so that students can change and can achieve the desired goals and targets.

The joint action in question is to make the student's personality better than before, to make the student's personality better, there must be cooperation between the counseling teacher and the student. Guidance and counseling teachers must be able to understand the character of students because each student has different characters and emotional levels. Guidance counseling teachers carry out the concept of a personal approach to students, and carry out face-to-face mediation between guidance counseling teachers and students, after mediation we can see how students' responses and student actions change in a better direction or not. Mr. Aris said that after the approach, the students changed, became polite, diligent in going to class, and dressed neatly (Bahri, 2014).

According to the school principal, namely Mrs. Aisyah, the joint action taken by the counseling teacher and students has changed. After an interpersonal approach was taken by the counseling guidance teacher to students, students have experienced a change, which means that there is a joint action between the counseling guidance teacher and students. Guidance and counseling teachers and other teachers also understand that students' characters are different and guidance and counseling teachers and other teachers must set a good example for students to follow and see.

## **CONCLUSION**

Based on the results of the analysis and research that has been done regarding Interpersonal Communication Patterns of Counseling Teachers in Handling Disciplinary Violations in

Students using Herbert Blumer's Symbolic Interaction Theory. And it is known, the communication used by counseling teachers and students is interpersonal communication both verbally and non-verbally and takes place in two directions so that there is a response or reciprocity between the counseling teacher and students. The conclusions that researchers can draw are as follows:

1. The process of forming self-concept is obtained through interaction. From interaction, individuals will gain experience that will shape perceptions, emotions, and expectations about themselves as well as get evaluations from others and expectations from others. The concept of oneself is important for every individual's life because it is oneself that determines how individuals can act in an environment and act in certain situations. Determination of self-concept is formed through the surrounding environment in which the individual's environment is located so that it can allow the individual's self-concept to change from time to time. The self-concept of the counseling guidance teacher realizes that being a counseling guidance teacher must be able to guide students to better things, and counseling guidance teachers are considered to be friends or places to tell stories for students. Meanwhile, students' self-concept must be guided to even better things because each student has a different character and different emotional levels.
2. Communicating with oneself is a capability that must be possessed by humans in interpreting the actions of others and interpreting them. The concept of the act (the act) is that individuals can design, interpret, and arrange actions for what other individuals do, without any intervention from other parties. Individuals have the right to choose actions because individuals have power over themselves, so it is clear that the differences in actions between individuals and other individuals are clear.
3. The concept of social interaction (social interaction) is that every individual at the time of communication must be able to move himself mentally into the position of another person. The interaction between the guidance and counseling teacher and students must be good, intense and not distant, the counseling teacher takes a personal approach to students or face to face or face to face so that students can be more open to the guidance and counseling teacher regarding problems or things that students facing.
4. An object is something that is given meaning by a communication actor, that meaning is not binding on the object, but resides in the self-perception of each individual so that the meaning may vary for each individual, according to the individual's interpretation. There are three objects in the interpersonal communication of guidance and counseling teachers and students, namely physical objects, social objects, and abstract objects.
5. Joint action between guidance counseling teachers and students is when interacting through a personal approach with students inside the guidance counseling room and outside the room. Before carrying out a personal approach or mediation, the guidance and counseling teacher must prepare strategies for students so that they can achieve the goals and targets desired by the guidance and counseling teacher. The concept of joint action at SMK Islam Iqro Pasarkemis is that there is cooperation between guidance counseling teachers and students so that changes occur within students, through a personal approach making students more open to guidance and counseling teachers and making students change about themselves, and become better personalities. even better.

The suggestions that the researcher wants to convey are as follows:

1. The lack of teachers at Iqro Pasarkemis Islamic Vocational School causes classes to always be empty during class hours, and makes students lack the lessons and knowledge they get.

2. Teachers at Iqro Islamic High School Pasarkemis must be able to set a good example for students, so that students do not set an example following the bad things that have been done by teachers at Iqro Islamic High School
3. Improve the regulations that apply at school, and provide sanctions according to student violations so that students are more deterrent and so that students have a much better personality.

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