

COMMUNICATION BETWEEN THE MADRASAH TSANAWIYAH PRINCIPAL AND GUIDANCE AND COUNSELING TEACHERS IN IMPROVING STUDENT DISCIPLINE

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ABSTRACT

This study highlights the importance of communication between school principals and guidance and counseling teachers in improving student discipline at MTS Bustanul Ulum. School principals are expected to have the ability to organize, direct, and support teachers in effectively educating students. The research focuses on two main aspects: first, how communication influences student discipline; and second, the forms of communication used in the school environment. This study employed a qualitative method with a case study approach. Data were collected through interviews, observations, and documentation. The findings reveal several significant results. First, the principal provides space for teacher aspirations, allowing teachers freedom to demonstrate creativity in educating students while maintaining familial relationships beyond working hours. Second, the principal ensures transparency in school management by providing information and opportunities for teachers. Third, the principal actively engages in dialogue and consultation when school-related issues arise. In conclusion, effective communication between the principal and guidance and counseling teachers contributes positively to improving student discipline in the school.

Keyword: Communication, School Principal, Teacher, Discipline

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INTRODUCTION

School environments involve multiple stakeholders such as principals, teachers, school committees, and parents, all of whom require strong synergy and communication to ensure effective educational implementation. Communication between principals and teachers plays a crucial role in improving teacher professionalism, discipline, and responsibility through both verbal and written messages, including direct instructions and formal warnings, as well as role modeling in punctual attendance (Mesiono & Mawaddah, 2021). Interpersonal communication competence is essential for principals, as it supports harmonious relationships and reduces misunderstandings that may hinder school performance (Istighfara & Zaki, 2022). In addition, effective communication strategies such as clear messaging, appropriate media selection, and audience identification contribute significantly to improving teacher performance and institutional success (Rudiansyah, 2020). Overall, communication effectiveness positively influences educational quality and school development (Pramudito et al., 2022; Sudarmanto, 2021).

Effective interpersonal communication between school principals and counselors plays a vital role in solving students' problems efficiently in school environments. Strong communication allows both parties to coordinate interventions, identify student needs early, and implement appropriate counseling strategies (McConnell et al., 2020). Collaboration between principals and counselors also enhances problem-solving processes by creating a shared understanding of students' academic and behavioral challenges (Lowery et al., 2020). In addition, effective communication supports the development of structured counseling programs that improve students' coping and decision-making skills (Bakar et al., 2026). Furthermore, interpersonal interaction between school counselors and administrators contributes to more responsive and student-centered guidance services (Ramdan & Sophia, 2023).

Interpersonal communication between school principals and counselors plays a crucial role in ensuring effective student problem-solving processes within educational settings. Sustained collaboration enhances peer and student counseling effectiveness by promoting interpersonal communication and shared decision-making (Fauziah et al., 2019). Effective coordination between principals and counselors also strengthens conflict resolution and collaborative problem-solving in schools (Iveljić, 2022; Greene & Stewart, 2016). Such interpersonal synergy ensures that student issues are addressed holistically and efficiently through structured communication channels (Le Fevre & Robinson, 2015). Counselors and principals who maintain strong interpersonal relationships can better support students' cognitive and emotional problem-solving development (Buchori et al., 2023). Moreover, interpersonal communication fosters effective counseling systems in schools by enabling accurate identification of student problems, coordinated intervention planning, and continuous evaluation between principals and counselors, which ultimately improves academic and behavioral outcomes through evidence-based guidance practices supported by institutional counseling frameworks (Abdullah & Sahiruddin, 2025), emphasizing structured collaboration, empathy, and problem-solving efficiency in educational leadership contexts across schools system-wide impact.

Effective communication improves student discipline through coordination and supervision in schools. Prior studies show that structured communication among school stakeholders strengthens monitoring systems and behavioral control. Coordination between principals and teachers facilitates consistent supervision that reinforces discipline standards (Wasukira, 2023). Similarly supervisory functions led by school leaders ensure that disciplinary policies are implemented effectively through collaborative oversight (Afriani, 2025). Habit-based

management strategies supported by coordinated communication further enhance students' behavioral compliance (Tyas et al., 2026). Moreover peer and student leadership communication contributes to maintaining order when supervision is well coordinated (Olewe & Ogal, 2018). Effective supervisory coordination also improves educational outcomes by linking communication processes with discipline enforcement and accountability mechanisms (Ekwevugbe, 2025).

Effective communication improves student discipline through coordination and supervision in schools by ensuring consistent behavioral monitoring and collaborative decision-making among educators, strengthening classroom management and discipline enforcement (Sugiar et al., 2024). Effective communication during supervision also facilitates clearer instructional direction and behavioral expectations (Mahatika & Asmendri, 2022). Furthermore, integrated supervision systems contribute to improved student discipline by aligning school policies with teacher practices (Walid et al., 2024). Teacher supervision practices that incorporate interpersonal communication skills support positive student behavior and reduce misconduct (Ameli et al., 2024). In addition, communication-driven supervision improves teacher performance and consistency in discipline implementation (Wardani et al., 2021). Overall, the integration of effective communication and supervisory coordination enhances discipline outcomes by promoting accountability, collaboration, and continuous behavioral guidance in educational settings (Mardalena, 2026).

This study aims to examine the importance of communication between school principals and guidance and counseling teachers in improving student discipline at MTS Bustanul Ulum. It provides both theoretical contributions by strengthening the understanding of interpersonal communication in school management and practical contributions for developing more effective communication strategies between school leaders and educators. In addition, the study emphasizes that good communication can create a more open, collaborative, and student-character-oriented school environment. Its impact is reflected in more harmonious working relationships between principals and teachers, as well as more consistent and well-directed efforts in fostering student discipline. Overall, effective communication plays an essential role in supporting the continuous improvement of educational quality and student character development, particularly through strengthening collaboration between school leadership and guidance and counseling teachers in a sustainable and effective educational environment.

RESEARCH METHODOLOGY

This study uses a qualitative research design with a descriptive approach. Qualitative research aims to deeply understand phenomena experienced by research subjects, such as behavior, perception, motivation, and actions in their natural context. The descriptive approach is used to systematically and factually describe student discipline at MTs Bustanul Ulum Waru Pamekasan. In this study, the researcher acts as the key instrument who directly collects and interprets data in the field. The focus of the study is to describe the role of the principal and Guidance and Counseling teachers in improving student discipline through communication and cooperation that occurs in the school environment in a real and comprehensive manner.

Table 1. Data Collection Techniques

No	Technique	Description	Purpose
1	Interview	Conducted in-depth with the school principal and Guidance and Counseling teachers to explore information related to	To obtain direct data regarding the role of communication in improving student discipline.

		communication, guidance strategies, and student discipline.	
2	Observation	Direct observation of school activities, teacher-student interactions, and the implementation of disciplinary rules in the school environment.	To understand the real conditions of discipline implementation and communication in the school.
3	Documentation	Collection of school documents such as school rules, student violation records, work programs, and activity archives.	To support and complement data from interviews and observations to ensure greater validity and completeness.

Data analysis in this study is conducted qualitatively using an interactive model which includes data reduction, data display, and conclusion drawing and verification. Data reduction is carried out by selecting, summarizing, and focusing data obtained from interviews, observations, and documentation to align with the research focus. After that, the data is presented in the form of narrative descriptions, tables, or relationship patterns to facilitate understanding of the studied phenomenon. The final stage is drawing conclusions, which is carried out gradually from the beginning of data collection and continuously verified throughout the research process.

Data validity in this study is tested using triangulation techniques to ensure the validity and credibility of the information obtained. The triangulation used includes source triangulation, technique triangulation, and time triangulation. Source triangulation is conducted by comparing data from the school principal, Guidance and Counseling teachers, and school documents. Technique triangulation is carried out by matching the results of interviews, observations, and documentation to check data consistency. Meanwhile, time triangulation is conducted by collecting data at different times to ensure information stability. In addition, the researcher also conducts member checking by confirming the findings with informants to ensure they match the actual conditions.

RESULTS AND DISCUSSION

Communication between the Principal and Guidance and Counseling Teachers in Improving Student Discipline at MTs. Bustanul Ulum Waru Pamekasan

Communication is the main key in building good relationships, especially in the context of school management at MTs Bustanul Ulum, where the role of the principal is very vital. The principal is not only responsible for managing the school but also acts as the highest leader in the institution. In order to maintain harmonious relationships with teachers, effective communication from the principal plays an important role in inspiring enthusiasm and motivation among all stakeholders. With clear, open, and constructive communication, the institution can achieve common goals more easily by ensuring that all parties involved understand the vision, mission, and necessary steps for shared success in improving the quality of education (Nanti, 2022).

The principal at MTs Bustanul Ulum shows consistent dedication in creating an inclusive and empowering work environment, which is reflected in several of his routine practices. First, he provides a space for teachers' aspirations by opening opportunities to openly listen to their ideas and suggestions. This not only gives teachers a sense of ownership in the decision-making process but also strengthens the bond between the principal and staff. Second, the principal gives teachers the freedom to express their creativity in educating students. This not only values teachers' abilities and innovative ideas but also creates an environment where they feel appreciated and recognized for their unique contributions. Third, maintaining familial relationships outside working hours is another important aspect of the principal's practice. Through casual interactions outside the work

environment, such as gathering for informal events, the principal strengthens personal bonds and maintains a family-like atmosphere in the school.

Fourth, the principal's overall approach is transparent, both in school management and in providing information to teachers. The principal ensures that all teachers are given equal opportunities and equal access to relevant information. Fifth, the principal prioritizes dialogue and deliberation in resolving problems involving the school and teachers. This approach strengthens the sense of ownership and involvement of all members of the school community, creating a responsive and inclusive environment. Thus, these practices not only reflect effective leadership but also encourage growth and sustainable development at MTs Bustanul Ulum. This creates an environment where every party feels heard and valued. Recommendations for communication patterns to implement the Merdeka Belajar program involve interpersonal, interpersonal, and administrative communication. It is important to recognize the strengths and weaknesses of each style. Good mutual understanding between the principal and the team is needed to apply the appropriate communication style (Iswandi, 2023).

Communication between the principal and teachers at MTs Bustanul Ulum can be described in two patterns: first, the linear communication pattern by the principal at MTs Bustanul Ulum. This communication has a two-way direction and aims for mutual understanding. The principal reflects a personality that maintains interpersonal communication. The linear communication model is a simple illustration of communication that occurs in one direction. The message moves directly from the sender to the receiver without feedback. In this model, the receiver is passive and there is no concept of feedback involved (Efendi, 2023). Linear communication, also known as "one-way communication," as developed by Claude Shannon and Warren Weaver, is characterized by encoding performed by the sender, which is then interpreted by the receiver. In addition, there is anticipation of possible noise in the communication process (Efendi et al., 2024).

In this communication pattern, the principal ensures that not only does he deliver information to staff and students, but he also pays attention to their responses and input. Communication in this school is not only a one-way flow but also allows for productive dialogue for mutual understanding. In addition, this communication pattern reflects the principal's personality as a leader who cares about interpersonal relationships. The principal does not only act as a decision-maker but also as a facilitator in building strong bonds among members of the school community. By paying attention to interpersonal communication, the principal creates an environment that supports cooperation and mutual respect among the entire MTs Bustanul Ulum community.

Second, symbolic interaction by the principal of MTs Bustanul Ulum. The principal is able to build effective communication with teachers, making them better in their communication. Seven qualities of effective communication are identified, namely communication that is continuous, creating openness and accessibility; communication that is without distance and barriers, strengthening personal relationships between principal and teachers; communication that is polite and gentle, creating a comfortable and respectful environment; communication that is proportional, according to needs and situations; communication based on needs, showing attention and responsiveness to individual needs; and communication that is simple, creating a warm and friendly atmosphere. The symbols exchanged in school interactions include verbal and nonverbal symbols, including the use of formal and informal language, where the exchange of these symbols can carry different meanings for teachers and students, influencing communication dynamics and interactions within the school environment (Maghfira & Mahadian, 2018).

The principal at MTs Bustanul Ulum applies the principles of symbolic interaction in building effective communication with teachers. Through the use of meaningful symbols and language, he is able to create an environment in which teachers feel heard and valued. In this interaction, the principal not only delivers instructions or directions but also pays attention to how these messages are understood and interpreted by the teachers. With his ability to build effective communication, the principal helps teachers improve their communication skills. Through the example given and clear guidance, the principal becomes a model for teachers in how they communicate with fellow staff, students, and parents. As a result, symbolic interaction practiced by the principal not only strengthens interpersonal relationships in the school but also improves overall communication effectiveness.

Guidance by Guidance and Counseling Teachers in Improving Student Discipline at MTs. Bustanul Ulum Waru Pamekasan

Guidance and counseling teachers play an important role in preventing student indiscipline through various efforts. One of the approaches used is counseling services that can be conducted in groups, individually, or involving parents. First, group counseling is carried out to address similar problems among students. Usually, counseling teachers at MTs Bustanul Ulum Waru Pamekasan call several students, around 3–7 people, to discuss mistakes that have occurred and their possible impacts. In this session, education about the consequences of undisciplined behavior is clearly delivered to students. The stages of group counseling for establishing rules are explained as follows: first, the formation stage, which is the planning and deliberation stage; second, the transition stage, which involves assigning stakeholder tasks; third, the activity stage, which is the implementation of rules within the educational institution; and fourth, the termination stage, which involves deliberation on the results of rule implementation and the formulation of sanctions for students who violate the rules (Sulaiha et al., 2021).

In this group counseling session, students are encouraged to share their experiences and thoughts about the problems they face, which may include negative behavior, peer conflicts, or learning difficulties. The counseling teacher acts as a discussion facilitator, provides guidance, and helps students understand the root of the problems and find appropriate solutions. Through group counseling, students not only receive support from teachers and peers but also learn to develop social skills, problem-solving abilities, and empathy. In addition, this process helps build a sense of togetherness and solidarity among students, as well as increases awareness of the importance of personal responsibility and the impact of their actions. Therefore, group counseling becomes an effective means of helping students overcome problems and grow personally within MTs Bustanul Ulum Waru Pamekasan.

Second, individual counseling is provided when a student has exceeded the established warning limit, namely three warnings. If after these warnings the student continues to violate rules, the counseling teacher at MTs Bustanul Ulum Waru Pamekasan will provide personal guidance to the student concerned. This approach aims to address the student's problems in a more focused and in-depth manner. Individual counseling is very effective in improving discipline and compliance with school rules. Through this guidance, students can understand the difference between good and bad behavior by being given relevant real-life examples. This approach combines direct experience with credible stories to provide a better understanding of the concepts of truth and discipline. Continuous efforts in providing individual counseling will help strengthen the understanding and application of these values in students' daily lives (Purnayasa, 2018).

In this individual counseling session, the counseling teacher focuses on gaining a deep understanding of the student's behavior that violates school rules. They try to identify the causes behind the behavior, provide positive encouragement, and help students develop more effective strategies for dealing with their challenges. Individual counseling provides space for students to reflect on their actions, understand the consequences of inappropriate behavior, and plan constructive improvement steps. In addition, it also creates opportunities for counseling teachers to build closer and more personal relationships with students, so they can provide more intensive and specific support according to individual needs. As a result, students are expected to gain a deeper understanding of the impact of their behavior and are able to make positive and sustainable changes in improving their personality and academic performance at MTs Bustanul Ulum Waru Pamekasan.

Third, if previous efforts fail to address student indiscipline, counseling teachers at MTs Bustanul Ulum Waru Pamekasan will involve parents as a final step. The school will invite parents to discuss the issues faced by their children and jointly seek solutions. The role of parents in improving students' discipline and responsibility at home is proactive, by introducing, instilling, and habituating discipline and responsibility through study schedules and parent-school communication. Collaboration between parents and teachers in supporting school programs has proven to be effective (Rantauwati, 2020).

In this meeting, the counseling teacher will openly and honestly explain the student's behavior and its impact on themselves and the school environment. Parents are given the opportunity to share their perspectives, provide insights into home conditions that may influence the child's behavior, and offer suggestions and support to address the issue. Through parental involvement, cooperation between school and home is expected to be strengthened in supporting student development and guidance. Parents can provide more intensive supervision and guidance at home, while schools provide additional support and counseling in the school environment. Thus, collaboration between school and parents becomes the key to handling student indiscipline effectively and sustainably.

CONCLUSION

Communication between the principal and guidance and counseling (BK) teachers in efforts to improve student discipline at MTs Bustanul Ulum Waru Pamekasan can be considered quite good. This can be seen from several conclusions indicating that the principal has maintained effective communicative relationships with teachers. The principal has taken several steps to maintain this relationship, including providing a space for teachers' aspirations, which allows them to express opinions, ideas, and input related to school policies; giving teachers freedom to demonstrate creativity in educating students, thereby supporting their professional development; building family-like relationships with teachers outside working hours, showing that personal relationships are also well maintained; striving to remain transparent in school management, including information management and ensuring equal opportunities for all teachers; and consistently holding dialogue and deliberation when problems arise involving the school and teachers, demonstrating a collaborative approach to problem-solving. Through these efforts, the principal has succeeded in building effective communication with BK teachers, which in turn has a positive impact on improving student discipline at MTs Bustanul Ulum Waru Pamekasan.

In addition to the findings, this study contributes to the understanding that effective communication between the principal and guidance and counseling teachers plays a significant role

in strengthening student discipline through collaborative leadership, openness, and participatory decision-making. However, this study has several limitations, such as the scope of data that is limited to one institution, reliance on descriptive analysis, and the lack of quantitative measurement to assess the direct impact of communication patterns on disciplinary outcomes. Therefore, the findings cannot be fully generalized to other educational contexts without further verification. For future research, it is recommended to expand the scope by involving multiple schools and combining qualitative and quantitative approaches to obtain more comprehensive results. Further studies may also explore student perspectives or integrate other variables such as school culture and parental involvement. In conclusion, effective communication remains a crucial factor in improving educational discipline and school management quality.

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AUTHOR CONTRIBUTIONS

- Author 1 : Conceptualization, research design, data collection, and drafting of the manuscript.
- Author 2 : Literature review, data analysis, interpretation of findings, and manuscript revision.
- Author 3 : Field coordination, interview facilitation, data validation, and editing support.
- Author 4 : Supervision, methodology guidance, critical review, and final approval of the manuscript.

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