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**TEACHERS' COMMUNICATION STRATEGIES IN MANAGING STUDENT BEHAVIOR
TO MAINTAIN CLASSROOM DISCIPLINE IN ELEMENTARY SCHOOLS**

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ABSTRACT

The purpose of this study is to investigate how primary school teachers manage student behavior through communication. The study combined a descriptive library research method with a qualitative approach. Data were gathered by analyzing a variety of literary sources, including books, scholarly journals, and pertinent papers that address classroom management and communication in learning. The study's findings show that teachers' verbal and nonverbal communication techniques are crucial in influencing students' behavior and fostering a positive learning environment. Students' comprehension of rules can be enhanced, discipline can be promoted, and teacher-student relationships can be strengthened by clear, consistent, persuasive, and sympathetic communication. Additionally, the development of learning is supported without creating emotional strain through the use of proper body language and sensitive remedial communication. Therefore, the ability of primary school instructors to create and implement communication strategies that are suitable for the features of student development has a significant impact on the success of classroom management.

Keywords: Teacher communication strategies, student behavior management, learning, classroom management, elementary school.

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INTRODUCTION

The first stage of formal education is elementary school, which is crucial in shaping students' personalities, attitudes, and basic skills. At this stage, the learning process emphasizes students' social, emotional, and moral growth alongside academic success. In reality, the effectiveness of interactions between teachers, students, and the learning environment has a significant impact on the quality of learning. Classroom management is a key component that influences how well this learning process proceeds.

Teachers' efforts to create and maintain a classroom environment that facilitates the teaching and learning process as effectively as possible can be summarized as classroom management. In addition to enforcing rules and regulating student behavior, classroom management also includes arranging the physical space, coordinating educational activities, fostering relationships among students, and cultivating a supportive learning atmosphere. Teachers are responsible for selecting management techniques appropriate to student characteristics, learning objectives, and general classroom dynamics, as they are the primary controllers in the classroom.

Because elementary school students are in a highly dynamic stage of cognitive and emotional development, classroom management presents unique challenges. In addressing various student behaviors—whether those that facilitate or hinder the learning process—teachers must be highly adaptive and sensitive. Therefore, selecting the right classroom management strategies is crucial. A pleasant learning environment, higher student engagement, and fewer learning disruptions can be achieved with the right strategies.

Permissive, democratic, and authoritative classroom management strategies are among those frequently used. The democratic approach emphasizes student participation in decision-making; the authoritative approach emphasizes a balance between firmness and warmth; and the permissive approach tends to grant students a great deal of freedom with minimal supervision. Teachers must also develop preventive strategies to address behavioral issues and corrective strategies to constructively address deviant behavior. However, in reality, many teachers still struggle to successfully implement classroom management strategies. This may be due to a lack of professional training, a lack of knowledge about appropriate tactics, or a lack of resources in the educational environment. Therefore, to provide valuable insights and advice for educators, a comprehensive examination of classroom management techniques is essential. In this context, the purpose of this essay is to analyze several classroom management techniques that can be used in elementary schools and how these techniques can enhance the educational process. It is believed that by thoroughly understanding these strategies, educators can improve their ability to manage classrooms and create a learning environment that is more productive, inclusive, and meaningful for every student.

RESEARCH METHODOLOGY

This study employs a descriptive literature review and qualitative methodology. Since the objective of this research is to comprehensively understand and describe concepts regarding teacher communication techniques in managing student behavior based on various relevant scientific references, a qualitative

methodology is utilized.

According to the book *Qualitative Research Methods* by Abdul Fattah Nasution, qualitative research is descriptive in nature and prioritizes the investigation of meaning and process over statistical data. Therefore, this study focuses on the interpretation and significance of the literature under review rather than on the processing of quantitative data. The research approach used is a literature review (also known as library research), which involves examining, evaluating, and synthesizing various textual sources, including books, scientific journals, research articles, and documents related to the research topic.

RESEARCH FINDINGS AND DISCUSSION.

Communication According to Hardjana, as cited by Endang Lestari G (2003), etymologically, communication derives from the Latin word "cum," a preposition meaning "with" or "together," and "unus," a term signifying "one." These two words form the term "communio," which in English is known as "communion," meaning "gathering, unity, friendship, group, association, or connection." Since community requires effort and dedication, the term "communication" comes from the verb "communicare," which means "to share something with someone," "to exchange," "to discuss something with someone," "to inform someone of something," "to discuss," "to exchange ideas," "to interact," or "to befriend." In other words, communication means "conveying information, speaking, chatting, exchanging ideas, or building relationships."

According to Everett M. Rogers, communication is the process of conveying ideas from a source to a recipient with the aim

of changing their behavior. Theodore Herbert holds a similar view, stating that communication is the process by which information and meaning are transferred from one person to another, usually with the intention of achieving a specific goal. Communication in learning is the process of conveying ideas from one individual to another to successfully deliver a message to the intended recipient in an effective and efficient manner. Interpersonal communication is crucial for fostering positive relationships between teachers and students during the teaching and learning process. Both parties play a key role in determining how well communication flows during the learning process. However, since teachers are responsible for the classroom, it is their duty to encourage productive classroom discussions. A teacher's communication skills directly impact how effectively they fulfill this responsibility. When a message—such as instructional material—is received, understood, and elicits a positive response, communication is considered effective within the context of the learning process. Verbal and nonverbal communication are two categories of communication from a process perspective. The use of spoken and written language is referred to as verbal communication. Conversely, nonverbal communication employs gestures, body language, images, symbols, facial expressions, and similar elements. Teachers must understand that schools berada di pusat masyarakat karena mereka are at the center of the community because they serve as intermediaries or communicators. Schools must not become an "ivory tower" isolated from society. Since students are both children and members of society, schools are designed to fulfill the

mission and expectations of society. Teachers must act as intermediaries between society and the school to avoid this issue by selecting and implementing mutually beneficial learning patterns, approaches, tactics, methods, and procedures. Utilize the community, organizations, events, objects, situations, culture, and industry as educational resources for students. For effective communication to occur, a communication process must contain the elements of communication. These elements must include at least six components: the source, the sender, the message content, the medium, the communication process, and the impact.

Basic Elements of Communication:

- a. One component of communication is the source, which serves as the foundation for sending and reinforcing a message. As a communication component, the source can take many different forms. Sources can include people, institutions, publications, papers, and many more.
- b. As a component of communication, the communicator is the person who distributes and transmits information. Success in influencing the recipient (message receiver) in communication largely depends on the communicator's role. The communicator must be able to select the target audience and ensure the desired response. The communicator must ensure the recipient can understand the message before sending it. To achieve the goal more successfully, the communicator must also be able to select the medium to be used for persuasion. The information conveyed by the communicator to the recipient can be considered a message, one of the components of communication. The sender can communicate in various ways,

including through speech, body language, facial expressions, and intonation. A message, as one of the elements of communication, can take various forms, including:

- Informative messages, which convey information or facts that help the recipient make decisions.
- Communication, as one of the elements of communication, can be categorized into various groups, including nature, direction, and the number of individuals involved.

These elements of communication are typically distinguished based on their characteristics, namely grouped into two types: verbal communication and nonverbal communication. Verbal communication is a type of communication that uses verbal symbols. These verbal symbols can be expressed orally or in written form. Verbal communication can take place between two or more people through direct interaction without any distance or intermediary devices.

The Role of Communication in Learning

In the learning process, communication plays a crucial role as it serves as a means for teachers to convey information and knowledge to students. Their responsibility is not limited merely conveying knowledge; they also help students understand the subject matter, stimulate their curiosity, and encourage active engagement. Teachers can optimize the learning process and achieve desired goals by tailoring their explanations to students' needs and level of understanding through effective communication. Additionally, communication serves as a means to guide and manage the learning process. Through guidance, encouragement, and feedback, teachers can assess students'

understanding of the material and adjust teaching methods as needed. This two-way interaction makes learning more dynamic and enhances the effectiveness of knowledge transfer. The role of communication is also evident in fostering a supportive classroom environment. Good communication makes students feel comfortable asking questions, discussing, and collaborating with peers and teachers

Forms and Implementation of Teacher Communication in Managing Student Behavior

Teachers' use of verbal and nonverbal cues to convey learning concepts is a key indicator of their communication tactics in the classroom. Teachers speak in a way that is easy to understand and appropriate for their students' developmental stage. To ensure children grasp the message, word choice, tone of voice, and speaking pace are crucial. Additionally, by giving students the opportunity to ask questions, discuss, and share their perspectives, teachers foster two-way communication and promote active participation. A teacher's body posture, hand gestures, eye contact, and facial expressions are examples of nonverbal communication in the classroom. Students are more likely to focus and form an emotional connection with a teacher who frequently makes eye contact and approaches them while teaching. A friendly face and an open body posture can contribute to a positive learning environment. In the classroom, many methods are used to implement teachers' communication strategies. To connect new information with students' prior experiences, teachers typically begin class with an introduction. Teachers use learning materials and real-world examples to help students understand the information they

teach in an organized manner. Additionally, teachers adapt their communication methods to suit their students' characteristics. For example, they may use assertive communication to enforce classroom rules or persuasive techniques to address inattentive students. Furthermore, by fostering positive relationships, offering support, and showing empathy toward students' learning difficulties, educators employ interpersonal communication techniques. To avoid undermining students' self-confidence, immediate feedback—whether in the form of praise or correction—is delivered in a polite manner. Teachers who communicate effectively not only convey knowledge but also shape students' attitudes, behaviors, and discipline. Therefore, the design and implementation of teachers' communication methods in the classroom involve the use of structured and interactive verbal and nonverbal communication, tailored to students' needs and characteristics, so that the learning process can proceed efficiently and in a conducive environment.

The Impact of Teacher Strategies on Managing Behavior

Orderly classroom learning is greatly influenced by effective communication techniques. Students are better able to understand the behavioral boundaries they must adhere to when teachers consistently and clearly communicate rules and expectations. Because they are aware of what is permitted and prohibited, the classroom environment becomes more organized. Students' respect for their teachers can also be enhanced through effective and empathetic communication. When students feel valued and understood, they tend to be more cooperative and compliant. On the other hand, inconsistent or disrespectful communication

can lead to conflicts and a decline in classroom order. Furthermore, successful communication strategies can increase student engagement in the educational process. Students pay closer attention, feel more comfortable voicing their opinions, and are more open to the learning material when the classroom is organized and welcoming. Therefore, fostering efficient communication between teachers and students is just as important as having rules for an organized learning process.

The Relationship Between Teacher Communication Strategies and Classroom Discipline

Orderly classroom learning is greatly influenced by effective communication techniques. Students are better able to understand the behavioral boundaries they must adhere to when teachers consistently and clearly communicate rules and expectations. Because they are aware of what is permitted and prohibited, the classroom environment becomes more organized. Students' respect for their teachers can also be enhanced through effective and empathetic communication. When students feel valued and understood, they tend to be more cooperative and compliant. On the other hand, inconsistent or disrespectful communication can lead to conflicts and a decline in classroom order. Furthermore, successful communication strategies can boost student engagement in the educational process. Students pay closer attention, feel more comfortable voicing their opinions, and are more open to the learning material when the classroom is organized and welcoming. Therefore, improving efficient communication between teachers and students is just as important as having rules for an organized learning process. When

disruptive behavior is managed, the relationship between communication techniques and classroom discipline becomes clear. Behaviors such as talking while the teacher is explaining, not paying attention, or interrupting classmates are common in a dynamic classroom environment. This is where the effectiveness of communication methods is evaluated. Teachers will be more successful in reestablishing a positive classroom environment if they can effectively use corrective communication, such as issuing private reprimands, maintaining a calm demeanor, and avoiding humiliating children in front of their peers. On the other hand, communicating in an angry or highly emotional manner can actually lead to resistance and worsen the classroom environment. Maintaining order in the classroom is also greatly aided by nonverbal communication. Verbal reprimands are often less effective than eye contact, facial expressions, body posture, and approaching students who are beginning to lose focus. Firm yet non-aggressive body language can serve as a subtle signal of control to maintain classroom order without disrupting the learning process. This illustrates how a teacher's behavior and presence in the classroom can help establish order alongside their words. Positive and compassionate communication techniques help students feel psychologically safe and respected. Students will feel more comfortable participating, asking questions, and voicing their ideas in an emotionally safe learning environment. Students are more likely to act cooperatively when they feel valued. The foundation of mindful discipline is mutual respect between educators and students. In such an environment, students' internal awareness creates order, rather than it being imposed

from the outside. Additionally, solid behavioral patterns in the classroom are formed through the use of consistent communication tactics. Habits are formed when rules and consequences are communicated consistently. Teachers will be fair in enforcing rules, and students will understand that every behavior has consequences. Students view the learning environment as predictable and structured when this consistency is maintained. This well-defined structure is the primary foundation for building orderly learning. On the other hand, children may become confused by inconsistent, ambiguous, or fluctuating communication. Students may be more likely to break rules as a result of this lack of clarity. Additionally, rude or demeaning conversations can damage interpersonal relationships between teachers and students, ultimately leading to a decline in order and discipline in the classroom. Consequently, there is a continuous cause-and-effect relationship between teachers' communication techniques and organized learning. An organized and effective learning environment will be created, discipline will be fostered, and constructive student behavior will be guided by appropriate communication techniques. Strict rules and severe punishments are not the only factors contributing to orderly learning; rather, organized, empathetic, consistent communication methods that align with the developmental characteristics of elementary school students are the key. Therefore, a teacher's ability to plan and implement effective communication techniques is a critical determinant of successful classroom management and the achievement of learning objectives.

CONCLUSION

Based on the findings of the literature review, it is clear that teachers' communication techniques are crucial for managing student behavior and maintaining order in elementary school classrooms. The primary way for to communicate rules, expectations, and disciplinary standards to students is through effective verbal and nonverbal communication. It has been proven that the use of clear language, consistent delivery, empathy, and appropriate body language can foster a positive learning environment and encourage students to actively participate in their education. Additionally, persuasive and instructional communication techniques help students understand the reasoning behind each rule, fostering self-awareness rather than merely applying pressure. When used wisely, corrective communication can also address inappropriate behavior without

upsetting students or teachers or damaging their relationships. Therefore, a teacher's ability to create and implement communication tactics suited to students' developmental characteristics is a key factor in the success of classroom management in elementary schools. Beyond establishing order in the classroom, effective communication techniques also foster harmonious relationships and promote the best possible achievement of academic goals.

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