



ANALYSIS OF STUDENT COMMUNICATION PATTERNS OF STATE VOCATIONAL SCHOOL 5 ENREKANG IN THE DIGITAL ERA

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Abstract

Communication plays an important role in building social interaction and supporting the learning process in the school environment. Communication between teachers and students can serve as a fundamental foundation in the transformation of knowledge. This study aims to examine students' communication patterns at SMK Negeri 5 Enrekang and to identify the factors influencing them. This study employed a qualitative approach using a survey method. Data were collected through questionnaires distributed to 26 students using a Likert scale. The data were analyzed using descriptive statistical techniques, including percentages and mean scores. The results showed that students' communication patterns were in the good category, with the indicators of "feeling hesitant or shy toward teachers" and the use of slang among students having higher percentages

compared to other indicators. This indicates that students tend to be more open in communicating with peers but still experience barriers when interacting with teachers. Social media also plays a role as a means of communication and coordination, although it has the potential to cause misunderstandings. In addition, students' self-confidence is higher during practical activities such as internships Field Practice (PKL) compared to classroom situations. Overall, students' communication patterns are considered good, but improvements are still needed, especially in formal communication with teachers.

Keywords: *Communication, Student, Interpersonal Communication, Qualitative Survey*

1. Introduction

Communication is key to any form of social interaction, especially in educational settings where there is intense information exchange between individuals. Success in building understanding, reducing potential conflict, and enhancing collaboration depends heavily on how effectively the communication patterns implemented by the people within it. According to Widiyanarti et al. (2024), a deep understanding of the communication context is crucial for building empathy and creating a harmonious environment amidst diverse individual backgrounds. At SMK Negeri 5 Enrekang, the diversity of student characters demands appropriate communication patterns so that instructional and social messages can be conveyed effectively.

In schools, the relationship between teachers and students is the primary foundation for the transformation of knowledge. Effective interpersonal communication is not simply about conveying course material, but also about how to address students' emotional needs and personal understanding. Rofiqi and Sugianto (2024) emphasize that clarity of message and intimacy in interactions are crucial aspects of the dynamics of educational communication. Without closeness and openness in communication, teaching and learning interactions will feel awkward and difficult to achieve the desired educational goals.

However, the reality on the ground often shows that communication patterns in schools are still dominated by one-way, teacher-centered communication. This results in students acting

more as passive recipients of information, ultimately limiting their opportunity to develop their ability to express themselves. In their research, Katrini et al. (2023) found that the dominance of one-way communication from teachers tends to hinder active student participation in class. If this situation continues, it could make students at SMK Negeri 5 Enrekang less competitive in the communication skills that are crucial for the future workplace.

These communication challenges are further complicated by personality differences among students, such as those with introverted tendencies. Students with this personality often require more time and a different approach to open up to communication or teamwork. Taher (2023) explains that students' communication and collaboration skills are often neglected when the learning process focuses solely on academic achievement without considering the psychological aspects of students. Therefore, analyzing how students with different personality backgrounds interact is highly relevant.

In today's modern era, students' communication patterns are inextricably linked to the development of digital technology and social media. Technology has transformed the way people interact, with physical boundaries no longer a barrier. However, this has also brought about changes in overall communication culture. Purwanto et al. (2025) state that digital technology plays a significant role in influencing societal culture and communication patterns, which in turn impacts student behavior at school. The widespread use of gadgets among

adolescents can create new communication patterns that differ from conventional communication methods.

Based on these shared dynamics, it is important to conduct an in-depth analysis of the actual communication patterns among students at SMK Negeri 5 Enrekang. By understanding communication barriers, the influence of technology, and interactions between individuals in schools, we can formulate a more effective approach to improving the quality of social relationships in the educational environment. As emphasized by Sidik and Sobandi (2018), effective communication skills will ultimately lead to tangible improvements in student motivation and overall learning outcomes. Through this research, it is hoped that strategic solutions will be found to create more inclusive and educational communication patterns.

The purpose of this study is to determine and analyze the communication patterns of students at SMK Negeri 5 Enrekang, both in interactions with teachers and with friends. This study also aims to identify students' tendencies in choosing communication media, such as direct communication in class or through social media and messaging applications such as WhatsApp. In addition, this study aims to analyze the level of comfort and confidence of students in communicating in various situations, such as in class, during Field Work Practice (PKL), and in online communication. This study also aims to identify communication barriers, such as shyness, misunderstandings in digital communication, and the use of language in

students' social interactions. This study is expected to provide an overview of the effectiveness of communication patterns used by students in the school environment, so that it can be used as evaluation material in improving the quality of more effective communication, both in the learning process and in school activities.

2. Literature Review

Communication is a fundamental process in human interaction that involves the exchange of messages, ideas, and emotions to achieve a common meaning between the sender and receiver of the message. In theoretical studies, one relevant model is the interactional communication model, which emphasizes the importance of the field of experience so that messages are not disturbed or distorted in meaning. According to Hidayat and Setyanto (2023), the effectiveness of communication in the school environment is highly dependent on the individual's ability to carry out self-disclosure to build trust and emotional support. Understanding this theory is an important foundation for students of SMK Negeri 5 Enrekang in forming healthy communication patterns and minimizing misunderstandings in daily social interactions in the educational environment.

The benefits of effective communication for students are extensive, ranging from developing academic skills to developing professional character ready to enter the workforce. Through good communication, students can increase their confidence in expressing opinions, strengthen

interpersonal relationships with teachers, and develop collaborative skills, which are key competencies in the 21st century. As explained by Suryani and Fitriyani (2024), clear instructional communication patterns are very beneficial for vocational high school students in mastering practical skills because they facilitate the process of transferring technical instructions accurately and efficiently. By mastering the right communication patterns, students are not only successful in achieving academic grades, but also have better mental and social readiness when facing challenges in the future world of work.

In today's modern era, the theoretical basis for student communication patterns must also consider digital literacy and ethics in communicating through various social media platforms. The theory of digital communication behavior highlights how technology is changing the way adolescents interact, where space and time are no longer the main barriers, but instead pose new challenges related to politeness in language. Pratama and Sari (2024) emphasize that education on communication ethics is crucial to preventing negative impacts such as digital conflict or cyberbullying among high school students. Therefore, the application of inclusive and ethical communication theory in schools is highly relevant to creating a safe learning environment and supporting the development of students' holistic personalities amidst the rapid flow of digital information.

3. Methodology

The type of research used is descriptive qualitative research. This study aims to measure and analyze the communication patterns of students at SMK Negeri 5 Enrekang. The subjects in this study were 26 students from SMK Negeri 5 Enrekang who completed a questionnaire. The data collection technique used was descriptive statistics through the distribution of questionnaires. Meanwhile, the obtained data was processed by calculating scores, percentages, and averages to describe student communication patterns. The results of the analysis were then presented in the form of diagrams and descriptive descriptions to facilitate drawing conclusions.

4. Results and Discussion

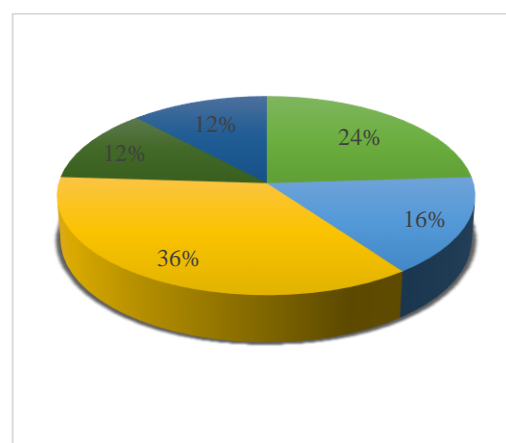


Figure 1. Percentage of asking questions to the teacher via WhatsApp rather than asking directly in class

Figure 1 shows the percentage of student preferences for asking questions to teachers. 36% of students preferred asking questions via WhatsApp, followed by 24%, 16%, and 12%, respectively, for other options. Some students were found to feel more comfortable using

WhatsApp as a means of asking questions than asking them directly in class. This demonstrates that digital communication offers convenience, flexibility, and increases students' confidence in asking questions without the pressure of face-to-face interaction.

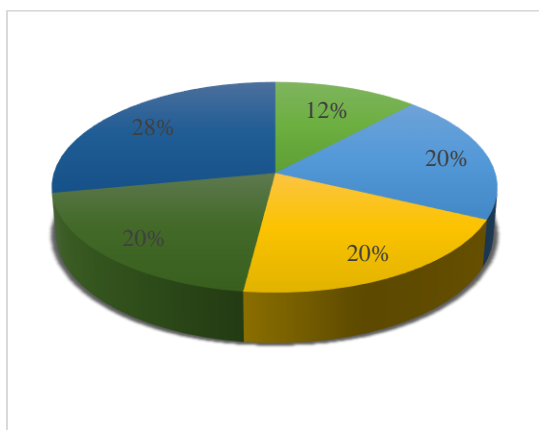


Figure 2. Use of Slang to Build Familiarity

Figure 2 shows a pie chart showing how slang is used to build rapport between students, teachers, and other colleagues. The data shows that 28%, or approximately 7%, of students agree that slang/informal language is more appropriate for everyday communication than formal language. This finding suggests that, in the student context, language use is strongly influenced by the social environment at school, where students tend to use formal language when communicating with teachers or in formal situations.

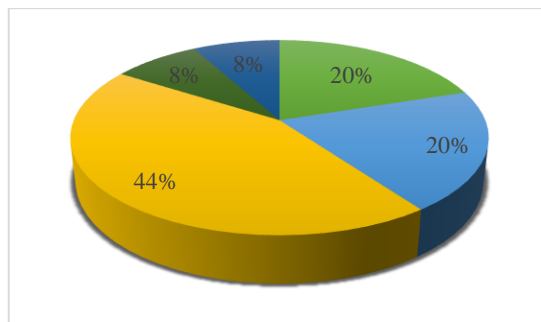


Figure 3. Percentage of Misunderstandings in Task Coordination Through Chat Groups

Figure 3 shows the percentage of misunderstandings in task coordination via chat groups. 44% of respondents stated they had experienced misunderstandings, 20% sometimes, 20% rarely, and 8% each never or very rarely experienced them. This indicates that the use of chat groups for task coordination still often results in misunderstandings among students. This is in line with research by Kartika et al. (2020) which stated that text-based communication in WhatsApp groups can potentially lead to miscommunication due to differences in message interpretation among members. Therefore, it can be concluded that clearer, more detailed, and more structured communication is needed for more effective task coordination.

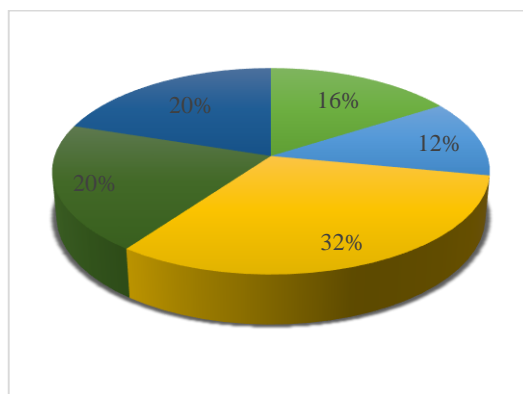


Figure 4. Percentage of Student Self-Confidence During PKL Compared to Classroom Learning

The pie chart in Figure 4 shows that 32% of students felt more confident communicating during the internship compared to theoretical learning in class. This finding suggests that internship experiences (PKL) significantly contribute to improving students' communication confidence compared to classroom experiences. This aligns with research by Sari et al. (2021), which states that hands-on practical experience can improve students' communication skills and self-confidence due to real-world interactions in the workplace.

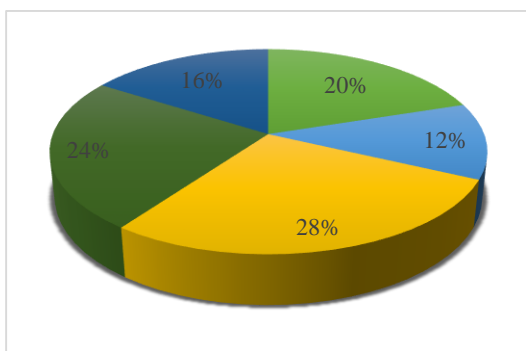


Figure 5. Percentage of Social Media Use as a Source of School Information

Based on the pie chart in Figure 5, the data shows that 28%, or approximately 7 students, use social media (Instagram/TikTok) as their primary source of information regarding school activities. These results demonstrate that social media plays a significant role as a primary tool for disseminating information among students. This aligns with research by Putri et al. (2022), which states that social media is effective as an information resource because it is fast, easily accessible, and closely related to students' lives.

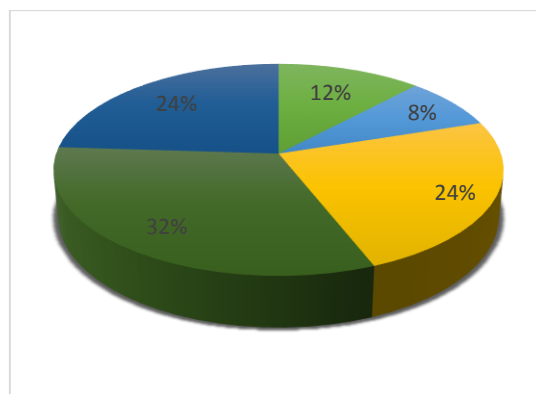


Figure 6. Percentage of Feeling Reluctant or Embarrassed to Start a Conversation with a Teacher

Figure 6 shows the pie chart showing the percentage of students feeling reluctant or embarrassed to initiate a conversation with a teacher. It shows that approximately 32% of students feel reluctant or embarrassed to initiate a conversation with a teacher unless the teacher initiates it. These results indicate that students still lack confidence when initiating communication with teachers. This aligns with research by Kartika et al. (2020) which states that psychological factors such as shyness and lack of self-confidence can influence students' efforts to interact with teachers.

5. Conclusion

Student communication patterns at SMK Negeri 5 Enrekang are influenced by the communication medium, language use, experience, and psychological conditions. Face-to-face communication is more effective in conveying messages and reducing misunderstandings, while digital communication facilitates access to information but is less optimal for academic interactions. The use of slang

increases familiarity among students, while formal language is used in official situations. Coordination through chat groups still experiences challenges, but the PKL (Practice Work Experience) experience can increase student confidence. Social media also plays a role as a source of information. However, feelings of awe towards teachers remain a barrier. Therefore, a balance in communication and increased self-confidence are needed for more effective communication.

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