



STUDENTS' PERCEPTION OF THE IMPORTANCE OF PROFESSIONAL COMMUNICATION ETHICS IN THE SCHOOL ENVIRONMENT OF STATE SENIOR HIGH SCHOOL 7 TANA TORAJA AS PREPARATION FOR THE WORLD OF WORK

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Abstract

This study aims to determine students' perceptions of the importance of professional communication ethics in the school environment as preparation for entering the world of work. The research used a quantitative approach with a descriptive survey design, conducted on March 11, 2026, at SMA Negeri 7 Tana Toraja with a sample of 32 students selected through *simple random sampling*. Data were collected using closed-ended questionnaires via Google Forms with a four-point Likert scale, then analyzed using quantitative descriptive analysis. The results showed that the average student perception score was 4.48 (good category), with the empathy/ethics dimension (4.61) and two-way communication dimension (4.55) reaching the very good category, while the media usage dimension (4.45) and information clarity dimension (4.30) were in the good category. In

conclusion, students have a positive perception of teachers' implementation of professional communication ethics, which plays an important role in shaping their readiness to face professional interaction demands in the world of work. The school is advised to continuously improve the consistency of teacher communication, especially regarding the clarity of assignment instructions, to strengthen all students' professional communication readiness.

Keywords: *Professional Communication Ethics; Students' Perception; School Environment; Work Preparation; SMA Negeri 7 Tana Toraja*

1. Introduction

Communication is the process of conveying information, ideas, emotions, or messages between individuals or groups with the goal of achieving mutual understanding. This process involves a sender, message, channel, and receiver, and is often influenced by factors such as encoding, interpretation, and feedback (Martha et al., 2024). Furthermore, Fadli et al. (2023) state that communication is a means of establishing relationships between one person and another. Thus, communication can be understood as the process of conveying information, ideas, emotions, or messages that serve as a bridge between individuals.

Tana Toraja State Senior High School 7 is an interesting school to study regarding students' perceptions of the importance of professional communication ethics in the school environment as preparation for entering the workforce. This is due to the interaction between teachers and students that focuses not only on delivering material but also reflects the application of communication ethics, such as politeness, respect for opinions, and how to convey ideas effectively. Furthermore, the existence of two-way communication and the use of learning media also shape students' experiences in interacting professionally.

However, the reality in schools often reveals a significant communication gap between teachers and students, which can trigger various behavioral problems. According to Lorensia and Setyanto (2018), communication failures are

often caused by weak interactions between students and teachers, which can trigger various problems such as student brawls and the phenomenon of seniority. This disharmony creates obstacles in conveying educational messages and makes the school environment less conducive to student character development.

The poor quality of communication is also triggered by several interrelated inhibiting factors in educational interactions. Lubis (2020) explains that the communication process between teachers and students will achieve maximum effectiveness when supported by good interpersonal relationships, but obstacles often arise where students are not open in communicating their problems. In addition to openness, the quality of this relationship is also greatly influenced by the teacher's ability to conduct effective two-way communication to change students' attitudes and behavior in a more positive direction. If these communication barriers are allowed to persist without any improvement efforts, the potential for interpersonal conflict will increase and hinder students' readiness to apply professional communication ethics in the future. Therefore, understanding and applying communication ethics from an early age in the school environment is crucial as initial capital for students entering the workforce.

Despite the numerous obstacles that frequently arise in educational interactions, effective communication holds significant potential for supporting both academic success

and student self-development. According to Dalimunthe and Harida (2025), communication processes integrated with information technology play a crucial role as learning resources capable of stimulating students' cognitive, emotional, and learning interests in greater depth. Furthermore, mastering digital communication ethics, as emphasized by Fachruddin et al. (2023), provides students with protection, enabling them to filter information wisely and avoid the risks of cybercrime.

Thus, the combination of smooth information flow and understanding of communication ethics not only improves students' academic achievement but also shapes their professional character and mental readiness to face the challenges of increasingly complex interactions in the digital era. The purpose of this study was to determine students' perceptions of the importance of professional communication ethics in the school environment of SMA Negeri 7 Tana Toraja as preparation for entering the workforce.

2. Literature Review

A. Communication

1. Definition of communication

Communication is a fundamental activity that is inseparable from human life. Etymologically, the word "communication" comes from the Latin "communicare," meaning to make something common or to share. In this

sense, communication is essentially an effort to create a shared meaning between the communicating parties.

Martha et al. (2024) define communication as the process of conveying information, ideas, emotions, or messages between individuals or groups with the goal of achieving mutual understanding. This process involves a sender, message, channel, and receiver, and is often influenced by factors such as encoding, interpretation, and feedback. Similarly, Fadli et al. (2023) state that communication is a means of establishing relationships between one person and another, thus fostering mutual understanding and harmonious cooperation.

Cangara (2014) states that communication is a process in which one or more individuals, groups, organizations, and communities create and use information to connect with their environment and other people. He further emphasizes that effective communication requires clarity of message, conveying it in clear, systematic language that is appropriate to the recipient's capacity.

Based on these various definitions, it can be concluded that communication is the process of exchanging information, messages, ideas, or concepts between two or more parties

through a specific channel with the aim of creating a shared understanding. Successful communication is characterized by feedback indicating that the message has been received and understood as intended by the sender.

2. Elements of communication

Every communication process consists of interrelated elements. According to Cangara (2014), the main elements in communication include:

a. Source

The source is the party that initiates communication, namely the individual, group, or institution that conveys the message. A good source is one who is able to package the message appropriately, clearly, and in a way that is understandable to the recipient.

b. Message

A message is the information, idea, or feeling a source wishes to convey to a recipient. Messages can be verbal (spoken or written) or nonverbal (gestures, facial expressions, voice intonation).

c. Channel

Channels are the media used to convey messages, either directly (face to face) or indirectly (via print,

electronic, or digital media such as WhatsApp and Google Classroom).

d. Receiver

The recipient is the party to whom the message is directed. The recipient plays an active role in interpreting the message based on their knowledge, experience, and cultural background.

e. Feedback

Feedback is the response or reaction a receiver gives to a message they receive. Feedback allows the sender to know whether the message has been understood correctly and is the basis of two-way communication.

B. Professional Communication

1. Understanding Professional Communication

Professional communication is a form of communication carried out in a work or organizational context, prioritizing effectiveness, courtesy, clarity, and responsibility. Professional communication encompasses not only the ability to convey information accurately, but also the ability to listen, respond, and build respectful working relationships.

Fadli et al. (2023) emphasized that high-quality interpersonal communication in education is

characterized by reciprocal interactions, where a professional acts not only as a sender of information but also as an active and responsive listener. Effective professional communication in education is reflected in how teachers deliver material, give instructions, respond to student questions, and build a conducive classroom climate..

According to Lubis (2020), communication between teachers and students will be maximally effective if supported by good interpersonal relationships. These good interpersonal relationships are built through openness, empathy, support, positivity, and equality, all of which are essential elements of professional communication.

2. Professional Communication Indicators

Based on literature reviews and empirical findings from various studies, professional communication in the context of education can be measured through the main indicators, namely:

a. Clarity of Information

Clarity of information is the communicator's ability to convey a message clearly, systematically, and easily understood by the recipient. Cangara (2014) states that clarity of message is a primary requirement for effective communication. In the

context of learning, clarity of information includes the teacher's ability to convey lesson material and assignment instructions in language appropriate to the student's level of understanding. Martha et al. (2024) add that effective communication in educational organizations requires clarity and consistency in every delivery of information to avoid ambiguity for the recipient.

b. Two-Way Communication

Two-way communication is an interactive process involving the reciprocal exchange of messages between teachers and students. Puspitosari and Lokananta (2021) emphasized that active two-way communication between teachers and students creates a participatory and conducive learning process. In two-way communication, teachers not only act as senders of information but also as active listeners, providing space for students to ask questions, express opinions, and participate in the learning process. Lubis (2020) added that openness in two-way communication significantly determines the effectiveness of the teaching and learning process.

c. Media Usage

The use of communication media is a crucial dimension of professional communication in the digital era. Dalimunthe and Harida (2025) stated that the integration of information technology into the learning communication process plays a crucial role in stimulating students' cognitive aspects and learning interests. The use of media such as presentations, videos, e-learning, WhatsApp, and Google Classroom allows for more effective, efficient, and engaging information delivery. Puspitosari and Lokananta (2021) emphasized that digital media has become an effective means of communication between teachers and students, but norms and ethics must still be considered in its use. Fachruddin et al. (2023) emphasized the importance of mastering digital communication ethics so that technology can be used responsibly and productively.

d. Empathy and Communication Ethics

Empathy and ethics are the foundation of dignified professional communication. Azzahra et al. (2025) emphasized that empathy and politeness are core principles in communication ethics that shape harmonious social interactions,

mutual respect, and trust. In the teacher-student context, empathy is demonstrated through respecting students' opinions, being willing to listen, not belittling, and using polite and non-offensive language. Teachers who are empathetic and ethical in their communication will serve as strong role models for the development of students' professional communication character.

C. Communication Ethics

1. Understanding Communication Ethics

Communication ethics is a set of norms, values, and principles that govern how people communicate honestly, responsibly, politely, and respectfully with others. Communication ethics governs not only what can and cannot be said, but also how it is conveyed through word choice, tone of voice, gestures, and the media used.

Azzahra et al. (2025) define communication ethics as the foundation for effective, polite, and responsible social interactions, emphasizing the importance of empathy, honesty, openness, and respect for differences in every interaction. Without good communication ethics, interactions between individuals tend to lead to conflict,

misunderstandings, and strained social relationships.

D. Student Perception

1. Understanding Perception

Perception is the mental process an individual uses to interpret and give meaning to information received through the senses. Perception is not simply passive observation, but rather an active process influenced by the individual's experience, knowledge, beliefs, and social context..

Hidayatullah et al. (2021) stated that student perceptions are strongly influenced by direct experiences in the learning process. This means that students' perceptions of their teacher's communication quality are not solely based on one or two incidents, but rather are formed from the accumulation of daily interactions in the learning process. Positive perceptions will encourage higher learning motivation, while negative perceptions can hinder student participation and openness.

2. Factors Influencing Student Perception

Students' perceptions of teacher communication are influenced by various factors, including:

a. Message Delivery Quality

The way a teacher delivers material, whether it is clear,

systematic, and easy to understand, greatly influences how students perceive their teacher's communication competence.

b. Transparency in Message Delivery

Teachers who are open to questions and actively respond to students' opinions will be perceived as professional and supportive communicators.

c. Use of Learning Media

The use of appropriate and varied media will strengthen students' positive perceptions of the teacher's communication skills.

d. Teacher Empathy and Attitude

Teachers who are empathetic, polite, and respectful of each student will form a strong positive perception, as well as become a model of professional communication that students will emulate.

Based on the theoretical study that has been presented, this study focuses on students' perceptions of the application of professional communication ethics by teachers at SMA Negeri 7 Tana Toraja. Students' perceptions are measured through four main dimensions that reflect indicators of professional communication,

namely: (1) clarity of information, (2) two-way communication, (3) use of media, and (4) empathy or communication ethics. These four dimensions are operationalized through a questionnaire with a Likert scale and analyzed descriptively quantitatively.

The results of measuring students' perceptions of these four dimensions are then used to draw conclusions about the extent to which the school environment, particularly through interactions with teachers, has equipped students with professional communication experience that can become capital in entering the world of work.

3. Methodology

This study used a quantitative approach with a descriptive survey method, aiming to systematically describe students' perceptions of the importance of professional communication ethics as preparation for entering the workforce. The study was conducted at SMA Negeri 7 Tana Toraja, with students as respondents. Data collection took place on March 11, 2026.

The population in this study was all students of SMA Negeri 7 Tana Toraja, while the sample was drawn using a simple random sampling method, with 32 students as respondents.

Data collection was conducted by distributing questionnaires to students online using Google Forms. The questionnaire used was a closed-ended questionnaire, where respondents were asked to select answers from the provided

options. The research instrument was developed based on indicators of professional communication ethics, including: (1) clarity of information, (2) two-way communication, (3) media use, and (4) empathy or communication ethics. Data measurement used a four-level Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

The research instrument was developed by the researcher based on professional communication theory and underwent simple validity and reliability tests to ensure accuracy and consistency of measurement. The data obtained were then analyzed using quantitative descriptive analysis, calculating the frequency and percentage of respondents' responses. These data were then presented in diagrams and tables to facilitate data interpretation.

4. Results and Discussion

A. Respondent Overview

This study involved 32 students from SMA Negeri 7 Tana Toraja as respondents. The distribution of respondents by class is presented in Table 1 below.

Table 1. Distribution of Respondents by Class

Class	Number of Students
X	15
XI	1
XII	16
Total	32

Based on the table, it can be seen that the largest number of respondents came from class XII, as many as 16 people (50.0%), followed by class X with 15 people (46.9%), and class XI with 1 person (3.1%).

B. Information Clarity Dimension

The information clarity dimension measures students' perceptions of the teacher's ability to convey lesson material and assignment instructions clearly and easily understood. According to Cangara (2014), message clarity is one of the main requirements for effective communication, where the message must be delivered in a clear, systematic language, and according to the recipient's capacity. Two indicators measured in this dimension are clarity of material delivery and clarity of assignment instructions, both of which are shown in the following diagram. According to Cangara (2014), message clarity is one of the main requirements for effective communication, where the message must be delivered in a clear, systematic language, and according to the recipient's capacity. Two indicators measured in this dimension are clarity of material delivery and clarity of assignment instructions, both of which are shown in the following diagram.

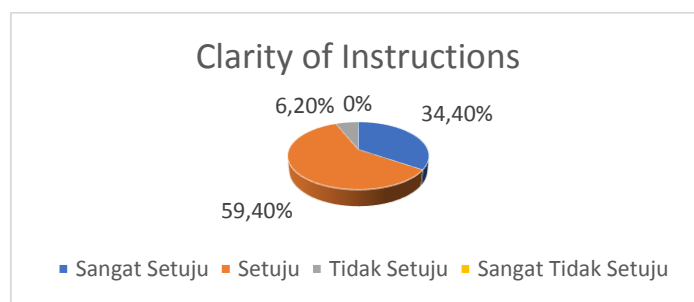


Figure 2 Student Perceptions of the Clarity of Assignment Instructions Given by the Teacher

Figure 1 shows that all respondents (100%) gave a positive response to the clarity of the teacher's delivery of the material, where 37.5% answered Strongly Agree and 62.5% answered Agree. Not a single student stated that they disagreed, indicating that the teacher had successfully delivered the material in easy-to-understand language. Meanwhile, Figure 2 illustrates students' perceptions of the clarity of the assignment instructions, where 34.4% answered Strongly Agree and 59.4% answered Agree, but there were 6.2% of students who stated Disagree. The presence of students who disagreed indicates that there was still a small number of students who felt that the assignment instructions were not conveyed clearly enough.

The average information clarity dimension was 4.30, falling into the Good category. This indicates that teachers at SMA Negeri 7 Tana Toraja are generally capable of delivering material in easily understandable language, although the consistency of the clarity of assignment instructions still needs to be improved. As stated by Martha et al. (2024), effective communication in educational organizations requires clarity and consistency in

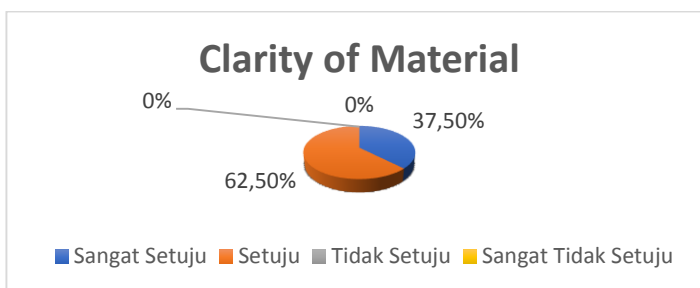


Figure 1. Student Perception of the Clarity of Material Delivery by the Teacher

every delivery of information to avoid ambiguity for the recipient.

C. Dimensions of Two-Way Communication

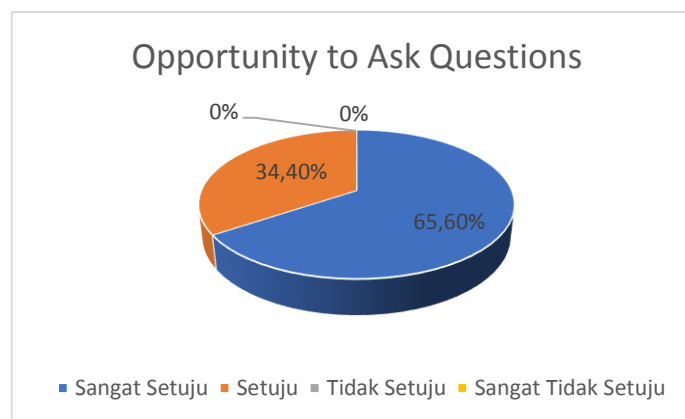


Figure 3 Student Perceptions of Teacher Openness in Receiving Questions

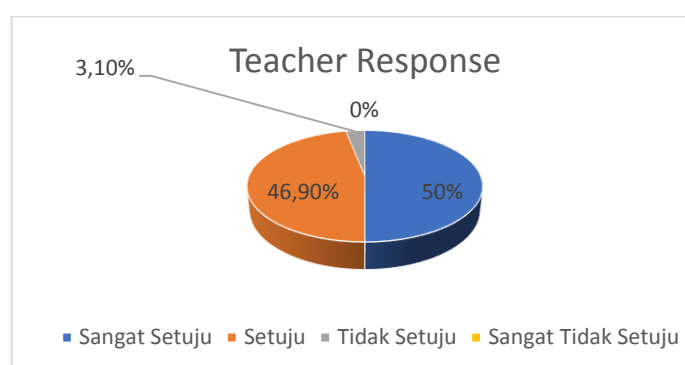


Figure 4 Student Perceptions of the Quality of Teacher Responses to Student Questions and Opinions

The two-way communication dimension measures students' perceptions of the teacher's openness in receiving questions and actively responding to student opinions. Fadli et al. (2023) emphasized that quality interpersonal communication in education is characterized by reciprocal interactions, where the teacher acts not only as a sender of information but also as a good listener. Figure 3 shows that for the opportunity to ask questions indicator, 65.6% of students

answered Strongly Agree and 34.4% answered Agree, meaning all respondents (100%) gave a positive assessment. The high percentage of Strongly Agree indicates that the teacher actively creates space for students to ask questions. Figure 4 shows that for the teacher response quality indicator, 50.0% answered Strongly Agree, 46.9% Agree, and only 3.1% Disagree, indicating that most students felt the teacher responded well to their questions.

The two-way communication dimension averaged 4.55, categorized as Very Good, making it the second-highest-scoring dimension in this study. This aligns with Puspitosari and Lokananta (2021), who asserted that active two-way communication between teachers and students creates a participatory and conducive learning process. Furthermore, Lubis (2020) added that communication between teachers and students will be maximally effective if supported by openness from both parties, thereby minimizing communication barriers.

D. Dimensions of Media Use

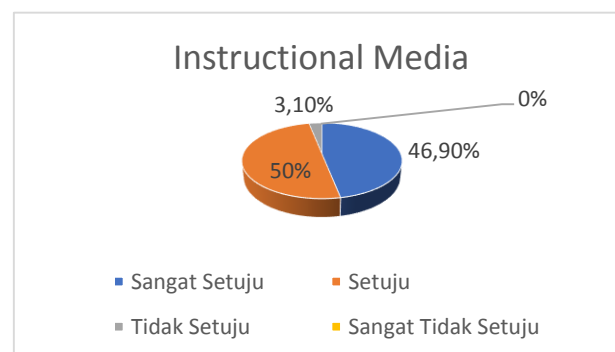


Figure 5 Student Perceptions of the Effectiveness of Teachers' Use of Learning Media

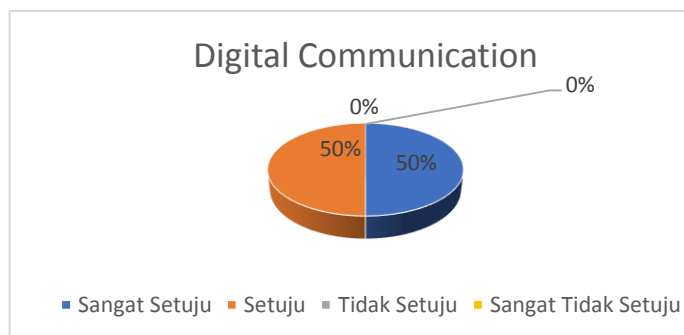


Figure 6 Student Perceptions of Clarity of Assignment Delivery via Digital Platforms

The media usage dimension measures students' perceptions of teachers' use of learning media and digital platforms in delivering materials and assignments. Dalimunthe and Harida (2025) stated that the integration of information technology in the learning communication process plays a crucial role in stimulating students' cognitive aspects and learning interests more deeply. Figure 5 illustrates students' perceptions of the use of learning media (PPT/Video/E-Learning), where 46.9% answered Strongly Agree, 50.0% answered Agree, and 3.1% stated Disagree. Although almost all students gave a positive assessment, the 3.1% who disagreed indicated that the use of learning media was not yet fully perceived as effective by all students. Figure 6 shows students' perceptions of delivering assignments through digital platforms such as WhatsApp or Google Classroom, where all respondents (100%) gave a positive assessment with 50.0% Strongly Agree and 50.0% Agree, respectively.

The average media usage dimension of 4.45 is in the Good category. This finding supports the statement of Puspitosari and Lokananta (2021) that digital media has become

an effective means of communication between teachers and students, but still requires attention to norms of politeness in conveying messages. In line with this, Fachruddin et al. (2023) emphasized that mastering digital communication ethics among students is important to ensure responsible and productive use of technology. In line with this, Fachruddin et al. (2023) emphasized that mastering digital communication ethics among students is important to ensure responsible and productive use of technology.

E. Empathy or Ethical Dimension

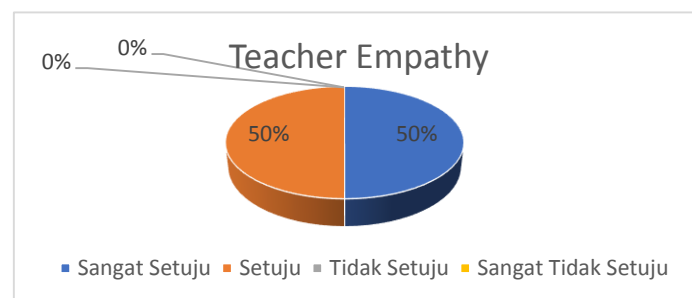


Figure 7 Student Perceptions of Teachers' Empathetic Attitudes in Respecting Students' Opinions

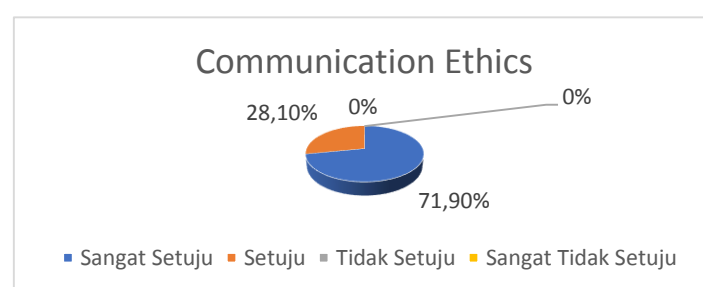


Figure 8 Students' Perceptions of Teachers' Language Politeness in Communication

The empathy or ethics dimension measures students' perceptions of teachers' respect for their opinions and their use of polite language in all communication situations. For the indicator of teachers' respect for students' opinions, all respondents gave a positive rating, with 50.0% strongly agreeing and 50.0%

agreeing. Meanwhile, for the indicator of teachers' use of polite language, 71.9% strongly agreeing and 28.1% agreeing, meaning no one gave a negative rating.

The average score for the empathy or ethics dimension, at 4.61, is the highest among all dimensions and falls into the "Very Good" category. These results align with Azzahra et al. (2025), who assert that empathy and politeness are core principles in communication ethics that foster harmonious social interactions, mutual respect, and trust. The high scores on this dimension indicate that teachers at SMA Negeri 7 Tana Toraja have set good examples in implementing communication ethics, enabling students to absorb professional communication values through real-life experiences in their daily learning processes.

F. Recapitulation of Results for All Dimensions

Overall, the average student perception of 4.48 was in the Good category. A summary of the results for the four dimensions is presented in Table 2 below.

3	Media Use	4,45	Good
4	Empathy or Ethics	4,61	Very Good
	Overall Average	4,48	Good

Based on Table 2, the empathy or ethics and two-way communication dimensions achieved the Very Good category with averages of 4.61 and 4.55, respectively, while the media use dimension (4.45) and information clarity (4.30) were in the Good category. Overall, the results of this study indicate that students at SMA Negeri 7 Tana Toraja have a positive perception of the implementation of professional communication ethics by teachers, which plays a crucial role in shaping their readiness to face communication demands in the workplace. This finding supports the statement by Hidayatullah et al. (2021) that student perceptions are strongly influenced by direct experience in the learning process. Lorensia and Setyanto (2018) also emphasized that well-established teacher-student communication quality will create a conducive classroom climate and support the development of students' professional character.

Table 2. Summary of Average Student Perceptions per Dimension

No	Dimensions	Average	Category
1	Clarity of Information	4,30	Good
2	Two-Way Communication	4,55	Very Good

5. Conclusion

Based on the research results and discussions, it can be concluded that the perception of students at State Senior High School 7 Tana Toraja regarding the importance of professional communication ethics in the school environment as preparation for the world of work is generally in the Good category, with an average score of 4.48. The findings of this study indicate that teachers at State Senior High School 7 Tana Toraja have successfully implemented professional communication ethics, particularly in the areas of empathy and open two-way communication.

A school environment that consistently models polite, empathetic, and open communication will effectively prepare students for the demands of professional interactions in the world of work. Schools are advised to continue to improve the consistency of teacher communication, particularly in the clarity of assignment instructions, to strengthen the professional communication readiness of all students.

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