



ANALYSIS OF STUDENT COMMUNICATION PATTERNS AT STATE SENIOR HIGH SCHOOL 11 MAKASSAR

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Abstract

This study is motivated by changes in students' communication patterns due to the development of digital technology, which affects the quality of interaction in the school environment. The study aims to analyze students' communication patterns, identify influencing factors, and examine communication barriers. The research employs a descriptive qualitative approach with an online survey design. Data were collected through a digital questionnaire distributed via Google Forms to 36 students who are members of a WhatsApp group,

using a non-probability sampling technique. Data analysis was conducted through data reduction, data display, and conclusion drawing, supported by simple percentage calculations. The results indicate that face-to-face communication is still considered more effective in formal situations, while digital communication is more dominant in informal interactions and information sharing. Factors influencing communication patterns include the use of informal language, self-confidence levels, and the development of social media. The identified barriers include the risk of miscommunication in digital interactions and psychological barriers such as hesitation in communicating with teachers. In conclusion, a balance between digital and interpersonal communication is necessary, along with improved communication literacy and students' self-confidence to achieve effective communication in schools.

Keyword : *Communication Patterns, High School, Digital, Research.*

1. Introduction

Communication is a fundamental aspect of the learning process in the school environment because it plays a role in conveying ideas, understanding material, and establishing social relationships between students and teachers. According to Mulyana (2017), communication is the process of conveying messages to achieve a shared meaning. Meanwhile, according to Lasswell (1948), communication involves the elements of communicator, message, media, communicant, and effects that determine communication effectiveness. The development of information technology has changed student communication patterns to become more digital-based through social media such as WhatsApp.

According to Nasrullah (2015), social media makes communication faster and more efficient, but according to Watie (2016), this has the potential to reduce the quality of interpersonal communication. This phenomenon also occurs among students at Makassar State Senior High School 11, where digital communication is more dominant, supported by the use of social media as a means of communication and source of information, as well as the use of slang in daily interactions. According to

Yusuf (2017), adolescents are in a dynamic phase of social development, making them easily influenced by their environment, including technology. On the other hand, digital communication creates obstacles such as miscommunication and limited meaning due to the lack of nonverbal elements. According to Hidayat (2020), digital communication is unable to convey meaning fully, and according to Widyaningrum, Pratiwi, and Santoso (2024), excessive gadget use can reduce the quality of social interactions.

Furthermore, students' low self-confidence in face-to-face communication leads them to prefer digital media. According to Sari (2022), self-confidence is related to interpersonal communication skills, while El Hidayah (2023) states that effective communication is characterized by openness, empathy, and positive interactions. However, according to DeVito (2016), direct interpersonal communication is crucial for developing social and personality skills, so a balance between digital and face-to-face communication is necessary, as emphasized by the Ministry of Education and Culture (2023).

Previous research has shown that social media increases communication efficiency (Nasrullah, 2015), but has the potential to reduce the quality of interpersonal communication (Watie, 2016), lead to limited meaning (Hidayat, 2020), and reduce social interaction due to excessive gadget use (Widyaningrum, Pratiwi, and Santoso, 2024). Furthermore, self-confidence influences the effectiveness of interpersonal communication (Sari, 2022; El Hidayah, 2023), while effective interpersonal communication contributes to students' social development (DeVito, 2016).

However, previous research is still limited because it has not integrately examined digital and face-to-face communication patterns and the factors that influence them in the school context. Therefore, this study was conducted to fill this gap with a scientific approach according to Sugiyono (2019). The objectives of this study are: (1) to analyze student communication patterns in the school environment, (2) to identify factors that influence these communication patterns, and (3) to examine obstacles that occur in both digital and face-to-face communication. Thus, this study is expected to contribute to creating a balance between digital communication and interpersonal communication.

2. Literature Review

In line with the research background regarding changes in student communication patterns due to the development of digital technology, this literature review is used as a theoretical basis to understand this phenomenon more deeply. Communication patterns are essentially forms or methods of conveying messages that occur repeatedly in a social interaction. Mulyana (2017) explains that communication is the process of conveying messages to achieve a common meaning between the communicator and the communicant. Meanwhile, Lasswell (1948) emphasized that communication involves important elements, namely who delivers the message, what the message contains, through what media, to whom, and the resulting effect. Thus, communication patterns can be understood as a series of communication processes that shape the character of interactions between individuals, both directly and through media.

In the context of education, interpersonal communication is a crucial form of communication, particularly in interactions between students and teachers. DeVito (2016) states that interpersonal communication is direct communication that allows for quick and clear feedback. The

advantage of this communication lies in the involvement of verbal and nonverbal elements, such as facial expressions, intonation, and body language, so that messages can be understood more fully. This demonstrates that face-to-face communication still plays a vital role in supporting effective learning and building positive social relationships in the school environment.

However, advances in information technology have brought significant changes to student communication patterns. Communication, which was previously primarily face-to-face, has now shifted toward digital communication through social media. Nasrullah (2015) stated that social media facilitates communication by accelerating information delivery and increasing interaction efficiency. However, Watie (2016) suggested that excessive use of social media can lead to a decline in the quality of interpersonal communication. This is reinforced by Hidayat (2020), who explains that digital communication has limitations in conveying complete meaning because it does not directly involve nonverbal elements, potentially leading to misunderstandings.

Furthermore, students' communication patterns are influenced by various factors, both within the individual and their environment. Language use, particularly slang or informal language, is one factor that can affect message clarity in digital communication. Rahmawati (2024) states that inappropriate language use can lead to ambiguous and difficult-to-understand messages. Another equally important factor is students' self-confidence in communicating. Sari (2022) explains that self-confidence is closely related to a person's interpersonal communication skills. On the other hand, Yusuf (2017) states that adolescents are in a dynamic phase of social development, making them easily influenced by technological developments and their surroundings. El Hidayah (2023) also emphasizes that effective communication is characterized by openness, empathy, and mutual respect between individuals.

In practice, communication is inseparable from various obstacles that can affect the effectiveness of message delivery. In digital communication, a common obstacle is miscommunication due to unclear or open-ended language (Hidayat, 2020). Meanwhile, in face-to-face communication, the obstacles that arise are generally psychological, such as feelings of reluctance, fear, or lack of

confidence when interacting with teachers. Widyaningrum, Pratiwi, and Santoso (2024) also stated that excessive gadget use can reduce the quality of students' social interactions, thus impacting their overall communication skills.

Based on this description, it can be understood that changes in student communication patterns are the result of the interaction between technological developments, individual factors, and the social environment. Therefore, a balance is needed between digital and face-to-face communication. The Ministry of Education and Culture (2023) emphasizes that the use of technology in learning must be balanced with direct interaction to ensure optimal social development and student communication skills. Therefore, this literature review provides an important foundation for analyzing student communication patterns and the factors that influence them, as examined in this study.

3. Methodology

This study uses a descriptive qualitative approach to describe the phenomenon of student communication based on respondents' perceptions systematically and contextually (Sugiyono, 2019). The research

design is an online survey, an adaptation of a conventional survey utilizing digital media. The research subjects were 36 active students who are members of a WhatsApp group, selected using a non-probability sampling technique with a voluntary approach. The research instrument was a digital questionnaire via Google Forms consisting of approximately 6 statements with a Likert scale. Data collection was carried out online by distributing questionnaire links to respondents. Data analysis used descriptive qualitative techniques through the stages of data reduction, data presentation, and drawing conclusions referring to the Miles and Huberman model. In addition, simple calculations such as percentages and averages were used to observe the tendencies of respondents' answers.

4. Results and Discussion

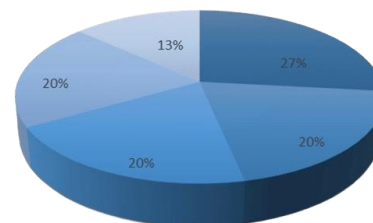


Figure 1. Convenience of Communication Media

The findings of this study indicate that the majority of students tend to feel more comfortable communicating face-to-face than via WhatsApp because it is perceived as clearer and reduces misunderstandings. In face-to-face communication, students understand messages not only from words but also from expressions and body language. This indicates that face-to-face communication still plays a vital role in academic interactions. This aligns with Puspita (2026), who stated that face-to-face communication helps students understand messages more fully.

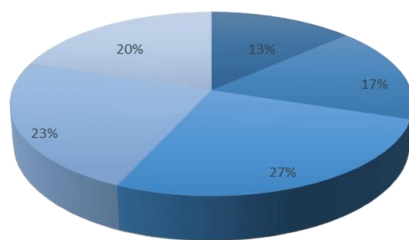


Figure 2. Language Effectiveness in Online Communication

The data obtained shows that language use in online communication often leads to misunderstandings, particularly due to the use of abbreviations and non-standard language. This makes the message unclear, sometimes requiring further explanation. This demonstrates that accurate language use is a crucial factor in digital communication. This finding is supported by Rahmawati

(2024), who explains that the use of non-standard language can reduce the clarity of messages in online communication.

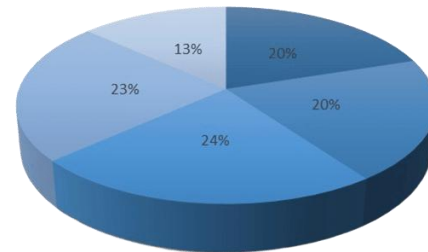


Figure 3. Confidence in Asking Questions

The findings of this study indicate that some students feel more confident asking questions via WhatsApp because the atmosphere is more relaxed and less stressful. However, some students still feel more comfortable asking questions in person. This indicates that communication media can influence students' confidence levels in interactions. This finding aligns with Sari (2023) who stated that online communication can help boost self-confidence, especially for students who tend to be shy.

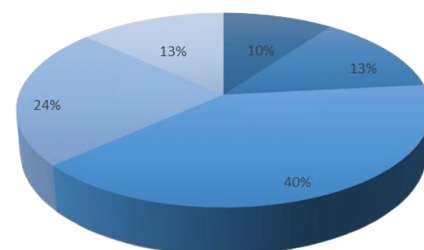


Figure 4. Response and Communication Speed

Based on the analysis, communication via WhatsApp tends to receive less rapid responses than face-to-face communication. This delay can make information delivery less effective. Conversely, face-to-face communication allows for faster and clearer feedback. This suggests that response speed is one of the advantages of face-to-face communication. This finding is supported by Kurniawan (2022), who stated that face-to-face communication is more effective in terms of feedback speed.

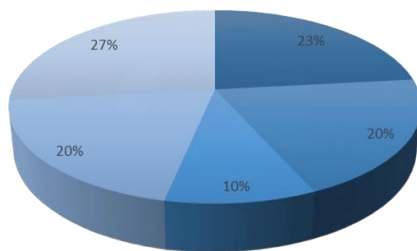


Figure 5. Politeness and Communication Ethics

The research results show that some students still pay little attention to etiquette in online communication, such as using impolite language. This is likely influenced by the more relaxed atmosphere of digital communication compared to face-to-face communication. This indicates the importance of maintaining ethical communication, even online. This finding aligns with Pratama (2021), who stated that

ethical communication in digital media can decline without user control and awareness.

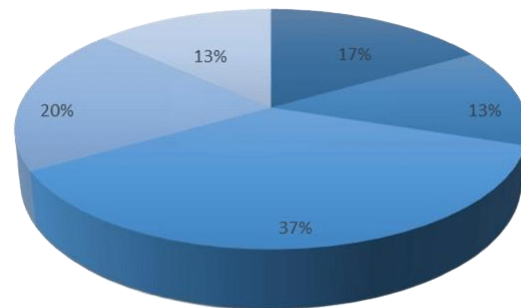


Figure 6. Student Communication Media Preferences

The findings of this study indicate that students have diverse preferences when choosing communication media, whether through WhatsApp or face-to-face. These choices are generally tailored to their needs and the situation at hand. This suggests that no single medium is superior for all situations. This finding is supported by Putri (2025), who stated that communication preferences are influenced by comfort level and the context in which they are used.

5. Conclusion

Based on the results of a qualitative descriptive study conducted through an online survey of 36 students, it was found that students' communication patterns are a

combination of face-to-face and digital communication. Direct communication is more effective in formal situations due to clarity of meaning and feedback, while digital communication is more dominant in informal interactions. These patterns are influenced by language use, self-confidence, and the development of social media, with obstacles such as miscommunication and psychological factors. Therefore, a balance in communication is needed, along with increasing student literacy and self-confidence for more effective communication.

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