



STUDENTS' PERCEPTION OF THE IMPORTANCE OF PROFESSIONAL COMMUNICATION ETHICS IN THE SCHOOL ENVIRONMENT OF STATE SENIOR HIGH SCHOOL 10 GOWA AS PREPARATION FOR INTERNSHIP

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delivery and the use of media. Overall, this study emphasizes that the implementation of good communication ethics in schools is very important in preparing students to face the world of work, especially in internship activities.

Keywords: *Student perception, communication ethics, office communication, internship*

Abstract

This study aims to explore students' perspectives on the importance of professional communication ethics in schools as preparation for entering the workforce through internship activities. The research was conducted on students at SMA Negeri 10 Gowa using a quantitative approach with a survey method. Data were collected through a questionnaire created using Google Forms and distributed to 30 respondents. The results show that most students have positive perceptions of the communication practices carried out by teachers, as indicated by the high number of "agree" and "strongly agree" responses across indicators such as clarity of information, interactive communication, use of media, as well as empathy and communication ethics. These findings indicate that communication within the school environment is functioning well and aligns with the norms of professional communication ethics. However, a small number of respondents expressed dissatisfaction, indicating the need for improvements in the consistency of information

1. Introduction

Communication is a crucial aspect of the workplace because it plays a role in supporting productivity and building professional relationships within an organization. In the educational context, communication serves not only as a means of conveying information but also as a process for developing students' character and ethics. Therefore, communication ethics are fundamental to creating polite, effective, and professional interactions, especially for students preparing to enter the workforce through internship programs (Ananda et al., 2024; Aflizah et al., 2024).

Along with technological developments and the flow of information, student communication patterns have undergone significant changes, particularly through the use of digital and social media. This ease of communication is often not matched by an adequate understanding of ethics, giving rise to various problems such as the use of impolite language and a lack of awareness of professional communication norms. This situation highlights the importance of more intensively instilling communication ethics in educational settings (Pratiwi & Rianto, 2023).

In schools, interactions between teachers and students, as well as between students, are the primary means of fostering communication ethics. However, in practice, forms of communication that do not conform to norms are still found, such as a lack of respect for opinions

and the use of impolite language. This can impact the quality of social relationships and the learning process in schools (Syafitri, 2024; Aulia et al., 2023).

Furthermore, students' perceptions of the importance of communication ethics also influence how they apply these values in their daily lives. A positive perception will encourage students to communicate better, especially in formal and semi-formal situations. Conversely, a lack of understanding can potentially lead to errors in interactions, particularly when students enter the workforce (Wahyuni & Flowerina, 2024).

In relation to internship preparation, students are required to possess not only academic abilities but also professional communication skills. The work environment presents different communication demands than the school environment, so thorough preparation is necessary for students to adapt and build good working relationships (Ananda et al., 2024; Prabowo et al., 2021).

Based on this description, it is important to examine students' perceptions of professional communication ethics, particularly at SMA Negeri 10 Gowa, as part of their preparation for the world of work through internships. This research is expected to provide insight into students' level of understanding and serve as a basis for developing more effective communication learning in schools.

2. Literature Review

Professional communication is the process of conveying messages effectively, clearly, and in accordance with prevailing norms within a given environment, whether in education or the workplace. This communication emphasizes an individual's ability to convey information accurately, use appropriate language, and build positive relationships with others. According to Ananda et al. (2024), effective communication is a crucial factor in enhancing an individual's understanding and readiness to face work demands.

Communication ethics is a set of values and norms that govern how individuals communicate politely, respect others, and consider the context of the situation. Syafitri (2024) explains that communication ethics in learning encompasses the use of polite language, respect for opinions, and the ability to convey messages accurately. Implementing good communication ethics can create harmonious interactions and support the learning process.

In the learning process, two-way communication plays a crucial role in creating active interactions between teachers and students. Two-way communication allows for a reciprocal exchange of information, allowing students not only to receive information but also to provide feedback. Aulia et al. (2023) stated that two-way communication can increase student participation and strengthen interpersonal relationships in the school environment.

Technological developments also influence communication patterns in learning, particularly through the use of digital media. Learning media such as online platforms, videos, and visual presentations can help convey information in a more engaging and understandable way. Pratiwi and Rianto (2023) stated that the use of digital media can increase communication effectiveness, as long as attention is paid to message clarity and ethical practices.

Student perception is the process of assessing or interpreting a phenomenon based on their experience and knowledge. This perception plays a role in shaping students' attitudes and responses to the learning process. Wahyuni and Flowerina (2024) explain that students' perceptions of teacher communication can influence their level of engagement in learning activities.

Employment readiness is a condition in which an individual possesses the abilities, skills, and attitudes necessary to enter the workforce. One important aspect of employment readiness is professional communication skills. Prabowo et al. (2021) state that employment readiness is determined not only by academic ability but also by an individual's communication skills and professional attitude.

3. Methodology

This study used a quantitative survey method to assess students' views on the importance of professional communication

ethics. The sample was drawn using a purposive sampling technique from students at SMA Negeri 10 Gowa. Data were collected using an online questionnaire based on Google Forms with a Likert scale. This method was chosen because it is efficient and allows for statistical analysis. Data were analyzed descriptively quantitatively to determine the distribution and trends of responses, then presented in tables and percentages. The study also considered instrument validity and ethical principles, including respondent confidentiality and voluntary participation.

1. Clarity of Material
2. Clarity of Assignment Instructions
3. Opportunity to Ask Questions
4. Teacher Responses
5. Use of Media
6. Delivery of Online Assignments
7. Respect for Opinions
8. Polite Language

Kejelasan Informasi (Instruksi tugas yang diberikan guru sangat jelas dan tidak membingungkan)
30 jawaban

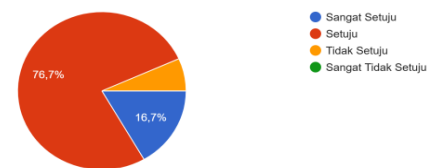


Figure 1. Clear Delivery of Material

4. Results and Discussion

The research results were obtained from 30 12th-grade students at SMA Negeri 10 Gowa through questionnaires. Overall, the data showed that most students had a positive view of teacher communication. The high number of "agree" and "strongly agree" responses across all indicators indicates that communication in the learning process has been going quite well. This includes clarity in delivering material, two-way interaction, use of media, and the application of communication ethics in the school environment. This situation indicates that teachers function not only as conveyors of material but also as communicators who can build interactive relationships with students.

The indicators of professional communication ethics are as follows:

Kejelasan Informasi (Guru menjelaskan materi administrasi dengan bahasa yang mudah saya pahami)
30 jawaban

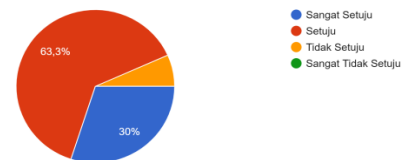


Figure 2. Clarity of Instructions

Based on the figure, the majority of students assessed that the teacher had delivered the material clearly. This is evident from the dominance of answers in the "agree" and "strongly agree" categories. This clarity of delivery indicates that the language used was easily understood by students. Although a few respondents felt unclear, overall, communication in delivering the material was going well. Research by Ananda et al. (2024) shows that effective communication in learning plays a role in improving student understanding. Therefore,

the aspect of information clarity is indicated by the majority of students believing the teacher had delivered the material well. The high scores in the "agree" and "strongly agree" categories indicate that the language used was easy to understand and not confusing. This confirms that the clarity of material delivery has been effective in the learning process.

According to Syafitri (2024), delivering clear instructions is part of implementing communication ethics in learning. In this figure, students also expressed a positive assessment of the clarity of the teacher's instructions. The results indicate that most students felt the teacher's directions were clear and easy to understand. Although a few students still felt unclear, the number was relatively small and did not change the general view. Nevertheless, this remains a concern to ensure that the instructional delivery reaches all students with varying levels of understanding.

Komunikasi 2 Arah (Guru memberikan kesempatan kepada saya untuk bertanya jika ada materi yang sulit)
30 jawaban

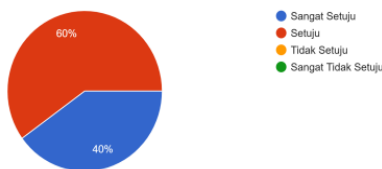


Figure 3. Opportunity to Ask Questions

The figure shows that all students felt they were given the opportunity to ask questions. The high percentage in the positive category indicates that the learning environment was open and participatory, allowing students to ask questions freely.

Regarding two-way communication, the results show that all respondents gave a positive assessment of the opportunity to ask questions provided by the teacher, with 100% agreeing or strongly agreeing. This indicates that the learning environment was open and provided space for students to actively participate.

Komunikasi 2 Arah (Guru menanggapi pertanyaan atau pendapat saya dengan sangat baik)
30 jawaban

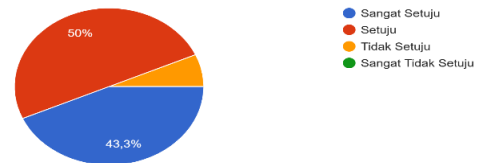


Figure 4. Teacher Response/Teacher Response

Wahyuni and Flowerina (2024) explain that teacher responsiveness to students is a crucial part of building effective communication. Based on the figure, most students assessed that teachers responded well to questions. Although a small number were dissatisfied, overall, teachers were considered quite responsive in answering and re-explaining material they didn't understand.

Furthermore, teachers' responses to student questions were also rated as positive by most respondents, although a few were dissatisfied. This indicates that teachers are generally responsive, but there are still differences in assessments regarding the quality of their responses.

Penggunaan Media (Guru menggunakan media (Slide PPT/Video/E-Learning) yang membantu komunikasi materi)
30 jawaban

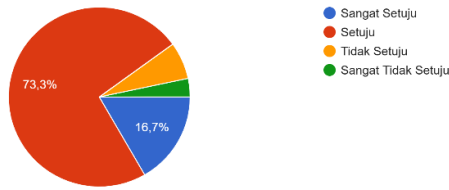


Figure 5. Use of Learning Media

This figure shows that the majority of students felt that learning media such as slides, videos, or digital platforms helped them understand the material. This indicates that the use of media is quite effective in supporting the learning communication process.

In terms of media use, most students stated that learning tools such as slides, videos, and digital platforms helped them understand the material. This demonstrates that the use of technology in learning has had a positive effect on communication between teachers and students.

Penggunaan Media (Pesan tugas melalui WhatsApp/Google Classroom disampaikan dengan sopan dan jelas)
30 jawaban

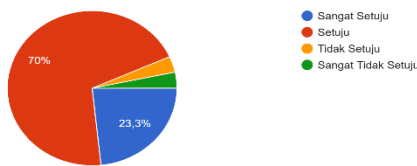


Figure 6. Use of Learning Platform

The figure shows that the majority of students considered online assignment delivery to be quite clear and polite. However, the persistence of negative responses indicates inconsistency in information delivery. According to Pratiwi and Rianto (2023), communication through digital media requires attention to clarity and ethics to

ensure the message is received well. Therefore, although generally successful, online assignment delivery still needs to be evaluated for greater consistency.

Empati atau Etika (Guru menghargai pendapat saya meskipun jawaban saya kurang tepat)
30 jawaban

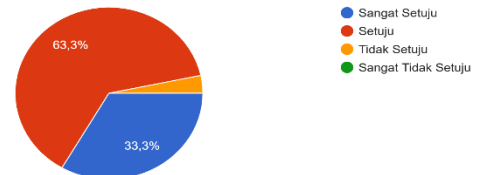


Figure 7. Respecting Opinions

Based on the figure, most students felt respected when expressing their opinions, even if the answers were inappropriate. This indicates that the teacher has implemented an empathetic attitude in communication, thereby creating a comfortable and open learning atmosphere. Aulia et al. (2023) stated that mutual respect in communication can improve the quality of social interactions in the school environment. Therefore, this condition indicates that teachers play a role not only as conveyors of material but also as facilitators who encourage active student participation through communication that respects every opinion.

Empati atau Etika (Guru menggunakan bahasa yang santun saat berkomunikasi di dalam maupun di luar kelas)
30 jawaban

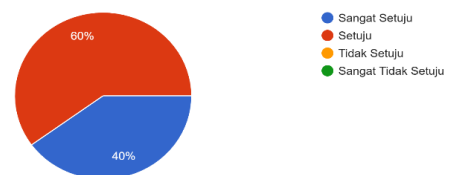


Figure 8. Use of Polite Language

In this figure, all respondents assessed that the teacher used polite language in communication. This is a strong indicator that communication ethics have been implemented effectively, both inside and outside the classroom. Regarding communication ethics, all respondents assessed that the teacher used polite language in communication, both inside and outside the classroom. This attitude is a key strength in the learning process because it creates a comfortable atmosphere and serves as an example for students in communicating professionally.

5. Conclusion

The study's conclusions indicate that students at SMA Negeri 10 Gowa tend to have positive views on professional communication ethics, as evidenced by the predominance of "agree" and "strongly agree" responses for indicators of information clarity, two-way communication, media use, and empathy and ethics. Teachers are considered to have communicated effectively and professionally. However, a small number of students still do not feel this way, necessitating improvements in delivery consistency, media use, and response quality for more equitable and optimal communication.

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