



ETHICS OF STUDENT COMMUNICATION TOWARDS TEACHERS AT SMA SUNAN GIRI MENGANTI

Lailatul Farqiyah¹, Ayong Lianawati², Revi Agustin Amelia³, Devy Nur Aini⁴, Vika Andayani⁵, Muhammad Alven Pratama⁶

^{1,2,3,4,5,6}Universitas PGRI Adi Buana Surabaya Ngageldadi IIIB/37 Surabaya, Indonesia
illafarqiyah@gmail.com¹

ABSTRACT

Communication ethics is an important aspect in school life. This study aimed to examine the improvement in students' understanding of communication ethics toward teachers. This pre-experimental study used One Pretest- Posttest Design with 33 eleventh grade students of SMA Sunan Giri Menganti as samples. The instruments were pre-test and post-test questionnaires. Data were analyzed using paired sample t-test. The average score of pre- test was 74.55 and post-test was 98.30 with a difference of 23.76 and significance value of 0.00. This indicates a significant improvement in understanding communication ethics after classical guidance services. Classical guidance services were effective in improving students' understanding of communication ethics. It is recommended to develop modules, training, and parental collaboration to further enhance understanding of communication ethics. The results can provide input for improvement of school guidance programs.

Keywords: *Communication ethics, teacher, classical guidance services.*

A. INTRODUCTION

Ethics is an expansive and multifaceted field of study that rigorously investigates the complex dichotomy of what is considered good and bad, as well as the moral rights and obligations that individuals possess, alongside the overarching principles or values that pertain to the realm of morality. This discipline of ethics also encompasses the diverse perspectives on right and wrong as perceived and maintained by specific societies or groups within those societies. The etymological roots of the term can be traced back to Latin, where the word "mos" is consistently associated with the concepts of "ethics" or "ethos," which consequently leads to the broader understanding of the term "morality." Furthermore, the term "moral" is frequently utilized to characterize an individual's outward demeanor or attitude, which is ultimately evaluated based on their actions or behaviors. In particular, communication is inextricably tied to the ethical domain, especially within the educational context of Senior High School (SMA), where such interactions significantly shape students' moral development.

Within the scholarly exploration of ethics, one can identify it as the systematic science that meticulously examines the notions of good and bad, as well as the moral rights and responsibilities that govern human behavior, often referred to as *akhlak*. It is crucial to distinguish between ethics and morals, as morals typically embody the values or norms that dictate the behavior of individuals or groups, whereas ethics is concerned with the cognitive processes involved in evaluating whether human actions deserve to be classified as good or bad, grounded in rational deliberation and reasoning. The concerning decline in ethical standards can be elucidated by the alarming prevalence of negative behaviors exhibited by

students towards their educators during interactions both within classroom settings and in external environments.

In this context, students assume a pivotal role as agents of transformation for subsequent generations, especially in their mission to cultivate a more promising and ethical future. The foundation of ethics serves as a crucial underpinning for students' conduct, offering essential guidelines regarding what constitutes right and wrong behavior. Consequently, it is of paramount importance for students to grasp and implement ethical principles in their everyday lives, particularly in their modes of communication, interactions with peers and teachers, as well as their responses to directives or educational materials presented within their learning environments.

A comprehensive survey commissioned by the American Psychological Association (APA) in the year 2013 revealed a striking statistic that approximately 80 percent of educators have reported being subjected to various forms of bullying by their students, as indicated by the findings published on Tirto.id. Furthermore, statistics derived from school crime and safety reports highlight that 23 percent of teachers acknowledged being aware of bullying incidents directed against them during the years 2009 to 2010, with a notable 10 percent of these educators identifying themselves as victims of such negative behaviors. In light of research conducted by the U.S. Department of Education, it has been documented that 10 percent of teachers working within public schools have fallen victim to physical bullying, while an alarming 20 percent have encountered verbal bullying in various forms (Putri, 2019:34).

Moreover, in the year 2018, a distressing incident was reported wherein a video created by a group of students from SMK NU 03 Kaliwungu, who engaged in derogatory remarks about a teacher in Kendal, Central Java, quickly gained viral attention across social media platforms. This unsettling information was sourced from Okezone.com. Another harrowing account published by detikcom detailed the tragic case of Achmad Budi Cahyono, an art educator at SMAN I Torjun in Sampang, who tragically lost his life in 2018 as a direct consequence of being subjected to bullying perpetrated by his own students. Specifically, one of Budi's students committed an act of violence that ultimately culminated in the teacher's untimely death (Wahyudiyanta, 2018: 33).

Secondary education occupies a position of paramount significance in the multifaceted social and emotional development of adolescents, as it serves as a critical period during which individuals begin to establish their identities and navigate complex interpersonal relationships. During this transformative phase, students embark on a journey of intensive communication and interaction not only with their teachers but also with their peers, thereby fostering a rich environment for socialization and collaboration. Nevertheless, it is not uncommon for instances of miscommunication and confrontation to arise within this educational context, primarily due to the adolescents' limited understanding of the nuanced ethics of effective communication, which can often lead to misunderstandings and conflict.

The scarcity of knowledge regarding the vital role of communication ethics can serve as a significant barrier to the cultivation of positive and healthy relationships among students, educators, and their classmates, ultimately hindering the overall educational experience. Moreover, the establishment of a constructive and supportive relationship between

students and teachers is contingent upon the mutual recognition and appreciation of the significance of effective communication practices by both parties involved. It is imperative for students to comprehend that the act of speaking in a polite manner constitutes merely one facet of effective communication; other essential components encompass active listening, demonstrating respect for the viewpoints of others, and articulating one's thoughts and emotions with clarity and efficacy.

The imperative nature of high school students acquiring a profound understanding of and actively engaging in proper communication ethics cannot be overstated, for this knowledge serves as the foundation upon which harmonious, respectful, and productive relationships are built within the classroom environment. By diligently studying and practicing these essential communication manners, students are poised to forge connections that are not only polite but also conducive to a collaborative learning atmosphere, thereby enhancing their educational experience. Furthermore, students who possess a comprehensive understanding of these communication principles will be better equipped to interact with individuals beyond the confines of the classroom, facilitating their social integration into broader contexts. A teacher who adopts a communicative style characterized by friendliness and gentleness, devoid of defensive posturing, is likely to foster a close-knit, respectful, and affectionate rapport with their students, which can significantly enhance the learning experience. Conversely, if a teacher inadvertently makes remarks that a student perceives as hurtful or offensive, it can lead to feelings of resentment and hostility among the student body, thus undermining the educational environment.

The achievement of a thorough understanding of communication ethics is contingent upon the active utilization of its fundamental elements; without their application, the theoretical knowledge remains ineffectual. As posited by Suryadana, key indicators of student communication ethics encompass the following: the use of appropriate and respectful language; the ability to adapt communication style to the circumstances of the conversation; the demonstration of respect towards educators; the engagement in conversation with genuine friendliness; and the practice of attentive listening. In addition, as articulated by Sani, several other indicators include the cultivation of harmonious relationships; the creation of an open and inviting environment; the establishment of emotional connections with teachers; the treatment of educators as parental figures within the academic setting; the pursuit of guidance in addressing various challenges; and the seeking of counsel to inform decision-making processes (Nugraha and Suhardini, 2021).

Furthermore, the pivotal role of guidance and counseling educators emerges as a crucial element in aiding students to comprehend and effectively implement sound communication ethics within their interactions. These specialized educators play an instrumental role in facilitating students' understanding of communication ethics by offering tailored advice and counseling services designed to meet individual needs. According to Yusuf (2009), the curriculum for guidance encompasses classical guidance services, which are structured practices aimed at assisting all students in realizing their full potential. Within the framework of traditional guidance services, students receive instruction and support in group settings from guidance and counseling educators or trained counselors, thereby promoting a collective learning experience. By leveraging this service model, guidance and

counseling educators are empowered to reach a larger number of students within a single classroom unit, thus enhancing the overall impact of their guidance efforts. Through this comprehensive support, students are afforded the opportunity to develop and master the essential skills necessary for effective communication, which will undoubtedly serve them well in their academic and social endeavors.

In addition, it is imperative to acknowledge the significant and multifaceted role that guidance and counseling educators play in facilitating students' comprehension and implementation of ethical communication practices. These specialized educators possess the unique capability to assist students in navigating the complex realm of communication ethics through the provision of thoughtful advice and personalized counseling sessions. As articulated by Yusuf (2009), the comprehensive guidance curriculum encompasses classical guidance services, which are meticulously designed practices aimed at empowering all students to realize their full potential in various aspects of their academic and personal lives. Within the framework of traditional guidance services, students are afforded the opportunity to receive targeted guidance within classroom units, directly from qualified guidance and counseling teachers or professional counselors. By leveraging this invaluable service, guidance and counseling educators can adeptly extend their support to a larger cohort of students within a single classroom setting. Consequently, this structured assistance equips students with the essential tools necessary for cultivating and mastering effective communication skills that are vital for their future endeavors.

The research endeavor entitled "Student Communication Ethics Towards Teachers at SMA Sunan Giri Menganti" captured the researcher's attention due to the paramount importance of comprehending and applying communication ethics in everyday interactions. To elucidate the principles of ethical communication with educators, several key strategies can be employed. First and foremost, students should adopt a demeanor of quietude and politeness when seated in front of their teachers, acknowledging the teacher's role as a secondary parental figure who guides and nurtures their students much like a parent would guide their own child. Therefore, when engaging with the teacher, particularly during instructional activities, students are expected to exhibit a profound level of respect and attentiveness to the explanations provided by the teacher. Secondly, it is incumbent upon students to communicate in a calm and measured tone; this is an essential obligation that underscores their respect and affection for their educators. The act of speaking gently conveys a sense of love and appreciation for the teacher's efforts and contributions to their learning. Thirdly, students are strongly encouraged to refrain from interrupting their teachers when they are speaking, instead exercising patience and waiting until the teacher has concluded their remarks before responding or asking questions.

The fourth guideline posits that students must actively listen to the teacher's instructions and insights during the learning process; hence, the student's primary role during these interactions is to engage in attentive listening. It is deemed inappropriate for students to indulge in distractions, such as playing or participating in unrelated activities while the teacher is imparting knowledge, as this behavior is considered disrespectful and unbecoming of a dedicated learner. Fifth, in instances of confusion or uncertainty regarding the material being taught, students are urged to seek clarification in a polite and respectful

manner. In addition to exercising attentive listening during lessons, it is the students' responsibility to pose thoughtful and respectful inquiries concerning any aspects of the lesson that remain unclear to them. When students wish to ask questions about ambiguous subjects, they should adhere to certain protocols: they must refrain from interrupting the teacher, patiently await the conclusion of the teacher's discourse, raise their right hand to signal their intention to ask a question, and employ language that is both polite and respectful in their inquiries. Sixth, it is essential for students to comply with all institutional regulations, which includes the obligation to attend school on a daily basis. The intrinsic motivation to attend school should stem from an understanding of the critical importance of learning as a responsible and meaningful pursuit. The Prophet Muhammad (peace be upon him) imparted wisdom to his followers regarding the pursuit of knowledge, emphasizing that there is no temporal limitation on seeking knowledge, yet it is a human's duty to continuously strive to enhance their understanding throughout their lives, even from the earliest stages of existence. Educational institutions rightfully expect that students will adhere to established guidelines, which encompass active participation in daily learning activities. The regular presence of students in the educational environment signifies their respect and appreciation for the teachers who are consistently available to offer their guidance and support.

Seventh, it is of utmost importance that students refrain from the act of skipping classes or exhibiting a lackadaisical attitude towards their education, unless they possess a valid and justifiable reason for doing so. Such behaviors serve as a clear indicator that students do not fully appreciate the significance of all educational activities, particularly the invaluable contributions made by their teachers to their learning process. In contrast, if students habitually decide to absent themselves from school during critical instructional periods, it inevitably leads to feelings of underappreciation amongst educators, who devote their time and energy to impart knowledge to their students. This type of conduct can have a detrimental impact on the emotional well-being of teachers, underscoring the essential need for students to exhibit a profound respect for their educators while they are engaged in the learning process.

Eighth, it becomes imperative for students to promptly enter the classroom as soon as possible, particularly before the arrival of their teacher, in order to demonstrate their readiness and eagerness to participate in the day's educational activities. Following any breaks or intermissions, it is essential that students make a concerted effort to return to the classroom without delay, thereby showing their commitment to their studies and respect for the instructional time of their teachers. Ninth, students must actively engage in attentive listening when their teachers offer advice, as every piece of guidance provided, whether it is in the form of academic content or personal insights, encompasses information of immense value that contributes to their overall development and success.

Teachers, in their role, provide guidance and support with absolute dedication on a daily basis; this unwavering commitment can be likened to a well-functioning machine that equips students with the necessary tools to evolve into successful and socially responsible individuals in the future. From the vantage point of the researchers, there appear to be no significant challenges associated with the implementation of classical guided services

within the educational framework. Nevertheless, the primary objective of this research is to furnish comprehensive information and illustrative examples that pertain to the ethical standards of communication that ought to exist between students and teachers within the schooling environment.

This initiative is particularly advantageous because it facilitates a shift in students' traditional perceptions of leadership, replacing them with a more conversational and collaborative approach to interaction. The researcher aspires to enhance the communication ethics exhibited by students towards their teachers via the systematic application of classical guidance. Classical guidance services are fundamentally one of the essential core offerings designed specifically for counselors, enabling them to engage with students in a structured and organized manner through a variety of activities, including class discussions, question-and-answer sessions, and practical exercises, all of which can stimulate students to engage in active and innovative learning experiences. According to the scholarly contributions of Siwabessy and Hastoeti, classical guidance represents a service rendered by counselors to students within the confines of the classroom setting.

Classical tutoring is particularly oriented towards groups of students, typically numbering between thirty to forty individuals within a single class. The implementation of classical guidance serves to prevent potential issues and assists students in their self-development across a broad spectrum of areas, encompassing personal growth, academic learning, social interactions, and career planning. The overarching aim of this research endeavor is to enhance the communication ethics of students in relation to their teachers, specifically within the context of class X at SMA Sunan Giri Menganti, through the effective implementation of classical guidance services. Aligned with this objective, the hypothesis posited within this study asserts that the execution of classical guidance will lead to a measurable improvement in the communication ethics exhibited by both students and teachers at SMA Sunan Giri Menganti during the academic year of 2022/2023.

B. RESEARCH METHOD

The research methodology employed in this study is characterized by the One Pretest-Posttest Design, which is classified as a pre-experimental approach within the broader context of educational research. In order to ascertain the variations and changes in the knowledge and attitudes of the eleventh-grade students attending SMA Sunan Giri Menganti, a structured questionnaire was meticulously administered on two separate occasions, thereby facilitating a comprehensive analysis of the outcomes that arose as a direct result of the service intervention provided. This systematic administration of the questionnaire not only allowed for a robust comparison of the students' responses before and after the implementation of the educational service but also contributed to the overall understanding of the effectiveness of such interventions in an academic setting.

Figure 1 Pre-Experimental Design with One Group Pretest-Posttest Design

01 X 02

It is imperative to acknowledge the foundational work of Sugiyono (2017:74), which delineates that 01 corresponds to the pretest score that is acquired prior to the

administration of any therapeutic intervention, while O2 pertains to the posttest score that is garnered subsequent to the implementation of the treatment strategy. The cohort of research participants consists of a total of 33 individuals, all of whom are students enrolled in the tenth grade at SMA Sunan Giri Menganti for the academic year spanning 2023 to 2024. In the context of this particular study, the methodology employed for data collection was centered around the utilization of a questionnaire that was systematically distributed on two distinct occasions, namely prior to and following the provision of the service. The content of the questionnaire is carefully crafted, featuring a combination of both affirmative and negative statements designed to elicit a range of responses from the participants.

The scoring criteria established for the affirmative statements within the questionnaire are delineated as follows: Strongly Agree (SS) is assigned a value of 4, Agree (S) is given a value of 3, Disagree (TS) receives a value of 2, and Strongly Disagree (STS) is allocated a value of 1; conversely, for the negative statements, the scoring system is inverted, with Strongly Agree (SS) receiving a value of 1, Agree (S) assigned a value of 2, Disagree (TS) given a value of 3, and Strongly Disagree (STS) allocated a value of 4. The analytical approach adopted for this research is primarily descriptive in nature, aimed at elucidating the various dimensions and aspects of the communication ethics exhibited by the students involved in the study. Furthermore, the dataset collected throughout the research process underwent rigorous testing through the application of the paired sample T-test, utilizing the SPSS software specifically designed for Windows operating systems, to ensure the validity and reliability of the results obtained.

C. RESULTS AND DISCUSSION

Description of the Results of the Pre-test on Communication Ethics

Prior to embarking on the comprehensive research study, the investigator meticulously administered a preliminary assessment, commonly referred to as a pre-test, to the student participants in order to evaluate and gauge their foundational comprehension and awareness of the intricate concepts surrounding communication ethics. The findings and outcomes derived from this communication ethics pre-test are systematically illustrated and presented in the accompanying table located below this paragraph for further analysis and interpretation.

Tabel 1. Data Hasil Pre-test Etika Komunikasi
Descriptive Statistics

	N	Mini mum	Maxi mum	Mea n	Std. Deviati on
pre test	33	63	86	74,55	6,210
Valid N (listwise)	33				

Table 1 shows that the average pre-test score for students' communication ethics is 74.55 with a standard deviation of 6.210, while the maximum score obtained is 86 and the minimum score is 63.

Description of Post-test Results on Communication Ethics

The post-test results on communication ethics in this study were obtained after the research subjects received treatment through classical guidance services. The post-test results on communication ethics are presented in the following Table 2.

Table 2. Data on Post-test Results on Communication Ethics Descriptive Statistics

N	Mini mum	Maxi mum	Mea n	Std. Deviat io n
post test	3386	119	98,30	8,655
Valid N (listwise)	33			

Description of Pre test-Post test Results Indicator Using Good Words and Language

Table 3. Data of Pre test-Post test Results Indicator Using Good Words and Language

N	Mini mu m	Max imu m	Me an	Std. Deviat ion
(PRE) Indikator Menggunakan Kata-Kata dan Bahasa yang Baik	3328	38	32,61	2,536
(POST) Indikator Menggunakan Kata-Kata dan Bahasa yang Baik	3331	44	36,97	3,340
Valid N (listwise)	33			

The table above shows that the results of the pre-test and post-test indicators for the use of good words and language have improved, with a minimum pre-test score of 28 and a maximum of 38, while the minimum post-test score is 31 and the maximum is 44.

Description of Pre-test-Post-test Results for the Indicator of Listening with Full Attention

Table 4. Data of Pre-test-Post-test Results for the Indicator of Listening with Full Attention Descriptive Statistics

N	Mini mu m	Maxi mu m	Mea n	Std. Deviat io n
(PRE) Indikator Mendengark an dengan Penuh Perhatian	337	10	7,79	,857
(POST) Indikator Mendengarkan dengan Penuh Perhatian	338	12	9,70	1,159
Valid N (listwise)	33			

The results of the pre-test and post-test indicators of attentive listening also improved before and after being given classical guidance services, with a pre-test score ranging from a minimum of 7 to a maximum of 10, while the post-test score ranged from a minimum of 8 to a maximum of 12.

Description of Pre-test-Post-test Results Indicator of Showing Respect to Teachers
Table 5. Data of Pre-test-Post-test Results Indicator of Showing Respect to Teachers
Descriptive Statistics

N	Mini mu m	Max imu m	Me an	Std. Deviat ion
(PRE) Indikator Menaruh Rasa Hormat Kepada Guru	3315	25	20,42	2,346
(POST) Indikator Menaruh Rasa Hormat Kepada Guru	3325	36	29,91	3,186
Valid N (listwise)	33			

The results show that the pre-test and post-test scores for the indicator of respect towards teachers have improved, with pre-test scores ranging from a minimum of 15 to a maximum of 25, and post-test scores ranging from a minimum of 25 to a maximum of 36.

Description of Pre-test-Post-test Results Indicator Adjusting to the Speaking Context
Table 6. Data Results of Pre-test-Post-test Indicator Adjusting to the Speaking
Context
Descriptive Statistics

N	Mini mu m	Max imu m	Me an	Std. Deviat ion
(PRE) Indikator Menyesuaikan Kondisi Pembicaraan	334	10	7,27	1,773
(POST) Indikator Menyesuaikan Kondisi Pembicaraan	339	15	11,73	1,329
Valid N (listwise)	33			

The table above shows the results of the pre-test and post-test indicators for conversation condition adjustment, which experienced an improvement with a minimum pre-test score of 4 and a maximum of 10, while the minimum post-test score was 9 and the maximum was 15.

Description of Pre-test-Post-test Results Indicator of Speaking with Full Politeness
Table 7. Data of Pre-test-Post-test Results Indicator of Speaking with Full Politeness
Descriptive Statistics

N	Mini mu m	Maxi mu m	Mea n	Std. Deviat i on
(PRE) Indikator Mengucapkan dengan Penuh Keramahan	334	9	6,45	1,227
(POST) Indikator Mengucapkan dengan Penuh Keramahan	338	12	10,00	1,346
Valid N (listwise)	33			

The results of the pre-test and post-test indicators show full friendliness, with a pre-test score ranging from a minimum of 4 to a maximum of 9, and a post-test score ranging from a minimum of 8 to a maximum of 12.

Normality Test

The normality test is conducted as one of the requirements to perform a paired sample t-test analysis. Here are the results of the normality test for pretest-posttest communication ethics data:

Table 8. Results of the Normality Test for Pretest-Posttest Communication Ethics Data
Tests of Normality

Stati stic	Kolmogorov- Smirnov ^a		Shapiro-Wilk	
	df	Sig.	Stati sticdf	Sig.
PRET EST	,10133,200*		,969	33,443
POST TEST	,10433,200*		,954	33,179

The results of the normality test using the Kolmogorov-Smirnov method show that the significance value of communication ethics in the pretest and posttest is the same, namely 0.2, which means the pretest and posttest results are normally distributed. Thus, the significance values of the pretest and posttest are greater than 0.05 ($0.2 > 0.05$, $0.2 > 0.05$), which means the communication ethics data are normally distributed.

Research Hypothesis Testing

To test the following research hypothesis, the results of the paired sample t-test analysis are presented in the form of paired sample statistics, paired sample correlation, and paired sample t-test (sig-2tailed) in the table below:

Table 9. Estadísticas de Muestras Pareadas Estadísticas de Muestras Pareadas

Mea n	N	Std. Deviat i on	Std. Error Mean
PaiPRE	74,5336,2103		1,08108
r 1TEST	455 3		
POST	98,3338,6547		1,50660
TEST	030 8		

Based on the "Group Statistics" table above, there are 33 students who took the pre-test and 33 students who took the post-test in the same class. The average pre-test score of the students was 74.5455, while the post-test score was 98.3030. Thus, the average score after the implementation of classical guidance services is higher compared to before. Statistical analysis can be concluded that there is an improvement in the understanding of communication ethics after the implementation of classical guidance services.

Table 10. Paired Samples Correlations
Paired Samples Correlations

Correla Tion	Sig.

Pair 1	Pre Test & Post Test	33	-,011	,953
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The results of the paired samples correlations test show a significance value of 0.953 where the sig value > 0.05, which means there is no relationship or the relationship is not significant between the pre-test and post-test. Then, to determine whether there is a significant difference in the sample before and after being given classical guidance, the results of the following "paired samples t-test" must be interpreted:

Table 11. Paired Samples Test Paired Samples Test

Paired Differences						T	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PPRE	-10,	1,8	-	-	-	-	32,00	
aiTEST	-23,706	637	27,	19,9	12	0		
rPOST	75 40	4	553	612	,7			
1 TEST	75 8		90	5	47			

Based on the empirical findings derived from the analyses conducted within this study, it is evident that the significance value has been computed to be 0.00, which is demonstrably less than the conventional threshold of 0.05. This statistical outcome consequently leads to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha). Therefore, it can be conclusively inferred that there exists a statistically significant difference in the communication ethics exhibited by students prior to the implementation of classical guidance and subsequent to its provision. Furthermore, the "Mean Difference" value has been calculated to be -23.75758, as illustrated in the table presented above. This particular figure serves to represent the average differential score between the students' pre-test evaluations and their post-test assessments, with the differential range spanning from -27.55390 to -19.96125, which is notably encapsulated within the parameters of the 95% Confidence Interval Lower and Upper Difference.

The outcomes yielded from the hypothesis testing performed in this research indicate a marked improvement in students' communication ethics following their engagement with classical guidance services, as compared to their ethical standings prior to receiving such interventions. In alignment with the assertions posited by Nanda and Pasiputra (2024), it is important to recognize that classical guidance services are fundamentally instrumental in the process of cultivating and shaping the social habits of students, which ultimately contributes to their overall development. The role of guidance and counseling educators becomes paramount as they assist students in identifying communication-related

challenges and subsequently aid them in overcoming these difficulties. Moreover, the provision of a conducive environment for dialogue and the sharing of personal experiences appears to have a favorable influence on the transformation of students' attitudes, thereby enhancing their communication capabilities.

Suryadana (as cited in Nugraha and Suhardini, 2021) elaborates on several critical indicators that are integral to the assessment of student communication ethics, which can be delineated as follows: 1) The utilization of appropriate and respectful language. The employment of good words and language is essential as it facilitates effective communication, engenders respect for the interlocutor, and fosters the development of stronger interpersonal relationships. 2) The necessity of adjusting conversational conditions. This adjustment entails a keen awareness of and adaptation to the communicative context, which ensures that one communicates in a gentle and considerate manner that is attuned to the needs of one's conversation partner. 3) The importance of demonstrating respect towards educators. This respect is characterized by an attitude of appreciation, acknowledgment, and high regard for individuals who occupy significant roles, positions, or who have made noteworthy contributions. Such respect is manifested through behaviors, verbal expressions, and attitudes that convey recognition of another person's status and existence. 4) The practice of speaking kindly. Engaging in polite discourse is indicative of good manners, and it is essential in creating an environment conducive to comfortable and pleasant interactions between students and educators. 5) The imperative of listening attentively. Active listening is a vital component of respectful communication, as it signifies an acknowledgment of the speaker's contributions, which includes absorbing the teacher's instructions, heeding their guidance, and ensuring comprehensive understanding of the content conveyed by the interlocutor.

This scholarly investigation delves into the significant role that traditional tutoring services play in facilitating the comprehension of communication ethics among students enrolled at SMA Sunan Giri Menganti, located in the region of Gresik. The empirical evidence gathered from this study indicates that these conventional services yield a markedly beneficial impact on the social interactions and personal relationships that students cultivate within their educational environment. In order to further augment and deepen students' grasp of the intricacies surrounding communication ethics, it is imperative that the established guidance services undergo a process of enhancement and refinement, which may include the formulation of more targeted approaches and innovative initiatives, such as the creation of specialized curricula dedicated solely to the exploration of communication ethics, encompassing fundamental standards, core principles, and appropriate methodologies for engaging in dialogue with educators, alongside the implementation of assertive communication training programs. In this context, it is essential that guidance counselors and educators receive adequate training, equipping them with the necessary skills and insights to effectively address and resolve related issues that may arise within the student population.

Furthermore, it is anticipated that a collaborative effort between classroom teachers and parents will significantly contribute to the advancement of students' comprehension of communication ethics, fostering a more supportive and enriching environment for learning.

Consequently, the insights derived from this research endeavor hold the potential to substantially enhance the existing guidance program at SMA Sunan Giri Menganti Gresik, while simultaneously serving as a source of inspiration for educational stakeholders in their ongoing pursuit to cultivate robust communication ethics among students during a time characterized by rapid societal changes and evolving norms. Thus, the implications of these findings are far-reaching, emphasizing the necessity for a concerted effort in educational practices that prioritize the development of ethical communication skills in the younger generation. Ultimately, this research underscores the critical importance of adapting educational strategies to meet the demands of an increasingly complex and interconnected world, thereby ensuring that students are well-equipped to navigate the challenges of effective communication in their academic and personal lives.

D. KESIMPULAN

This scholarly investigation is primarily focused on assessing the extent to which students at SMA Sunan Giri Menganti exhibit an enhanced comprehension of communication ethics following the implementation of classical guidance interventions, thereby allowing for a comparative analysis of their understanding both prior to and subsequent to such educational engagement. The findings derived from this study indicate that the participating students achieved an average score of 74.55 during the pre-test phase, while their performance improved remarkably to an average post-test score of 98.30, culminating in an average differential score of 23.76, and importantly, a significance value recorded at 0.00, which is notably less than the threshold of 0.05.

This substantial improvement in scores clearly illustrates that the students' grasp of communication ethics has been significantly elevated post-guidance, indicating a profound advancement in their understanding compared to the initial assessment. In light of these findings, it is strongly advised that the classical guidance services be fortified through the development of specialized educational modules and comprehensive training programs focused on communication ethics, which would serve to enhance the overall learning experience. Furthermore, it is recommended that there be a collaborative effort involving students' parents, as their engagement could play a crucial role in fostering a deeper and more nuanced understanding of communication ethics within the student body. Ultimately, the insights gleaned from this research endeavor are anticipated to contribute meaningfully to the refinement and enhancement of guidance programs within educational institutions, particularly in the domain of advancing students' comprehension of communication ethics in a structured and effective manner.

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