

## The Role of Communication in Improving Student Discipline

Laksmi Dyah Hapsari<sup>1</sup>, Nadya Aurelia Afdhila<sup>2</sup>, Aulia Rachmawati<sup>3</sup>, Cindy Agatha Kamila<sup>4</sup>, Nailah Putri Fanisya<sup>5</sup>

<sup>1,2,3,4,5</sup>State University of Surabaya, Indonesia



DOI : -

### Sections Info

#### Article history:

Submitted: March 05, 2026  
Final Revised: March 20, 2026  
Accepted: April 10, 2026  
Published: April 30, 2026

#### Keywords:

Classroom management  
Interpersonal communication  
Nonverbal communication  
Student discipline  
Teacher communication

### ABSTRACT

**Objective:** This study aims to examine the role of teacher communication in fostering student discipline in educational settings, analyze the forms of verbal and nonverbal communication that influence disciplinary behavior, identify barriers to effective communication in discipline development, and formulate strategic communication approaches as part of student management. **Method:** This study employs a systematic literature review by collecting, analyzing, and synthesizing national journal articles indexed in Google Scholar and SINTA, published between 2021 and 2025, using key terms related to teacher communication, student discipline, and classroom management. **Results:** The findings indicate that empathetic and positive interpersonal communication by teachers strengthens teacher-student relationships and fosters intrinsic motivation for discipline. Nonverbal communication, particularly proxemics and proximity control, effectively prevents disruptive behavior without verbal intervention. School-family communication synergy reinforces disciplinary values consistently, while communication barriers can be addressed through democratic, positive, and emotionally intelligent strategies. **Novelty:** This study offers an integrative framework that connects verbal communication, nonverbal proxemics, Self-Determination Theory, and school-family partnerships as a unified system for building sustainable student discipline, going beyond single-variable approaches prevalent in prior literature.

## INTRODUCTION

Education is a complex and dynamic process that involves not only the transfer of knowledge but also the development of students' character and personality. One of the key aspects of this character development is discipline. Student discipline serves as the primary foundation for creating a conducive, orderly, and productive learning environment. Without adequate discipline, the learning process cannot function optimally, even when supported by a well-designed curriculum and adequate facilities [1].

The phenomenon of low levels of student discipline remains a common issue found in various educational institutions across Indonesia. Various forms of misconduct, such as non-compliance with school regulations, tardiness, and disrespectful behavior toward educators, indicate that this issue still requires serious attention. This situation reflects that discipline-building efforts have not been implemented optimally within the educational environment. Therefore, academics and education practitioners are motivated to conduct a more in-depth examination of the factors influencing student discipline, one of which is communication [2].

Communication is one of the key elements in the interaction process within an educational setting. Through communication, educators not only convey learning

materials but also instill values, norms, and behavioral expectations in students. The communicative interactions between teachers and students play a role in shaping students' understanding of and attitudes toward applicable rules. Furthermore, effective communication between teachers and students, teachers and parents, and among students is believed to have a significant influence on shaping disciplined behavior [3].

A number of studies indicate that effective communication between teachers and students plays a strategic role in fostering discipline. Open, empathetic, and two-way communication can enhance students' understanding of the rules in place at school. Furthermore, a positive communication approach can foster students' internal awareness to behave in a disciplined manner without coercion. Thus, the quality of a teacher's communication is a key factor in the success of fostering student discipline [4].

Nonverbal communication also plays an equally important role in the process of fostering discipline. A teacher's facial expressions, body language, and vocal intonation can reinforce the messages conveyed verbally to students. A teacher's physical presence in the classroom and interpersonal closeness can also enhance classroom control and prevent disciplinary violations. Therefore, the integration of verbal and nonverbal communication is a crucial aspect in creating an orderly learning environment [5].

In addition to communication within the school environment, parental involvement through communication with the school also plays a role in improving student discipline. Good communication between teachers and parents enables consistency in the application of disciplinary values at home and at school. This can strengthen the process of internalizing discipline in students on an ongoing basis. With effective collaboration between schools and families, the development of disciplined behavior can occur more optimally [4] [5].

Based on this discussion, this article is designed to examine the concepts of communication and discipline in an educational context. Additionally, this article aims to analyze various forms of communication that play a role in improving student discipline. Furthermore, this study seeks to identify factors that act as barriers to communication regarding the development of discipline. Finally, this article formulates effective communication strategies as part of student management.

## **RESEARCH METHOD**

This study employs a literature review method, which involves identifying, analyzing, and synthesizing various relevant literature sources related to the topic under investigation. This method was chosen because it provides a comprehensive overview of the state of the art regarding a topic based on the findings of previous research.

The data sources in this study were drawn from various national journal articles indexed in databases such as Google Scholar and SINTA. The literature used focused on studies related to educational management, educational communication, and developmental psychology. Additionally, articles with direct relevance to the research topic were selected. Publications were limited to the timeframe from 2021 to 2025 to ensure the data used is up-to-date and aligned with current developments.

Data collection was conducted through a systematic literature search using key terms such as teacher communication, student discipline, student management, student discipline, teacher-student communication, and school discipline management. After the search, the literature was screened based on the relevance of the title and abstract, the availability of the full text, and the quality of the publication.

Data analysis in this study was conducted through a systematic literature review. The first step was literature selection, which involved choosing journal articles relevant to the research focus. Next, information from various sources was organized and grouped to facilitate understanding. The final stage was data synthesis, which involved integrating findings from the literature using a content analysis approach to arrive at comprehensive conclusions.

## **RESULTS AND DISCUSSION**

The term "communication" comes from the Latin language and refers to communication that aims to establish mutual understanding. In the context of education, communication is the aspect of communication in the educational environment (educational interaction) or communication that occurs in educational activities [6]. As a result, communication in education serves as a bridge that connects learning activities with students' comprehension skills.

There are two types of communication in education: verbal and nonverbal. Verbal communication uses spoken or written words, while nonverbal communication relies on mimicry, physical actions, and subtle changes. The appropriate use of language in both verbal and nonverbal communication can enhance students' comprehension, which teachers can leverage when teaching by using body language to create a more meaningful learning experience [7].

Effective communication enables students to clearly grasp and understand the teacher's message. Interpersonal communication is communication between two people who are in a specific stage of interaction and relationship, ranging from a level of familiarity to a level of separation, and occurs continuously [8]. The development of students' academic discipline is inseparable from the role of teachers who maintain good communication with their students. Students who have not yet demonstrated disciplined learning behavior will be guided, directed, and given motivation and advice so that they develop disciplined learning behavior [4]. As a result, the learning process runs more smoothly, and educational goals are easier to achieve. Additionally, good communication helps foster a sense of discipline and responsibility in students.

Student discipline is formed through a long process involving various behaviors that reflect the values of obedience, compliance, loyalty, orderliness, and proper conduct. This indicates that students behave in an obedient and compliant manner toward established rules [9]. In its development, there are two main approaches that are often applied: the preventive approach to prevent violations and the curative approach to correct deviant behavior. There is a positive and significant relationship between teacher discipline and student academic discipline [10].

Teachers, as the primary communicators in the classroom, play a strategic role in shaping student discipline. The quality of a teacher's communication has a significant influence on student discipline [10]. Teachers with effective, warm, and consistent communication generally have more disciplined classes than authoritarian or inconsistent teachers. Teachers' empathetic, dialogue-based, and attentive interpersonal communication approaches can significantly improve student discipline [11]. Teachers also act as role models, advisors, and mentors through continuous interaction to foster student discipline [12].

A strong bond between teachers and students is inseparable from the quality of communication established by teachers, particularly communication that is rich in empathy and positive attitudes. Such situations create a psychologically safe environment for students, where trust not fear underpins compliance. Thus, students follow the rules not because they are forced to, but because they respect their teachers. As explained by [13] through Self-Determination Theory, lasting discipline cannot rely entirely on external controls such as rewards or punishments, which often yield poor results and risk undermining students' natural motivation. Teachers should foster behaviors that support the fulfillment of students' fundamental psychological needs to cultivate internal motivation that drives self-directed and enduring discipline.

In the context of nonverbal communication, a teacher's physical presence in the classroom has an equally significant impact on student behavior. The way teachers utilize physical space directly influences students' attention and engagement in the learning process [14]. The concept of proxemics which relates to how individuals use and respond to physical space becomes relevant when teachers actively move to approach students (proximity control), as this strategy has proven effective as a mechanism for preventing disruptive behavior without disrupting classroom dynamics through verbal reprimands. The closer students' seating positions are to the teacher, the greater the increase in their engagement in learning and the overall classroom engagement. The teacher's movement patterns within the classroom are closely linked to the types of interactions that occur; teachers who move more actively and spread throughout the classroom tend to create more diverse and equitable interactions [15]. Thus, proximity control is not merely a tool for behavior management but also a pedagogical strategy that actively shapes the overall climate of engagement and discipline in the classroom.

Student discipline is not only shaped by the school environment but is also significantly influenced by the family environment. Therefore, communication between schools and parents plays a crucial role in fostering discipline comprehensively. Several studies indicate that parental involvement, supported by effective communication with the school, has a positive correlation with students' discipline levels [16]. The communication channels that can be utilized include parent-teacher meetings, communication logs, and digital school management platform.

In addition, consistent communication between schools and parents helps align perceptions regarding rules and the cultivation of discipline. Discipline is essential for creating an orderly learning environment that supports student learning outcomes [17].

Therefore, cooperation between schools and families is necessary to ensure that disciplinary values are consistently applied. A lack of communication can lead to differing approaches that confuse students [18]. Thus, good synergy between schools and parents is key to fostering student discipline.

Although communication plays a crucial role in the learning process, its effectiveness can still be hindered by various factors, such as semantic, psychological, physical, and cultural barriers. Research findings [16] indicate that these barriers can be minimized through the implementation of appropriate communication strategies, including the use of a democratic approach that encourages two-way interaction, the application of positive communication through reinforcement of desired behaviors, consistency in conveying rules and consequences, and the development of teachers' emotional intelligence in communication. Furthermore, a study [1] revealed that the provision of positive reinforcement, both verbal and nonverbal, has proven to be more effective in shaping students' disciplinary behavior consistently and sustainably.

## CONCLUSION

**Fundamental Finding :** Teacher communication is a fundamental determinant of student discipline in educational settings. Empathetic and positive interpersonal communication by teachers creates a psychologically safe learning environment built on trust rather than coercion, motivating students to exercise self-discipline aligned with Self-Determination Theory. Nonverbal communication, particularly proxemics and proximity control, further reinforces classroom discipline by leveraging the teacher's physical presence as a natural supervisory mechanism. School-family communication synergy ensures the consistent reinforcement of disciplinary values across both educational environments. **Implication :** These findings have significant implications for teacher professional development programs. Teachers should be equipped with communication competencies that go beyond content delivery, encompassing empathetic interpersonal skills, strategic nonverbal communication, and effective engagement with parents. School administrators are encouraged to design training programs that integrate proxemics awareness and positive communication strategies as part of classroom management curricula. Furthermore, policies that promote structured school-family communication channels will support more holistic discipline development. **Limitation :** This study is limited to a literature review methodology and does not include primary empirical data from direct observation or experimental settings. The sources are drawn from national journals indexed in Google Scholar and SINTA (2021–2025), which may not fully capture international or context-specific findings across diverse educational environments in Indonesia. **Future Research :** Future research is encouraged to conduct empirical studies using mixed-method approaches that combine classroom observations, teacher interviews, and student surveys to validate the relationship between specific communication practices and student discipline outcomes. Longitudinal studies examining the sustained effects of teacher communication training

on student behavioral development would also contribute significantly to the field of educational management.

## ACKNOWLEDGEMENTS

The authors would also like to thank the researchers and academics whose work is cited in this study, as their contributions form the intellectual foundation of this literature review. This study did not receive any funding or grants from external sources.

## REFERENCES

- [1] A. K. Huda, M. Montessori, Y. Miaz, and Rifma, "Pembinaan karakter disiplin siswa berbasis nilai religius di Sekolah Dasar," *J. Basicedu*, vol. 5, no. 5, pp. 4190–4197, 2021, doi: <https://doi.org/10.31004/basicedu.v5i5.1528>.
- [2] L. K. Putri, Minarni, and S. Hayati, "Gambaran kedisiplinan siswa-siwi SMP Negeri 13 Makassar," *J. Psikol. Karakter*, vol. 4, no. 1, pp. 330–340, 2024, doi: [10.56326/jpk.v4i1.3743](https://doi.org/10.56326/jpk.v4i1.3743).
- [3] E. D. Wasliman, "Upaya meningkatkan disiplin belajar melalui manajemen kelas dan kompetensi komunikasi guru yang humanis," *Khazanah Pendidik. J. Ilm. Kependidikan*, vol. 17, no. 2, pp. 33–43, 2023, doi: [10.30595/jkp.v17i2.18552](https://doi.org/10.30595/jkp.v17i2.18552).
- [4] N. Fatmah, T. Udin, and S. Maufur, "Pengaruh komunikasi interpersonal guru terhadap pembentukan karakter disiplin belajar siswa di kelas II MI Salafiyah Kota Cirebon Nurul," *Indones. J. Elem. Educ.*, vol. 3, no. 2, pp. 1–14, 2023, doi: <https://doi.org/10.24235/ijee.v3i2.6907>.
- [5] A. Fahrni, "Komunikasi efektif dalam proses pembelajaran," *JOTTER J. Teach. Train. Educ. Res.*, vol. 2, no. 2, pp. 68–81, 2024, doi: <https://doi.org/10.71280/jotter.v2i2.397>.
- [6] U. Mahadi, "Komunikasi pendidikan (urgensi komunikasi efektif dalam proses pembelajaran)," *J. Public Policy Adm. Silampari*, vol. 2, no. 2, pp. 80–90, 2021, doi: <https://doi.org/10.31004/jptam.v7i3.11969>.
- [7] N. A. Pohan, T. Mawaddah, I. H. Batubara, and M. Fathia, "Bahasa, logika dan komunikasi verbal dan non verbal," *J. Pendidik. Tambusai*, vol. 7, no. 3, pp. 30706–30711, 2023, doi: <https://doi.org/10.31539/joppa.v2i2.2385>.
- [8] A. M. Afrilia and A. S. Arifina, *Buku ajar komunikasi interpersonal*. Mungkid: Penerbit Pustaka Rumah Cinta, 2021. [Online]. Available: <https://books.google.co.id/books?id=2k8MEAAAQBAJ&lpq=PP1&ots=kSxKnIHvHh&dq=komunikasi interpersonal&lr&hl=id&pg=PA1#v=onepage&q&f=true>
- [9] R. A. Taha and I. N. Sujana, "Pengaruh penerapan tata tertib sekolah terhadap disiplin belajar siswa," *J. Pendidik. Ekon.*, vol. 9, no. 2, pp. 247–253, 2021, doi: <https://doi.org/10.23887/ekuitas.v9i2.31137>.
- [10] M. Pigay and Y. A. Reba, "Hubungan antara gaya mengajar guru dan efikasi diri dengan kedisiplinan siswa SMA di Kota Jayapura Margaretha," *J. Bimbing. dan Konseling*, vol. 5, no. 1, pp. 24–29, 2021, doi: [10.26539/terapeutik.51590](https://doi.org/10.26539/terapeutik.51590).
- [11] P. Vatikasari, A. T. Sikumbang, and S. Harahap, "Komunikasi Interpersonal Guru dalam Meningkatkan Kedisiplinan Siswa di SMA Negeri 1 Dolok Merawan Kabupaten Serdang Bedagai," *J. Ilmu Sos.*, vol. 2, no. 4, pp. 1701–1710, 2023.
- [12] A. K. Amala and H. U. Kaltsum, "Peran guru sebagai pelaksana layanan bimbingan konseling dalam menanamkan kedisiplinan bagi peserta didik di sekolah dasar," *J. Basicedu*, vol. 5, no. 6, pp. 5213–5220, 2021, doi: <https://doi.org/10.31004/basicedu.v5i6.1579>.
- [13] F. Guay, "Applying self-determination theory to education : regulations types , psychological needs , and autonomy supporting behaviors," *J. Sch. Psychol.*, vol. 37, no. 1, pp. 75–92, 2022, doi: [10.1177/08295735211055355](https://doi.org/10.1177/08295735211055355).
- [14] M. Sudharsono, S. Rahayu, S. Damayanti, and L. Rahmah, "Strategi efektif dalam manajemen kelas untuk meningkatkan keterlibatan siswa," *J. Penelit. Ilmu Pendidik.*, vol. 5, no. 3, pp. 1415–1423, 2024, doi: <https://doi.org/10.55681/nusra.v5i3.3179>.

- [15] U. Z. Ainiyah, L. N. Luffianti, and A. Nadhifah, "Strategi manajemen kelas untuk meningkatkan keterlibatan peserta didik dalam pembelajaran aktif," *J. Ilmu Pendidik.*, vol. 1, no. 2, pp. 63–66, 2024, doi: <https://doi.org/10.59066/jip.v1i2.988>.
- [16] F. A. Lubis, K. N. Lubis, I. P. Sihotang, and S. Wahyuni, "Analisis komunikasi dan karakteristik pada perkembangan peserta didik di SD," *J. Jendela Pendidik.*, vol. 3, no. 04, pp. 478–482, 2023, doi: <https://doi.org/10.57008/jjp.v3i04.612>.
- [17] P. Z. Ferryka, S. Suwartini, H. Edwin, and M. Nur, "Pengaruh kedisiplinan terhadap hasil belajar kelas 3 SD Negeri Buntalan tahun ajaran 2023/2024," *J. Pendidikan, Bhs. dan Budaya*, vol. 2, no. 2, pp. 144–155, 2024, doi: <https://doi.org/10.47861/jdan.v2i2.1215>.
- [18] U. Ma and A. Kibtiyah, "Kontribusi orang tua dalam pendidikan karakter disiplin pada siswa," *J. Pendidik. Tambusai*, vol. 5, no. 2, pp. 4690–4698, 2021, doi: <https://doi.org/10.31004/jptam.v5i2.1626>.

---

**\*Laksmi Dyah Hapsari (Corresponding Author)**

State University of Surabaya, Indonesia

Email: [25010714232@mhs.unesa.ac.id](mailto:25010714232@mhs.unesa.ac.id)

**Nadya Aurelia Afdhila**

State University of Surabaya, Indonesia

Email: [25010714134@mhs.unesa.ac.id](mailto:25010714134@mhs.unesa.ac.id)

**Aulia Rachmawati**

State University of Surabaya, Indonesia

Email: [25010714165@mhs.unesa.ac.id](mailto:25010714165@mhs.unesa.ac.id)

**Cindy Agatha Kamila**

State University of Surabaya, Indonesia

Email: [25010714233@mhs.unesa.ac.id](mailto:25010714233@mhs.unesa.ac.id)

**Nailah Putri Fanisya**

State University of Surabaya, Indonesia

Email: [25010714179@mhs.unesa.ac.id](mailto:25010714179@mhs.unesa.ac.id)

---