

# The socialization of student's communication with teachers at Agia Sophia High School Medan

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## ABSTRACT

The current development and importance of communication can be demonstrated by the expansion of sophisticated and relatively sophisticated communication devices at all levels of society. Humans can respond to each other in everyday life at the home, workplace, or in the community by communicating. Good communication, especially between teachers and students at school, can lead to success. The community service team collaborated with Agia Sophia Medan, one of Terrain City's private high schools. The Agia Sophiahigh school medan was a platform for organizing ideas and contributions to contribute to the community, particularly the agia high school student medan through socializing activities. Lectures, tutorials, and discussions were the methods for socialization. After implementing the program, the teacher was given a questionnaire to see if there were any changes for the better in the students' attitudes after socializing communication norms.

## KEYWORDS

Socialization;  
Ethic;  
Communication



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## 1. Introduction

Communication is an essential factor in the development of positive human relationships [1]. The current development and importance of communication can be demonstrated by the expansion of increasingly sophisticated and relatively sophisticated communication devices at all levels of society [2]. Humans can respond to each other in everyday life, at home, workplace, and in the community, by communicating [3]. Good communication, particularly between teachers and students at school, can lead to success [4]. Communication is a process of transferring understanding from one person to another about ideas or information [5]. Thus, communication is defined as the transmission of messages from one communicator to another or from one side to the other to gain mutual understanding. Communication developed between teachers and students is critical to highlight since both have interrelated relationships. The presence of the message application facilitates communication between teachers and students but is frequently abused, resulting in poor student manners. Globalization affects lifestyles and social norms. Students' lives, like those of other young people, are strategic targets for moral degradation. Over time, young people have frequently ignored deeply rooted norms of manners in our society. So far, the normal attitude of students towards their teacher has decreased over time due to the erosion of student norms and decency according to the behavior of society, both at school and in society.

Previous research has investigated social communication as a reference for community service. Haukedal investigated social communication and quality of life in children who use hearing aids [2]. Khandhadia analyzed audiovisual integration in ape facial patch neurons [6]. How AUTS2 regulates cerebellar development, Purkinje cell maturation, motor function, and social communication was studied by K. Yamashiro [7]. Crowell examined parenting behavior and children's development with autism spectrum disorders [8]. Do clinically anxious children cluster based on the expression of the factors that sustain the child's anxiety? Pearcey sought answers [9]. Hadders-Algra discovered that human face and gaze perception is highly context-dependent and involves bottom-up and top-down neural processing [10]. C. L. Ebbesen observed body language signals for rodent social communication [11]. Uskenbayeva studied the algorithm for developing an automated system based on a business process platform [12]. Vettori investigated the neural sensitivity to rapid individual facial discrimination

in autism spectrum disorders [13]. Su Maw conducted a systematic review and meta-analysis on the effectiveness of cognitive, developmental, and behavioral interventions for autism spectrum disorder in preschool children [14].

Mc. Kechanie studied a functional MRI facial emotion processing of autism in people with special needs [14]. Su discovered that low-dose chronic developmental exposure ([C8mim] [PF6]) caused neurotoxicity and behavioral abnormalities in mice [15]. Feuerstein implemented the early achievement for childcare providers through a cluster randomized controlled trial [16]. Impaired development of neocortical circuitry contributes to the neurologic changes observed in Arranz's DYRK1A haploinsufficiency syndrome [17]. Loukusa examined the assessment of social-pragmatic inference skills in children with autism spectrum disorders [18]. Atlam proposed a novel approach to determining the psychological impact of COVID-19 on student academic performance [19]. A. Baumgartner analyzed the dialogic structure of mass communication by comparing dialogical networks and mediated social communication approaches [20]. The relationship between parent-reported gastrointestinal symptoms sleep problems, autism spectrum disorder symptoms, and behavioral problems in children and adolescents with deletion syndrome was studied by Leader [21]. Huang identified genome variations in discordant monozygotic twins for autism spectrum disorder using whole genome sequencing [22]. Moura explored a random walk model for assessing autism [23].

The behavioral and neurochemical profile of adult zebrafish model MK-801, forebrain 2-adrenoceptors contribute to social withdrawal and anxiety-like behavior as studied by Perdikaris [24]. The effect of virtual reality-based cognitive training on children with autism spectrum disorders was investigated by J. Zhao [25]. Hori analyzed AUTS2 synaptic regulation for appropriate synaptic input and social communication [26]. Interpreting individual differences in facial expressions caused by stress was studied by Mayo [27]. Sensory hypersensitivity predicts increased attention capture by faces early in ASD development, as studied by Jones [28]. A comparison study by Slavk discussed stress response, laterality, and familiarity recognition in albino and pigmented fish [29]. Purnama studied educational software as a supporting technology for children with autism spectrum disorders [30]. Hyatt suggested network modulation of the default mode with mentalization in young adults with autism spectrum disorders or schizophrenia [31]. Fedushko researched semantic analysis for the detection of information and communication threats from online service users [32]. Kirsch examined the neurophysiological specificity of emotional communication through touch [33].

Shakhovska analyzed web users' music preferences based on social and demographic factors [34]. Jiang researched the evolution and neural representation of mammalian cooperative behavior [35]. Rosner studied serotonin systems in three socially communicating teleost species, namely the grunting toad (*Allenbatrachus grunniens*), the South American marine catfish (*Ariopsis seemanni*), and the reverse catfish (*Synodontis nigriventris*) [36]. Xu conducted a qualitative study on pain acceptance in cancer patients with chronic pain in Hunan, China [37]. Shepherd investigated functional networks for social communication in monkey apes [38]. The role of child and parental factors affecting emotional dysregulation in children with autism was studied by Mills using a multimethod [39]. Flaga-Gieruszyska researched an internet tool for disseminating legal information based on the Polish experience [40]. Structural and functional MRI information combination improves the detection of autism spectrum disorders, as studied by Raki [41]. Wang found that maternal B vitamin supplementation reduced PM2.5-induced autism-like behavior and hippocampal neurodevelopmental disorders in mouse offspring [42]. St. Pourcain's multivariate study of genetic variance in unrelated individuals investigated the developmental changes in the genetic architecture of social communication behavior [43].

Holub investigated the feedback form in the structure of the poly-agent function [44]. HUANG studied the mechanism and management of post-paralysis facial synkinesis [45]. The association of cardiovascular disease and depression with memory-related illnesses in a prospective was studied by Xue [46]. Santhoshkumar dissected a deep learning approach for emotion recognition in human body movement with convolutional neural networks in feedforward [47]. Culpin [49] studied Autistic Traits and Suicidal Thoughts, Planning, and Self-Harm in Late Adolescence [48]. Molenhuis discovered that histamine H3 receptor antagonists reduce autism-like hyperactivity but not repetitive behavior in BTBR T+Itpr3tf/J inbred mice [49]. Rothermich analyzed lifetime nonliteral language processing [50]. Shephard studied indicators of neural and facial processing behavior in siblings of

children with autism spectrum disorder (ASD) in a longitudinal study from infancy to mid-childhood [51]. Ryan probed young adult perspectives on health-related quality of life after pediatric traumatic brain injury [52]. Harrowell studied the impact of developmental coordination disorders on educational achievement in secondary schools [53].

The community service team collaborated with Agia Sophia high school Medan, one of Medan City's private high schools. Agia Sophia high school Medan is a forum for organizing ideas and contributions to contribute to the community, particularly Agia Sophia high school Medan. Socialized communication activities can increase students' understanding of the significance of norms when communicating with their teachers, both orally and in writing.

## 2. Method

The methods used in the socialization were lectures, tutorials, and discussions. The community service steps were meetings with the PKM team and convergence of collaboration with SMA Agia Sophia Medan and collaboration between the Management Study Program, Faculty of Economics and Social Sciences, Sari Mutiara University, and Agia Sophia High School Medan to discuss planned agenda activities as presented in Table 1.

**Table 1.** Activity agenda plan

No.	Day/Date	Time	Activity Stages
1	4 October 2021	08.00 a.m - 08.20 a.m	Participant Registration
2		08.20 a.m - 09.30 a.m	The opening and introduction of the sources: moderators open the program and introduce the speakers
3		09.30 a.m – 11.00 a.m	Exposure from sources: they share in detailed information about the communication ethic.
4		11.00 a.m – 12.00 a.m	Questions answered
5		12.00 a.m – 13.00 a.m	Break time
6		13.00 a.m - 15.00 a.m	Participants practice communicating to teachers.
7		15.00 a.m – 16.00 a.m	Closure and a photo session.

The community service activity involves 65 high school students from two science classes and one social class. Following the activity, the teacher was given a questionnaire to see if there were any changes in the student's attitude after performing the socialization of communication norms.

## 3. Results and Discussion

The community service activity was carried out in the Agia Sophia high school in Medan, beginning with the preparation stage depicted in Figure 1. The figure describes how the community's service team encountered the problem during the preparatory stage. One of the issues was that students frequently did not use polite language with the teacher when asking questions. Another issue was that students frequently did not understand the ethics of communicating with teachers.



**Fig. 1.** The preparatory stage of the progra

Figure 2 illustrates the preparatory stage of the program. The activities were conducted in the classroom. The first step was separating the students into groups. The teaching on etiquette during learning activities included school dress, student behavior when teachers enter the classroom, the student's proclivity to deceive, allude to, or harass teachers at school, student grammar in conversation with the teacher, and student proclivity to interrupt conversation during learning activities. Others were the student's attitude toward getting out of class during class time, the student's attitude toward going into class while the teacher is in school, the student's attitude when asking or commenting during the learning activity, and the student's attitude when meeting with the teacher outside. The student's ability to use volume, sound intonation, and speech was well defined. The way students communicate when rules were considered burdensome.



**Fig. 2.** Material explanation in class

### 3. Conclusion

Student communication ethics in learning activities based on the assessment include dressing neatly, saluting, not harassing the teacher, speaking politely, not interrupting conversations, knocking on doors, asking permission when entering and exiting class activities, controlling the volume and tone of voice, maintaining order and attention during learning activities, and advancing discussions when there are policies with which students disagree. Meanwhile, in terms of student assessment, teacher

communication ethics can be seen in aspects such as always being respectful, clean, and neat, using clear language, speaking politely and kindly, not becoming easily irritated, having good nonverbal communication that is clear and audible in teaching, appreciating students, and using learning media. It is suggested that teachers and students should adhere to normative communication ethics in learning activities.

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### Author Contribution

The current development and importance of communication can be demonstrated by the expansion of sophisticated and relatively sophisticated communication devices at all levels of society. Humans can respond to each other in everyday life at the home, workplace, or in the community by communicating. Good communication, especially between teachers and students at school, can lead to success.

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### Conflict of Interest

The authors declare no conflict of interest.

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