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AIDDA'S PERSUASIVE COMMUNICATION IN PREVENTING INTER-SCHOOL STUDENT FIGHTS: A STUDY AT STATE VOCATIONAL HIGH SCHOOL 2 PANGKALPINANG

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Abstract

Changing a person's thoughts, attitudes, and behaviors is one of the primary goals of communication. The concept involves intellectual aspects, including beliefs, thoughts, and ideas; while attitudes and behaviors are associated with physical factors, including emotions. Persuasive communication is defined as the ability to touch the heart, evoke shared emotions, and foster liking and acceptance of the conveyed ideas. It is essential to communicate objectives clearly in persuasive communication. Communicators face diverse goals and must pay attention to demographic, occupational, ethnic, social, and other contextual factors. This study employed a qualitative research method, with data collected through interviews, observation, and documentation. The data were analyzed using qualitative data analysis techniques. The research findings show that: 1) Persuasive communication is implemented following the AIDDA (Attention, Interest, Desire, Decision, Action) approach. The school has become one of the key instruments in preventing acts of student delinquency. Attention is achieved by providing emotional engagement; Interest is developed through personal approaches that encourage students to participate in positive activities; Desire is fostered by providing positive motivation; Decision involves appointing teachers and students who demonstrate positive behavior as role models, sharing exemplary stories of national heroes and leaders, and organizing mentoring programs by religious scholars and local police to instill positive values that influence students' decision-making; and Action includes conducting home visits, providing special guidance, and implementing disciplinary measures; 2) The impact includes the school's use of social and print media as anti-bullying tools by disseminating information about the negative effects of bullying and forming Roots as agents of change within the school. This initiative has fostered a more harmonious school environment, supported by continuous evaluations conducted weekly, monthly, and every semester. As a result, students have become better at managing their emotions, and there have been notable improvements in their attitudes and behaviors, along with a decreasing trend in bullying incidents.

Keywords: Communication, Persuasive, AIDDA, Student Violence, Students

Abstrak

Mengubah pikiran, sikap, dan perilaku seseorang merupakan tujuan komunikasi. Konsep; menyangkut hal-hal intelektual, termasuk hal-hal yang berkaitan dengan keyakinan, pemikiran, dan gagasan; Sikap dan perilaku berkaitan dengan faktor fisik, termasuk emosi. Komunikasi persuasif diartikan menyentuh hati, membangkitkan emosi yang sama, menyukai dan menerima ide yang disampaikan. Penting untuk mengkomunikasikan tujuan dengan jelas

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dalam komunikasi persuasif. Komunikator akan menghadapi tujuan yang berbeda. Komunikator harus memperhatikan faktor demografi, pekerjaan, etnis, sosial dan lainnya. Penelitian ini menggunakan metode kualitatif dan pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Data dianalisis menggunakan teknik analisis data kualitatif. Hasil Penelitian menunjukan bahwa: 1) Komunikasi persuasif yang dilakukan mengikuti pendekatan AIDDA (Attention, Interest, Desire, Decision, Action), pihak sekolah telah menjadi salah satu instrumen penting dalam mencegah aksi tawuran pelajar. Attention, memberikan perhatian melalui pendekatan emosional. Interest, pendekatan personal dengan mendorong siswa untuk melakukan kegiatan positif. Desire, memberikan motivasi Positif. Decision, guru dan siswa yang berperilaku positif dijadikan Role Model, cerita keteladanan nabi dan pahlawan Indonesia, lalu program mentoring dari ulama dan polisi setempat dalam menanamkan nilai positif dalam mempengaruhi Keputusan mereka dalam bertindak. Action, adanya Tindakan Home Visit, Pembinaan Khusus, dan Punishment; dan 2) Dampak berupa sekolah memanfaatkan media sosial, dan cetak sebagai pencegahan tawuran yaitu, menyebarkan dampak negatif tawuran lalu pembentukan Roots sebagai agen perubahan di sekolah, menjadikan sekolah lingkungan yang harmonis, lalu dilakukannya evaluasi yang berkelanjutan setiap minggu, bulan, hingga semester, dan siswa yang lebih mudah mengontrol emosi, perubahan sikap, perilaku siswa, dan tren penurunan angka tawuran dari siswa.

Kata kunci: *Komunikasi, Persuasif, AIDDA, Tawuran, dan Pelajar.*

A. Introduction

During adolescence, a person undergoes various physical and psychological changes. The influence of a student's environment is usually very strong. Because students experience many psychological and mental health issues during this period, which unconsciously leads them to undergo a process of self-identity exploration. Elementary school is a transitional period from childhood to adulthood, where children experience

rapid growth in all aspects of their lives, including physical, attitudinal, cognitive, and behavioral development. However, it's not fully mature adulthood; this period begins at age 13 and ends at age 21.¹

Communication is the most important component of daily life, just as it is in the workplace or at school. Communication is the process of sending messages or information from one person to another using symbols that have

¹ Resdati and Rizka Hasanah, "KENAKALAN REMAJA SEBAGAI SALAH SATU BENTUK PATOLOGI SOSIAL (PENYAKIT

MASYARAKAT)", *Jurnal Cakrawala Ilmiah*, vol. 1, no. 3 (2021), pp. 343-54.



meaning, significance, and information.² To analyze communication as a process, the elements that cause it must be considered first. This includes who is communicating, why they are communicating, and to whom the communication is directed. Additionally, we must consider the communication behaviors that occur, the messages created, how people communicate, how people package their messages, and what channels are used to convey messages to listeners or readers. Simply put, the communication process is the sending or operation of a series of symbols that are intentionally chosen and have meaning for the person speaking.³

Changing a person's thoughts, attitudes, and behaviors is a goal of communication. Concept; relating to intellectual matters, including those concerning beliefs, thoughts, and ideas;

Attitude and behavior relate to physical factors, including emotions. Persuasive communication is defined as touching the heart, evoking the same emotions, and liking and accepting the ideas presented. It's important to communicate goals clearly in persuasive communication. The communicator will face different objectives. The communicator must consider demographic, occupational, ethnic, social, and other factors.⁴

Fights are a long-standing phenomenon in Indonesia. Fights can happen anywhere, not just in big cities but also in rural areas. Tawuran is a fight or act of violence that occurs within a group or community. The term "brawling" is no longer unfamiliar in Indonesian society. This issue of brawling is not in line with the third principle of Pancasila, which is the unity and oneness of Indonesia. In fact, all Indonesian citizens must maintain a

² Ida Bagus Putu Eka Suadnyana and Krisna Suksma Yogiswari, "Peranan Komunikasi Persuasif Dalam Implementasi Ajaran Tri Hita Karana Pada Sekaa Truna Truni", *Ganaya : Jurnal Ilmu Sosial dan Humaniora*, vol. 2, nos. 2-3 (2020), pp. 104-12.

³ Narulita Syarweny et al., *Buku Ajar Pengantar Ilmu Komunikasi* (PT. Sonpedia Publishing Indonesia, 2025).

⁴ Ira Mirawati, "PEMANFAATAN TEORI KOMUNIKASI PERSUASIF PADA PENELITIAN E-COMMERCE DI ERA DIGITAL", *Medium*, vol. 9, no. 1 (2021), pp. 58-80.



sense of unity and cohesion. According to the Great Indonesian Dictionary, "Tawuran is a fight that occurs on a mass scale or a fight that occurs in groups".⁵ Based on this definition, a brawl is a fight that occurs in groups or between groups. This can be defined as a battle that occurs between one group of people and another. Fights can happen because teenagers' emotional levels are still unstable and they don't think things thru. For them, engaging in brawls is a challenge in their search for self-identity. According to Kartono, brawls are caused by bad behavior or unusual and potentially harmful deviations in adolescent behavior that can harm and disrupt the student themselves and others. The issues that arise usually involve mutual teasing and arguing about women. Another common trigger is the feeling of revenge. Due to the sense of camaraderie among peers during school, which fostered strong solidarity and togetherness, and the desire to

retaliate for the mistakes caused by the current generation of teenagers, which resulted in harm to a member or group. Therefore, schools, as educational institutions, are responsible for improving students' thinking abilities and skills in making decisions about whether to act or not act.⁶

The various problems mentioned above are causing concern among Indonesian students and youth, who are the future of the country. In fact, if you look at their developmental age, students are a generation of young people full of potential, a group of energetic human beings. They are expected to refine their knowledge and experience development in the future. However, this situation is truly disappointing because many people face obstacles in managing their lives. In fact, these factors are influenced to some extent by the internal influences on adolescents. For example, there is physical growth that is not balanced with rapid

⁵ Meisyifa Triandiva, "Dampak Tawuran antar Pelajar di SMKN 1 Budi Utomo Jakarta", *Pendekar: Jurnal Pendidikan Berkarakter*, vol. 6, no. 1 (2023), pp. 11-6.

⁶ Ronald Alfredo M.I.Kom S. Sos et al., *PENDIDIKAN MORAL* (Cendikia Mulia Mandiri, 2025).

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emotional and mental growth, followed by a desire for independence and recognition of their own lives, as well as a desire to break free from childhood and become part of the adult group.

Conversely, the nature or lifestyle of adolescents demands that they complete their developmental tasks because time will determine the direction of their lives. This requires adolescents' ability to adapt and adjust to their environment. This makes it very difficult for young people who need skills like health and leadership to be accepted by adults and their peers. Therefore, students, as a group of young people, face challenging health issues within the context of adult development. However, the problems experienced by adolescents actually arise from their interaction with family, school, and the social environment. If an adolescent is unable to fulfill their developmental tasks, including social adaptation, they will face various

psychological problems such as participating in fights or other juvenile crimes.⁷

Especially the inter-school brawling that recently occurred in Pangkalpinang, which was carried out by students from different schools. Student Brawl in Pangkalpinang Draws Attention, Police Forced to Fire Warning Shots. BANGKAPOS.COM, BANGKA -- The recent brawl between students at Depati Amir Stadium in Pangkalpinang City, Bangka Belitung Islands Province, has come under scrutiny. Quoted from Kompas.com, dozens of students from Vocational High Schools (SMK) and Senior High Schools (SMA) in Pangkalpinang City, Bangka Belitung Islands, were involved in a brawl. A number of students were injured and had to receive medical attention. The incident began on Tuesday (November 8, 2022) when a fight broke out at SMKN 2 Pangkalpinang. At that time, there were students involved in a fight.⁸

⁷ Ikhyia Ulumudin, "KAJIAN FENOMENA TAWURAN PELAJAR PENDIDIKAN MENENGAH", *Jurnal Ilmiah Mimbar Demokrasi*, vol. 15, no. 2 (2016),

<https://journal.unj.ac.id/unj/index.php/jmb/article/view/8812>, accessed 9 Oct 2025.

⁸ Aksi Tawuran Pelajar di Pangkalpinang Jadi Sorotan, Polisi Terpaksa Keluarkan Tembakan

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Historically, conflict between students has never occurred. Some people know, but it seems everyone has their own level. As high school students, they may have witnessed this, been involved in fights, or at least heard about it from a friend. The school is involved in the fight. This is consistent with the results of the Central Bureau of Statistics (BPS) survey in 2014, which showed that clashes occurred in 0.4% of all villages/urban areas across Indonesia. In 2018, this figure was known to have increased to 0.65%, and in 2021, data indicated that clashes decreased to 0.22% due to the Covid-19 pandemic. And after conducting a survey of several respondents who are vocational high school students from schools involved in conflict. Not many. However, many participants or their families

admitted to being in school and also having been involved in brawls.⁹

SMK Negeri 2 Pangkalpinang is a vocational high school located in the city of Pangkalpinang, Bangka Belitung Islands. The local community refers to it as STM (Sekolah Teknik Mekanik), and SMK Negeri 2 Pangkalpinang is the favorite vocational school in the city of Pangkalpinang. The number of students in the 2023/2024 academic year is 1473, with 1199 male students and 274 female students, and 95 teachers. Given the disparity in numbers between male and female students, this school is more prone to inter-school student brawls.¹⁰

Therefore, in an effort to address the impact and prevent inter-school student brawls, one of the necessary measures is to establish communication containing positive messages for students.

Peringatan - *BangkaPos.com*, <https://bangka.tribunnews.com/2022/11/12/aksi-tawuran-pelajar-di-pangkalpinang-jadi-sorotan-polisi-terpaksa-keluarkan-tembakan-peringatan>, accessed 9 Oct 2025.

⁹ Badan Pusat Statistik Provinsi DKI Jakarta, *Banyaknya Kelurahan yang Mengalami Perkelahian Massal disebabkan Keramaian*

(PODES) - *Tabel Statistik*, <https://jakarta.bps.go.id/id/statistics-table/2/MTE5NCMy/banyaknya-kelurahan-yang-mengalami-perkelahian-massal-disebabkan-keramaian--podes-.html>, accessed 9 Oct 2025.

¹⁰ *Data Pendidikan Kemendikdasmen*, <https://referensi.data.kemendikdasmen.go.id/pendidikan/npsn/10901157>, accessed 9 Oct 2025.



We cannot let this continue; we must find a way to address these brawls. The efforts that the school must make are to provide counselling to its students, and persuasive communication from the school is needed here to prevent acts of brawling. This includes communicating especially with students, with the aim of creating harmony both inside and outside the school environment.

In persuasive communication, is it necessary to change the mindset of students who think that brawling is their way of solving a problem, and is persuasive communication one of the types of communication that has a significant influence in preventing brawling at SMK Negeri 2 Pangkalpinang.¹¹

Based on the explanation above, the author is interested in researching how school staff such as the principal, subject teachers, and guidance counselors prevent student brawls at SMK Negeri 2

Pangkalpinang using persuasive communication. Therefore, the author is interested in choosing this title and conducting in-depth research to understand how educators at the school communicate.

B. Methodology

The type of research the researcher will use is qualitative research. In cases like this, qualitative methods can understand the objects hidden behind the unknown objects, which are difficult to see and find using qualitative methods.¹² Data collection techniques used interviews, observations, and documentation. The data was analyzed using qualitative data analysis.

C. Persuasive Communication Applied by the School in Preventing Student Fights at State Vocational High School 2 Pangkalpinang

¹¹ Relly Anjar Vinata Wisnu Saputra M.I.Kom S.I. Kom, *RETORIKA: Teori dan Teknik Praktis Seni Berbicara di Era Digital* (wawasan Ilmu).

¹² I. Made Laut Mertha Jaya, *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata* (Anak Hebat Indonesia, 2020).



1. Paying Attention to At-Risk Students, with an Emotional and Preventive Approach in Persuasive Communication

The emotional approach is one of the approaches used in preventing student bullying. In building relationships related to self-esteem, students are given the opportunity to share about their personal experiences, such as family conditions. To maintain that closeness, teachers play the role of trusted friends for their students. In this approach, the teacher provides a stimulus or understanding of the negative impact of bullying, for example, by giving real-life examples to make students aware of the potential consequences if they are involved in bullying, with the expectation that they will not repeat such behavior.¹³

Preventing bullying in schools requires a phased process and cannot be done overnight. The persuasive communication strategy applied is to

provide further guidance to students who are identified as potentially disruptive. This guidance is carried out intensively and continuously.

2. Channeling Interests and Talents Thru Positive Activities

Schools provide a platform for students to showcase their extracurricular talents, allowing them to channel their interests and passions, express themselves positively, and avoid engaging in activities that could lead to undesirable situations. Efforts to build student interest in avoiding negative influences and encouraging students to participate in extracurricular activities at school are carried out in a persuasive and constructive manner. This event not only provides information about the types of extracurricular activities available but also encourages students to actively choose activities that align with their interests and preferences.

¹³ Arif Shaifudin, "PENDEKATAN SOSIO-EMOSIONAL DALAM PEMBELAJARAN", *EL WAHDAH*, vol. 1, no. 1 (2020), pp. 15-28.



Persuasion is a complex communication process undertaken by an individual or group to intentionally or unintentionally elicit a specific response from another individual or group, both verbally and nonverbally, and carried out subtly and humanely so that the recipient is willing to do something willingly.¹⁴

With this persuasive approach, it is hoped that students will be more interested in participating in positive and enjoyable activities for them. This will not only help them fill their free time in a beneficial way, but also serves as a means to express love, increase self-confidence, and develop a sense of responsibility and teamwork.

3. Instilling Students' Desire and Determination to Avoid Fighting Through Personal Approach, Role Modeling, and Cultivating Positive Values

The process of preventing student involvement in actions that violate the rules is one approach that teachers take, namely through emotional and empathetic guidance.

Appreciation doesn't always have to be in the form of material wealth or physical gifts; it can be as simple as sincere recognition and praise from teachers or school staff. Simple phrases like "good" and other positive expressions can have a significant psychological impact on students. This is part of persuasive communication in motivating students emotionally and effectively.¹⁵

4. Home Visit, Special Guidance, and Punishment as a Handling Method for Students Involved in Fights

Conducting home visits, which means visiting students directly at their homes. This home visit was conducted not only to understand the students'

¹⁴ Sri Puji Astuti, "Persuasi dalam Wacana Iklan", *Nusa: Jurnal Ilmu Bahasa dan Sastra*, vol. 12, no. 1 (Indonesian literature Program, Faculty of Humanities, Diponegoro University, 2017), pp. 38-45.

¹⁵ Shelly D.M. Sumual et al., "STRATEGI GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA MELALUI KOMUNIKASI PERSUASIF", *Jurnal Genta Mulia*, vol. 15, no. 2 (2024), pp. 99-108.



backgrounds more personally, but also to provide direct guidance to parents regarding the appropriate care and attention they should give.

In addition to conducting home visits as a form of direct engagement with students and their families, teachers also actively provide special guidance to students as part of ongoing efforts to keep students engaged and prevent them from re-engaging in unhealthy activities. In addition to using persuasive and emotional approaches, SMK Negeri 2 Pangkalpinang also implements a point-based disciplinary system as a form of control and sanctions for students' deviant behavior, including involvement in brawl. This point system is used as a tool to educate and remind students that every negative action has clear and measurable consequences.

D. The Impact of Persuasive School Communication in Preventing Student Fights at SMKN 2 Pangkalpinang

1. Utilizing Social Media and Print Media to Prevent Fights

They created content in the form of a video about the dangers and impact of brawls, which was then shared on social media. This elicited direct responses from students, serving as an indicator that the message conveyed was received and understood.¹⁶

To convey the negative impact of such behavior thru educational videos. The second teacher's statement shows that social media is not only a means of communication, but also a strategic tool for influencing students' awareness and attitudes in a more modern and relevant way to their daily lives.

2. Formation of the TPPK and Roots Teams as a Collaborative School and

¹⁶ Yuni Fitriani, "Pemanfaatan media sosial sebagai media penyajian konten edukasi atau pembelajaran digital", *Journal of Information*

System, Applied, Management, Accounting and Research, vol. 5, no. 4 (2021), pp. 1006–13.



Student-Based Prevention of Violence and Fights

To create a school environment that is safe, orderly, and free from violence and bullying, State Vocational High School 2 Pangkalpinang formed two important elements that play a strategic role: the TPPK Team (Violence Prevention and Handling Team) and student groups. The formation of these two teams is a real manifestation of the collaborative relationship between school staff and students in promoting persuasive communication and exemplary behavior as a means of building a culture of discipline and positive values within the school environment.

3. Continuous Evaluation of Persuasive Communication for Preventing Clashes

This evaluation process is not merely an administrative routine, but also serves as a collaborative space for educators to share responsibilities and experiences. In the team's daily dynamics, it was clear that the school did not want to

solve the problem instantly, but rather tried to nurture student changes slowly and sustainably.

E. Analysis of AIDDA Persuasive Communication in Preventing Inter-School Student Clashes

Persuasive communication in schools, conducted by school stakeholders to prevent student drug use, was based on research information and the AIDDA theory, using rational, emotional, empathetic, and preventive approaches. The main goal was to motivate and teach persuasive communication skills applied in State Vocational High School 2 Pangkalpinang, without any discrimination or violence, to follow up on the training provided to students at the school.

An effective message must meet the characteristics of capturing attention; information must be interesting to its target audience, whether readers, listeners, or viewers. Therefore, striking images or text, as well as words containing promises of exclusivity, are highly

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necessary. Generating interest means the information presented must spark curiosity so that listeners want to see or read more. Creating desire (Desire), the need or desire to own, use, or do something must be aroused to lead to action (Action).¹⁷

At State Vocational High School 2 Pangkalpinang, the school actively builds persuasive communication and student learning strategies as a preventive effort against bullying. To address the three types of intelligence: Rational, Emotional, and Empathic, teachers, especially guidance counselors and student affairs teams, use various methods to convey constructive moral and social messages. There are many strategies that can be used to prevent the spread of Taiwanese learners.

Persuasion is a complex communication process carried out by an individual or a group with the aim of

consciously or unconsciously obtaining a certain response from other individuals or groups, both verbally and nonverbally, and is done orally so that the communicator is willing to do something well.

Communication is built upon three fundamental elements. These three elements serve as the source of communication (the persuader/communicator), the material produced (the message), and the person who listens to it. The persuader is the person or individual who delivers the message, which influences the attitudes, opinions, and even behavior of others, both verbally and nonverbally.¹⁸

Referring to the AIDDA theory (Attention, Interest, Desire, Decision, Action), the persuasive communication process applied at State Vocational High School 2 in Pangkalpinang appears to be tiered and structured:¹⁹

¹⁷ Yetty Oktarina and Yudi Abdullah, *Komunikasi Dalam Perspektif Teori Dan Praktik* (Deepublish, 2017).

¹⁸ Suci R. Marlina, *Dasar-dasar Komunikasi* (Bhuana Ilmu Populer, 2020).

¹⁹ Peter Neijens et al., *Measuring Exposure and Attention to Media and Communication:*



1. Attention

Schools strive to attract students' attention thru teachers using approaches appropriate for adolescents' characteristics, and teachers use Emotional, Preventive, and Rational approaches in guiding students with problems. This approach allows students to feel heard and understood. Teachers also initiate conversations by asking about students' personal experiences. This event makes students feel noticed and valued.

2. Interest

After the students' attention is awakened, the Guidance and Counselling teacher cultivates the students' interest in internalizing positive values and social awareness. For example, by approaching students in a personal way, students feel comfortable sharing their personal problems. They are not "divorced," but rather "taught to speak" by someone who cares. Dain recognizes positive activities such as extracurricular activities available at State Vocational High School 2

Pangkalpinang. Aigair focuses on redirecting their energy toward positive activities.

3. Desire

Students' desire to avoid bullying is triggered by positive motivation and concrete examples of the negative impact of bullying. The guidance and counselling teacher explained the situation in detail, including showing relevant cases (such as students involved in legal issues or victims of injury, even leading to death). The guidance and counselling teacher conveyed the importance of "humanizing students" and touching their emotional side so that they do not want to become perpetrators of violence, and giving appreciation, which is verbal recognition as a form of verbal reward, so that they can provide positive encouragement to students

4. Decision

After the incident occurred, the students decided not to participate in the event. This process is not instantaneous,

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but the continuous communication carried out by the teacher helps students make decisions with a complete understanding. Group discussions, counselling sessions, and even mentoring programs like inviting local ustadz or ulama, and inviting representatives from the police to speak at several activities at State Vocational High School 2 in Pangkalpinang, were carried out to strengthen this process.

5. Action

Concrete examples of this can be seen in students' behavior, such as actively participating in positive school activities like extracurriculars. These include home visits, which are conducted by teachers for students with problems; providing special guidance to students with problems; and providing points and warning letters to students who have previously engaged in actions that violate the rules. The school also noted a significant decrease in the number of students involved in conflict after receiving guidance.

The impact of persuasive communication in State Vocational High

School 2 Pangkalpinang is as follows: 1) Visual and digital campaigns: The school uses posters, pamphlets, and social media such as WhatsApp, Instagram, and the school's YouTube channel to disseminate positive messages, including the negative impact of bullying; 2) Empowering students as agents of change: In the Roots program, students considered to have a positive influence are appointed to teach their peers to avoid violence; 3) Strengthening thru student activities: The school provides space for students to excel, channel their hobbies thru extracurricular activities, and keep them busy with productive pursuits; 4) Continuous evaluation of strategies: The school consistently conducts evaluations, such as weekly, monthly, or semesterly reports, and disseminates feedback on the strategies used to prevent students from engaging in bullying.

Using the AIDDA theory becomes a relevant competitor in the context of communication within the school environment. Implicitly, every aspect of AIDDA is reflected in the processes carried

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out by teachers and school staff: 1) Teachers at State Vocational High School 2 Pangkalpinang, as communicators, play a key role, not only as message deliverers but also as active listeners capable of building interpersonal relationships; 2) The messages conveyed are designed to touch students' emotional side and awaken a desire for change; 3) Communication channels are not only face-to-face, such as counselling and mentoring programs, but are also supported by social media owned by students and guidance counselors at the school; 4) The effect of communication is evident in students' attitude changes, their involvement in positive activities, and a decrease in cases of brawls related to State Vocational High School 2 Pangkalpinang.

In this way, this research is related to the theory of persuasive

communication. Persuasive communication is the process of using verbal and non-verbal messages to change people's attitudes and behaviors.²⁰ Communication activities are not only carried out to provide information, namely to make others understand, but also to ensure that others are willing to accept understanding and beliefs in order to take actions, activities, and others. This communication is no longer just a way to persuade others, but rather, persuasion is a powerful tool that allows the person to act and behave according to the communicator's wishes.²¹

The AIDDA theory (Attention, Interest, Desire, Decision, Action) serves as the basis for analyzing the persuasive communication strategies implemented by schools to prevent student confusion.²²

²⁰ Kiki Esa Perdana, "Analisa Model Komunikasi Lasswell Pada Halaman '@aswaja_sunda' Dalam Turut Mempertahankan Ajaran Islam Ahlussunnah Wal Jamaah di Media Instagram", *The International Journal of Pegon : Islam Nusantara civilization*, vol. 5, no. 01 (2021), pp. 25-38.

²¹ Gustin Gustin, "STRATEGI KOMUNIKASI DALAM MENINGKATKAN WISATAWAN BENTENG

KOTA DI KECAMATAN TEMPILANG", *MEDIOVA: Journal of Islamic Media Studies*, vol. 1, no. 1 (2021), pp. 62-80.

²² Cucu Cahaya Hati Nasution and Muhammad Said Harahap, "STRATEGI KOMUNIKASI PERSUASIF KEPALA SEKOLAH DALAM MENCEGAH TAWURAN ANTAR PELAJAR MENENGAH KEGURUAN AL-WASHLIYAH 4



School activities also provide education both directly and indirectly, including thru participation and providing guidance on how to behave and interact with others at school. Education is like a liquid, not directly written or spoken, but in the form of writing/appeals to avoid actions that harm students, so that they can engage in good behavior. They are, after all, the future of the nation. The results of this research are also closely related to the theories used in conducting this research, which have been explained in the previous chapter. These theories explain that a communicator, especially a guidance and counselling teacher and the student affairs vice principal of State Vocational High School 2 Pangkalpinang, must master the components of persuasive communication with students who have the potential to engage in disruptive behavior and not repeat these bad habits. In addition, the AIDDA theory of persuasive communication is used by guidance counselors and student affairs

officers to persuade, influence, and also affect students who are likely to engage in disruptive behavior.

Although the strategies implemented were quite effective, the school also faced several challenges. Not all students respond quickly. Some students exhibit a passive or even defensive attitude. In addition, parental involvement, which is still lacking, and the social environment of students also become inhibiting factors. The results obtained in this study conducted by the researcher are significantly different from the results of previous studies. This research focuses on persuasive communication and the impact of persuasive communication used by schools in providing guidance to students with potential behavioral issues.

F. Conclusion

Based on research conducted on persuasive communication in schools to prevent student truancy at State

Vocational High School 2 Pangkalpinang, the following conclusions can be drawn:

1) Persuasive communication using the AIDDA approach (Attention, Interest, Desire, Decision, Action) has become an important instrument for schools in preventing student truancy. Attention, gaining attention thru emotional connection. Interest, personal connection, and encouragement motivate students to engage in positive activities. Desire provides positive motivation. Decision, teachers and students who behave positively are made Role Models, telling stories about the exemplary behavior of the Prophet and Indonesian heroes, then a mentoring program from local ulama and police in instilling positive values to influence their decisions in acting. Addiction, Tindaikain Home Visit, Special Guidance, and Punishment; and 2) These activities have an impact on State Vocational High School 2 Pangkalpinang, namely the school benefits from social media and print as a means of preventing addiction, which is by disseminating the negative impact of addiction, then forming

Roots as an agent of change in the school, making the school a harmonious environment, and conducting continuous evaluations every week, month, and semester, and students who are easier to control their emotions, change their attitudes, student behavior, and the trend of decreasing addiction rates among students at State Vocational High School 2 Pangkalpinang.

After conducting research on persuasive communication in schools to prevent student bullying at State Vocational High School 2 Pangkalpinang, the researcher would like to take this opportunity to offer some suggestions as follows: 1) Schools need to continue developing the persuasive approaches that are already working well, including utilizing digital media and creative activities that are suitable for today's youth characteristics. This is important so that competitors can be more accepted and understood by students as a whole; and 2) Parents and families are encouraged to actively build communication with the school and pay

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attention to their children's social interactions outside the home. The collaboration between families and schools is needed to nurture students' character development so that it can be aligned at home and at school.

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